

**SPELLING ERROR ANALYSIS IN STUDENTS' WRITING RECOUNT  
TEXT AT ELEVENTH GRADE IN MA AL-MUAYYAD SURAKARTA IN  
THE ACADEMIC YEAR OF  
2019/2020**

**THESIS**

**Submitted as A Partial Requirements for The Degree of *Sarjana* in English  
Language Education**



**By:**

**MUCHAMMAD AFFANDY**

**SRN. 153221188**

**ENGLISH LANGUAGE EDUCATION  
CULTURES AND LANGUAGE FACULTY  
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2020**

## ADVISOR SHEET

Subject : Thesis of Muchammad Affandy  
SRN : 15.32.2.1.188

To:  
The Dean of Cultures and  
Languages Faculty  
IAIN Surakarta  
In Surakarta

*Assalamu'alaikumWr.Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Muchammad Affandy  
SRN : 15.32.2.1.88

Title : Spelling Error Analysis In Students' Writing Recount Text At Eleventh Grade In MA Al-Muayyad Surakarta In The Academic Year Of 2019/2020

Has already fulfilled the requirements to be presented before The Board of Examination (*munaqosyah*) to gain uundergraduate degree in English Language Education.

Thank you for the attention.

*Wassalamu'alaikumWr.Wb.*

Surakarta, 3<sup>rd</sup> November 2020  
Advisor,

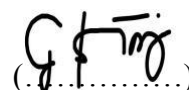


**Zainal Arifin, S.Pd., M.Pd.**  
**NIP.19730820 200312 1 003**

## RATIFICATION

This is to certify the Undergraduate thesis entitled “Spelling Error Analysis in Students’ Writing Recount Text At Eleventh Grade In MA Al-Muayyad Surakarta In The Academic Year of 2019/2020” by Muchammad Affandy has been approved by the Board of Thesis Examiners as the requirement for the Degree of Undergraduate in English Language Education.

Chairman : **Fitri Ana Ika Dewi,**



**NIDN. 2025029003**

Secretary : **Zainal Arifin, S.Pd., M.Pd.**



**NIP. 19730820 200312 1 003**

Main Examiner : **Budiasih, S.Pd., M.Hum.**



**NIP. 19760308 200312 2 003**

Surakarta, 4<sup>th</sup> December 2020

Approved by

The Dean of Culture and Languages Faculty



**Prof. Dr. Toto Suharto, S.Ag., M.Ag.**

**NIP. 19710403 199803 1 005**

## **DEDICATION**

This simple work is dedicate to:

My beloved father and mother who are the best parents in my world and always pray for me, give me support and help. Thank you for your ever payer, sweat and tears (Suparno and Sri Muryani).

My beloved brother and sister who always give me support and help

My beloved big family who give me support

My almamater, The State Islamic Institute of Surakarta

## **MOTTO**

So be patient. Indeed, the promise of Allah is truth  
(Q.S Ar: Rum: 60)

And Allah is the best of providers  
(Q.S Al: Jumu'ah: 11)

## **PRONOUNCEMENT**

Name : Muchammad Affandy  
SRN : 15.32.2.1.188  
Study Program : English Language Education  
Faculty : Cultures and Languages Faculty

I hereby sincerely state the thesis “Spelling Error Analysis in Students’ Writing Recount Text at Eleventh Grade in Ma Al-Muayyad Surakarta in The Academic Year of 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, 5<sup>th</sup> December 2020

Stated by

Muchammad Affandy

SRN. 15.32.2.1.188

## ACKNOWLEDGMENT

*Alhamdulillahirabbi 'alamin*, all praise be to Allah, the single power, the Lord of the universe, master of the day of Judgment, God Almighty, for all blessing and mercies so the researcher was able to finish this thesis entitled “SPELLING ERROR ANALYSIS IN STUDENTS’ WRITING RECOUNT TEXT AT ELEVENTH GRADE IN MA AL-MUAYYAD SURAKARTA IN THE ACADEMIC YEAR OF 2019/2020”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not to be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Mudhofir, S.Ag., M.Pd., the Rector of the State Islamic Institute of Surakarta.
2. Prof. Toto Suharto, S.Ag., M.Ag. As Dean of Cultures and Languages Faculty.
3. Budiasih, S.Pd., M.Hum., as the Head of English Language Education of Cultures and Languages Faculty.
4. Zainal Arifin, S.Pd M.Pd., as the advisor, for the guidance, precious, advices, and motivation, correction and help to revise the mistakes during the entire process of writing the thesis.
5. All of lectures English Language Education for valuable knowledge and time.
6. Drs. Masrokan, M.Pd., as the Headmaster of MA Al-Muayyad Surakarta who allowed the researcher to conduct the research in that school.
7. Arief Darmayanti, S.Pd., as the English teacher of eleventh grade who has allowed helped the researcher in conducting this research.
8. Rani Fitria Febriyati, S.Pd., as the validator of the research.

9. The researcher's beloved father (Mr. Suparno) and mother (Mrs. Sri Muryani) who have given their endless support, love, and prayer. There is no words can describe how thankful the researcher to have them as parents that will always support during the study and conducting this thesis.
10. The researcher's brothers (Muchammad Rizky, Muchammad Reza, Rendy Valentino Suyetno) who have given spirit, help and motivation during the process of the study.
11. All of the researcher's best friends that give support and motivation, thank you for the unconditional support (Upik Auliyasari, Yayan Suhendro, Ardian Yoga Pratama, Nanda Ramadhan Sugiarto, Faaza Achmad Shidiq, Hafidh Rois Al-Ahsan, Hayoga Dwi Utama)
12. All the researcher's beloved friends in *KKN Mandiri Desa Borobudur Magelang 2018* who always give the researcher sense of friendship and togetherness.
13. The researcher's friends in *Kost Putra Prima*. Thank you for support and togetherness
14. All of the researchers friends in English Language Education especially F class 2015 that couldn't mention all one by one, thank you being best partner in learning and making unforgettable moment.

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

Surakarta, 5<sup>th</sup> December 2020

The researcher

Muchammad Affandy



## ABSTRACT

Affandy, Muchammad. 2020. *Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in Ma Al-Muayyad Surakarta in The Academic Year of 2019/2020*. Thesis. English Language Education, Cultures and Languages Faculty. IAIN Surakarta.

Advisor : Zainal Arifin, S.Pd., M.Pd.

Key Words : Spelling Error, Error Analysis, Writing, Recount Text

The objective of this study are to know and clarify about (1) what are the types of spelling error made by the students' at eleventh grade of MA Al-Muayyad Surakarta and (2) which types of spelling error that most frequently occurs in students' writing recount text at eleventh grade of MA Al-Muayyad Surakarta.

The research used descriptive qualitative research method. This research was conducted on the eleventh grade students of MA Al-Muayyad Surakarta on March 2020. The researcher collecting the data used documentation. Then, the researcher analyzed the data by using error analysis procedures which comprise of collecting the data, identifying students' errors, classifying errors, explaining the errors based on the sources of errors and accounting the errors. From that result, the data was analyzed by Bestgen and Granger's category, and classify the types of spelling errors.

The result of this research show that students of the eleventh grade XI MIA 1 at MA Al-Muayyad Surakarta committed nine categories of spelling errors. The showed 170 errors from 32 students writing recount text. There are 42 total errors in Omission of a letter. Then substitution of one letter with 34 of total error. The third erroneous splitting or joining of words with 24 of total error. The next is two or more error of the same type or different type with 15 of total error. The fifth is double letter instead of single letter with 14 of total error. Then single letter instead of double letter with 13 of total error. The seventh is addition of a letter with 12 of total error and next is interchange of two adjacent letter with 9 of total error and the last is involving an apostrophe with 7 of total error. The most frequently errors that occurred in the students' writing recount text is omission of a letter with 42 of total errors or 25%.

## TABLE OF CONTENT

<b>TITLE</b> .....	i
<b>ADVISOR SHEET</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRONOUNCEMENT</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLE</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiii
<b>CHAPTER 1 : INTRODUCTION</b>	
A. Background of Study .....	1
B. Problem Identification .....	6
C. Problem Limitation .....	7
D. Research Question .....	7
E. Research Objective .....	8
F. Research Benefit .....	8
G. Key Terms .....	10
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. Theoretical Review .....	12
1. Review on Error and Mistake .....	12
2. Review on Error Analysis .....	14
3. Review on Spelling .....	15
4. Review on Spelling Error .....	16
5. Review on Writing .....	23
6. Review on Recount Text .....	32

B. Previous Study .....	35
-------------------------	----

### **CHAPTER III : RESEARCH METHOD**

A. The Research Design .....	40
B. Research Setting .....	40
1. Place of Research .....	40
2. Time of Research .....	41
C. Data and Source of the Data .....	41
D. Subject and Informant of the Research .....	42
E. Research Instrument .....	42
F. Technique of Collecting Data .....	43
G. Technique of Analyzing the Data .....	43
H. Trustworthiness of the Data .....	46

### **CHAPTER VI : THE FINDING AND DISCUSSION**

A. Research Findings .....	49
1. Categories of Spelling Errors that Found in the Students' Writing Recount Text .....	49
2. The Most Frequent Error .....	78
B. Discussion .....	80

### **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	84
B. Suggestion .....	85

<b>BIBLIOGRAPHY</b> .....	87
---------------------------	----

<b>APPENDICES</b> .....	91
-------------------------	----

## LIST OF TABLES

Table 2.2 The Type of Writing .....	26
Table 3.1 Relative Frequency Distribution Table .....	45
Table 4.1 The Error of Omission a Letter in Students' Writing Recount Text...	50
Table 4.2 The Error of Addition a Letter in Students' Writing Recount Text ...	55
Table 4.3 The Error of Single Letter Instead of Double Letter in Students' Writing Recount Text .....	57
Table 4.4 The Error of Double Letter Instead of Single Letter in Students' Writing Recount Text .....	60
Table 4.5 The Error of Substitution of One Letter in Students' Writing Recount Text .....	63
Table 4.6 The Error of Interchange of Two Adjacent Letter in Students' Writing Recount Text .....	67
Table 4.7 The Error of Involving an Apostrophe in Students' Writing Recount Text .....	69
Table 4.8 The Error of The Error of Erroneous splitting or joining of words (Word segmentation error) in Students' Writing Recount Text .....	71
Table 4.9 The Error of Two or more error of the same type or different type (Multiple error) in Students' Writing Recount Text .....	75
Table 4.10 Table of Categories of Spelling Errors found in Students' Writing Recount Text .....	78
Table 4.11 Table of Relative Frequency Distribution .....	79

## **LIST OF APPENDICES**

Appendix 1 The Students Attendance .....	92
Appendix 2 The Instrument of Documentation by Test .....	93
Appendix 3 Students' Worksheet of Writing Recount Text .....	94
Appendix 4 Expert Judgment of Content Validity .....	103
Appendix 5 Syllabus .....	125
Appendix 6 Lesson Plan .....	158
Appendix 7 Photo Documentation .....	164

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

In Indonesia, English is learnt as a foreign language. English has been the most important foreign language which is on the curriculum school. It means the English as a foreign language becoming one of the subject of the school curriculum. It is clear the curriculum tries to develop and achieve the communicative competence. The learners should be able to mastered English as requires of language skills that consist of speaking, reading, listening, and writing. Besides skills, there are English component which are: vocabulary, pronunciation, and grammar. In elementary until junior high school, the English skill is taught integrity. It can't be separated each other.

Language skills can be divided into two: oral language skills and written language skills. Oral language skills include listening and speaking whether written language skills include reading and writing, Rhyner et al (2009:7). Both of the skills must be clear whether to speech and to write. In oral language we must pronounce as well as we spell the vocabulary in the written language. In this study, the researcher focuses on the written language, especially in spelling.

Spelling is combinations of letters shaping entire word accurately. Spelling gets to be an imperative thing in composing since it can impact the meaning of word itself. It can impact the meaning of a message since the message in composing is conveyed in a composition of words that shapes a sentence, and words are form from spelling letter. From those reasons, understudies need to master spelling well and take care in utilizing spelling. To create a great and important word, dialect ought to be mindful around spelling. Spelling is an act of forming words correctly for individual letter (Oxford dictionary, 2008). It is one of the things that are learned in language lesson, especially in writing activity. According Bancha (2013) state that Expressing words in written form should be accurate so that the meaning of word can be accepted clearly by the reader to convey letter effectively, correct spelling is strongly required. Meanwhile, Sanford (1979, p.436) spelling rules are guides that will offer assistance the writers put their thoughts into composing that can be caught on by others. It implies spelling on of the critical viewpoints in students' writing activity.

Spelling problem can be classified into phonological and orthographic problems. Phonological problems allude to blunder in which the incorrectly spelled word does not sound just like the target word since the complete word, consonant, vowel, syllable, prefix, suffix, grapheme cluster is not listened at all or misheard, or included with another (Al-Jarf, 2010). In addition, orthographic problems refer to the misspelled word

which sounds like the written target word, but the written form or grapheme used for the misspelled part does not correspond with the target word or target grapheme. In learning English, usually students find the words that contain vowel digraphs or consonant digraphs and it becomes one of the problems that students confronted, whereas in the first language, students seldom find the words that contain vowel digraphs or consonant digraphs.

According to Sanford (1979:448) English is a unique language because sometimes English can spell one sound in several different ways. “In a word *fun*, the sound of (*f*) is spelled with an **f**. In *photo*, the same sound (*f*) is spelled with the letters **ph**. In the word *rough*, the same sound is spelled with the letters **gh**”. Furthermore, Sanford (1979:450) state that in English there is a homonym word. “The word *to*, *too*, and *two* are homonyms because they all sound alike but they are not spelled alike”. According to Al-zouod & Kabilan (2013) state that students face many difficulties when they write, especially in spelling. Furthermore, students cannot express their ideas because they cannot spell words accurately. It means spelling can influence the student’s ideas in their writing. If spelling can affect the idea of the students, then the students should be mastery spelling well. In the other hand, spelling error in the written English make the different meaning, for example in the words like “*quit*, *quiet*, and *quite*”. “*Quit*” in Indonesian means *berhenti*, “*Quiet*” means *diam/tenang*,



and “*Quite*” means *sungguh*. Error in the placement or omission of the one letter, for the example letter ‘*e*’ make the different meaning in that word.

Students often make error in writing English because English is foreign language as second language that learn, it because of the differences between write and speak the same word in English. College students often make the spelling error more over student in Senior High School, Junior High School, and even in Elementary School student. The error that continually by the students will make them usual to do that, because they don’t know if what they do is an error. It is need to conduct the research that describe what are the error are made by the student in English written since it has many advantages likes to know in what level the students master in English, as the evaluation material for the teacher to improve the student skill in their writing. While writing is one of the skill in English. Langan (2006:13) state that a skill of the learner will be increased if he/she practice it as often as possible. “a realistic attitude about writing must build on the idea that writing is a skill”, it is skill like driving, typing, or cooking, and like any skill, it can be learned. So, the more learners practice, their ability will be increased.

In this research, the researcher focused on spelling errors analysis in writing recount text made by students. It is because the researcher analyzed spelling errors in student’s writing, and that is why the researcher choose error analysis as the method of this research. Error analysis given a strategy for exploring learner language (Ellis, (1994:48). Error analysis

moreover has two benefits, they are the advantage for students and for the teachers. From error analysis, the students can know what kind of mistake that they had made, so that within the another time they are able to fix their errors. And for the teachers, error analysis can offer assistance them to know how their educating ability is and what kind of mistake that their students have.

Based on the preliminary research above, this research would identify this study aimed to know and focused on spelling errors analysis in writing recount text made by students. It is because the spelling error is important a thing in writing activity. Then spelling error ordinarily happens since the student cannot recognize between letters and sound of the word when they are writing. Therefore spelling error still show up in huge number in writing skill.

The researcher identified a gap in the prior research. There is a differences about the subject, object, type of text and the analyzing of the data in the previous study of "*An error Analysis on Students' Spelling in Writing at SMA Muhammadiyah 3 Yogyakarta*". The study was conducted a qualitative research by Risnati (2016). Based on the research, the researcher tried to make new research about spelling errors by using differences subject, object, type of text but the researcher also used similarities such as the problem statements, the research design and the collecting data. The second gap in the other research entitled "*An Analysis of Students' English Spelling Error in Writing Recount Text Performed by*

*English Grade Students of MTs Darul Ulum Waru Sidoharjo*". The study was conducted by Ningrum, Suryani (2017) with the differences about subject, object and writing recount text performance. Therefore, the researcher tried to make a new research about spelling error by using differences subject, object and writing recount text but the researcher also used similarity of the research design.

There are some reasons spelling error of writing recount text at eleventh grade in MA Al-Muayyad Surakarta. First, The researcher found some words are misspelled in the recount text, for example 'beautiful' as '*beutiful*', 'rises' as '*raises*', 'arrived' as '*arived*'. Second, the researcher chose the recount text because the researcher found that students had problem about spelling especially in written works. That is also the reason why the researcher chose MA Al-Muayyad Surakarta as the setting of this research. Based on the explanation above, the researcher interest in conducting a research those analyze a writing recount text. The researcher formulation the title of this study as **"Spelling Error Analysis In Students' Writing Recount Text At Eleventh Grade In MA Al-Muayyad Surakarta In The Academic Year 2019/2020"**.

## **B. Problem Identification**

Based on the background of the study above, can be identified about students writing recount text for second semester of the eleventh grade students of MA Al-Muayyad Surakarta in the academic year 2019/2020, such as:

1. Spelling error focus on students writing recount text for second semester of the eleventh grade students MA Al-Muayyad Surakarta in the academic year 2019/2020 is yet analyzed the types of errors made by the students.
2. The teacher do not analyzed the students writing recount text for second semester of the eleventh grade students of MA Al-Muayyad Surakarta.
3. The students often misspelled in their writing.

### **C. Problem Limitation**

Based on the explanation above, the researcher only studied on the spelling errors in students' writing at MA Al-Muayyad Surakarta. The researcher focused on finding out the types of spelling errors made by students and the most frequent types of spelling errors in writing made by students of MA Al-Muayyad Surakarta. The reason is why that the researcher only chose to research the type of spelling errors, for the first Bancha (2013:2) state that "Considering all the composing mistakes made by students incorrect spellings are found to be among the most frequent mistakes most student make.

### **D. Research Question**

Dealing with problem limitation, the researcher has two problems to be questioned:

1. What are the types of errors made by the students' at eleventh grade of MA Al-Muayyad Surakarta?

2. Which type of spelling error that most frequently occurs in students' writing at eleventh grade of MA Al-Muayyad Surakarta?

#### **E. Research Objective**

The objective of this research is one of the important things in order that study will reach the target what the researcher hope:

1. To find the types of spelling errors at the eleventh grade students of MA Al-Muayyad Surakarta in their writing Recount text.
2. To know what the type of spelling errors that most frequently occurs at the eleventh grade students of MA Al-Muayyad Surakarta in their writing Recount text.

#### **F. Reseach Benefit**

This research is anticipated to give several benefits. Those benefits are for the students of MA Al-Muayyad Surakarta, for the English teacher of MA Al-Muayyad Surakarta, for the other researcher and for the researcher herself.

1. Theoretical

The researcher is expected to give additional information and knowledge about spelling error analysis and also to give several benefits of the research to the readers and the other researcher. Hopefully this research can improve students' comprehension about spelling English word and growth their understand about how to write English word correctly.

## 2. Practically

### a) For the students

The benefits for the students is knowing the types of spelling error made by students. The spelling errors will know by the students that they made in their writings in this research. So, in the future the students of MA Al-Muayyad Surakarta can evaluated themselves in their spelling especially in writing. Also, from this research the students will know the usually occurred errors and can learn more about spelling English words in spelling of course in writing. As a result, in the future they are able to used and teach English spelling well to other students or other people.

### b) For the teacher

The benefits for the teachers of MA Al-Muayyad Surakarta can knowing the abilities of their students in English spelling of course in writing. Then, the teachers of MA Al-Muayyad Surakarta also can evaluating their teaching, particularly in teaching English spelling whether their educating has been great sufficient or not or does it require any change. For the last benefits, it is anticipated for the teachers themselves to try to analyze the problems.

c) For the researcher

The benefits for the researcher from this research is the researcher had a chance to discover the problems that were related to the subject. Then, the researcher had fulfilled one of the requirements to graduate from English Education of Department of IAIN Surakarta. And this research is able to improve the researcher ability's and to understand the types of spelling errors made by students in writing.

### **G. Definition of Key Terms**

To avoid misunderstanding in this research there are several key terms to make the readers understand clearly. Those key terms as follows:

1. Error

Error is a sure sign that the learner has not mastered the code of the target language (Bell, 1981:172).

2. Error analysis

Error analysis is the study about of students blunder which can be watched, analyzed, and classified to uncover something of the framework working inside the learners (Brown, 1947:227).

3. Spelling

Hornby (2000:3) stated that spelling is characterized as the act of shaping words accurately from a person letter.

#### 4. Spelling error

Botley, Halim and Dillah (2007:75) stated that spelling errors are exceedingly omnipresent and petulant highlights of moment dialect learners' written performance.

#### 5. Writing

Ridha (2012:22) stated that writing can be characterized as a complex process which requests cognitive analysis and linguistic synthesis.

#### 6. Recount Text

Anderson (1997: 48) stated that Recount text is a piece of text that retells past events, ordinarily within the arrange in which they happened. In this way, the special features of describe content may well be found in it could be a arrangement of events in which the past events is written chronologically



## **CHAPTER II**

### **REVIEW ON RELATED THEORIES**

#### **A. Theoretical Review**

##### **1. Review on Error and Mistake**

###### **a. Definition of Error**

Error is systematic, consistent deviancies, which characterize learners' linguistic system at a given arrange of learning. Error is a sure sign that the learner has no mastered the code of the target language (Bell, 1981:172). In learning second language or target language process, the learner tends to create errors and mistakes. Error will show up when the learners do not know the language system and it is disappointment managing with learner competence. Corder in Bell (1981:172) defines error as grammatically incorrect from, whereas mistakes as social inappropriate from. The learners will create error only in second language learning. Brown (1947:227) states that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner.

From the theories above, it can be concluded that error happens when the deviations emerge as a result of need of information and can not be adjusted by the learner. In other words,

errors are the result of students' lack of knowledge of linguistic system in second language.

b. Definition of Mistake

Brown (1941:227) conveys that mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Native speakers normally capable of recognize and correct such "lapses" or mistakes, which are not the outcome of a deficiency in competence but the outcome of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also happen in second language speech. Mistakes can be self-corrected when students paid more attention.

According to James (1998:83) an error can not be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. Bell (1981:172) supports that both first and second language learner make mistake-social gaffs of varying degrees of seriousness, but the native is far more likely to realize that his behavior has been judge to be socially unacceptable and is also far more likely to take steps to remedy the mistake than is the second language learner. It can be inferred that native can be able

to correct their mistakes by themselves, while second language learner does not.

## **2. Review on Error Analysis**

### **a. Definition of Error Analysis**

In learning and using foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the learned language. Brown (1947:227) says that error analyzed is the consider of students' error which can be watched, analyzed, and classified to uncover something of the system working inside the learners. It infers that error analysis is valuable for the teacher.

Error analysis will show teacher some problem confronting the students in learning language. It is advantages that error analysis may be followed to the significance of students' error. According to Johansen (1975:248), "An analysis of the learner's error gives the educator prove of the learner's competence in foreign language." The educator will too pick up data concerning learner's challenges at diverse levels.

In addition, it is fundamental to talk about error analysis for educating English as foreign language. English teachers ought to know error analysis since it gets to be valuable key to understanding the method of foreign language procurement. They

ought to know how the target language is learnt or obtained and what the fitting methodology utilize students to ace the target language. By conducting a efficient study of error, they may move forward their teaching strategy and endeavor to discover a few arrangements to solve a few issues confronted by students.

From the definition over, it can be concluded that the error analysis could be a technique for exploring learners' competence in procuring a second language procurement or a outside language. It describe learners' associate language and can be utilized to distinguish the conceivable mistakes or errors committed by the students.

### **3. Review on Spelling**

#### **a. Definition of Spelling**

Great spelling is an important thing in writing activity. Spelling is an aspect writing language, so the teaching learning of spelling must take place as far as possible within the context of writing (Croft, 1983:9). In addition Perveen and Akram (2014) stated that spelling is a study of phonics as related to the grouping of words for spelling such as an, man, can and others. This statement explains that spelling is a group of the words. Besides, according to Al-zuoud & Kabilan (2013) state that spelling is the learner's ability to write a word correctly.

Spelling could be a part of mechanical component of writing. Just like the other ability, composing has mechanical components that incorporate handwriting, spelling, punctuation, and the development of well-formed sentences, paragraph, and texts (Harmer, 2004:44). In writing activity, we need to be aware of our spelling, so that the information can be delivered well. According to Croft (1983:9) state that only possible justification for learning to spell is that accurate spelling is necessary for effective writing. If there is no need to communicate by writing, there is no need to learn to spell.

From the definition above, it can be concluded that the spelling is that spelling is characterized as the act of shaping words accurately from an person letter, and spelling is an vital thing in writing activity.

#### **4. Review on Spelling Error**

##### **a. Definition of Spelling Error**

Botley, Hakim and Dillah (2007:75) state that spelling error are exceedingly omnipresent and disagreeable features of second dialect learners' written performance. The other definition of spelling error is given by Al-jarf (2010:9) he said that any flawed words, flawed graphemes (single vowel, single consonant, vowel digraphs, consonant digraphs, phonogram, suffix or prefix) inside a word are checked as an error. Any graphemes that are included,

erased, substituted by another or turned around are numbered as incorrect spellings.

Spelling error ordinarily happens since the students cannot recognize between letters and sound of the word when they compose. Agreeing to Preveen & Akram (2014:2605) state that sounds, letters, word parts, word meaning, and word history are those components which play the vital part in learning to spell the words of English language. Additionally, a single sound (or more accurately, a single phoneme) may have numerous diverse spelling (paw, poor, pore, pour, daughter, sean), and the same spelling may have numerous diverse sound (or word, data, worry, compare) (Harmer (2001:256).

Spelling error still shows up in huge number in composing creating by learner, indeed drilling and training strategy did in each school or college (Botley et al, 2007). According to Benyo (2014) spelling errors are due to these sound issues. The other explanation, one of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not continuously obvious (Harmer, 2001:271). The other explanation given by Al-zuoud & Kabilan (2003) state that numerous students create incorrectly spelled word, which result in disengaged sentence.

According to Benyo (2014) bad spelling is a hindrance for the reader to get the meaning of written language. Awareness on spelling in the writing is necessary. According to Harmer (2004:53) learning English need to be aware about how we use different spellings to distinguish between homophones (words that sound the same but are spelt differently) such as *threw* and *through*.

In relation with error, spelling error refer to phonological and orthographic problem. Al-jarf (2010:6-7) said that, Spelling issue can be classified into phonological and orthographic issue. Phonological issues allude to errors in which the incorrectly spelled word does not sound just like the target word since the total word, consonant, vowel, syllable, prefix, suffix, grapheme cluster is not listened at all or mislisten, or included with another, while orthographic issue allude to those occasions in which the incorrectly spelled word sound just like the composed target word, but the composed shape or grapheme utilized for the incorrectly spelled part does not correspondence with the target word or target grapheme.

According to Coltheart (1985) and Henderson (1985) as quoted by Royer, Spinelli, and Ferrand (2005:2) “graphemes are commonly characterized as the composed representation of phonemes”.

Beside phonological and orthographic issues, the utilize of punctuation within the word too influences spelling error in the event that it lose. In learning English, students have to be get it how to utilize an punctuation accurately. These are some rules in using an apostrophe. According to Straus (2008:63) define that when utilizing the punctuation with compressions, the punctuation is continuously put at the spot where the letter (s) has been remove, for illustration like “don’t”, isn’t and others. In the mean time, when utilizing the punctuation with the ownership, the put of the punctuation is some time recently the s to appear solitary ownership, for illustration “Mr. Chang’s house”.

Besides, students’ first language (L1) usually affect in spelling. Hourani (2008) state that who pointed out that there tends to be intercession from the starting ESL students’ to begin with dialect within the prepare of composing in English. Though in Bahasa itself, there are a few word that adopt from outside language. According to Yulianto (2014) Indonesian language adopts element of several languages, both of local language and foreign language, such as Arabic, Sanskrit, Dutch, Sanskrit, Chinese, Portuguese, and English. Those reasons above may can cause spelling error in student’s writing.



## b. Types of Spelling Error

The error that happen on students are divided into a few categories. According to Bestgen and Granger (2011) the factors fundamental the categorization are: the component that carries the error (letter, word, boundary, and punctuation), and the error type (single letter addition, omission, substitution, transposition, and multiple blunders letter). Similarly, according to Benyo (2014) many spelling errors are due to omission, addition, substitution, and transposition of the sounds. Based on the explanation over, a few type spelling errors may happen in writing.

The other opinion comes from Elliot and Johnson (2008:6) who stated that there are several types of spelling error as the following:

- 1) Sound-based (homophones, incorrect consonant, and *e* for *y*, vowel sound error, and morpheme error).
- 2) Rules based error (doubling/singling, and text-speak).
- 3) Omission, commission and transposition (single or paired letters added, omitted or transposed).
- 4) Writing error (spacing, end of word missing).
- 5) Multiple errors.

According to Bestgen and Granger (2011) there are 9 type of spelling errors as following:

- 1) Omission of a letter

It is a type of spelling error in which occurs when students deleted or missed a letter of a word. For example:

- Quicly – Quickly
- Beutiful – Beautiful
- Mos – Most
- Cill – Chill

## 2) Addition of a Letter

It is a type of spelling error in which occurs when students include a letter in a word. For example:

- Develope – Develop
- Cheate – Cheat
- Launch – Lunch
- Teample – Temple

## 3) Single Letter Instead of Double Letter

It is a type of spelling error in which occurs when students miss a letter in a word that contains double letter. For example:

- Hapy – Happy
- Hapen – Happen
- Sleping – Sleeping
- Ocurrred – Occurred

## 4) Double Letter Instead of Single Letter

It is a type of spelling error in which occurs when students included double letter in a word that ought to be single letter.

For example:

- Butt – But
- Detailedled – Detailed
- Ellephant – Elephant
- Atthough – Although

## 5) Substitution of One Letter

It is a type of spelling error in which occurs when students substituting of one letter for another. For example:

- Life – Live
- Fan – Van
- Than – Then
- Bay – Buy

#### 6) Interchange of Two Adjacent Letter

It is a type of spelling error in which occurs when students write a word that any letter in the false position. For example:

- Tuorism – Tourism
- Birht – Birth
- People – People
- Puored – Poured

#### 7) Involving an Apostrophe

It is a type of spelling error in which occurs when students erroneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. For example:

- Its – It's
- Parents – Parent's
- Didnt – Didn't
- Doesnt – Doesn't

#### 8) Erroneous Splitting or Joining of Words (Word Segmentation Error)

It is a type of spelling error in which occurs when students included a word that includes splitting or joining two words with or without space. For example:

- Water fall – Waterfall
- Foot ball – Football
- Every day – Everyday
- Motor cycle – Motorcycle

#### 9) Two or More Error of The Same Type or Different Type (Multiple Error)

It is a type of spelling error in which occurs when students included two or more errors contains in a word. For example:

- Wore – Worry
- Woked – Walked
- Mount – Month
- Got thered – Gathered

## 5. Review on Writing

### a. The Definition of Writing

Composing includes a significant work as a medium of communication to specific our thoughts, to share information and to trade in data. As Ann Brown (1993) states that writing is important in our lives and as a communication act that transmit information and link people together. Related to the opinion, Raymond (1980) focuses out that, writing is more than a medium of communication. It could be a way of recollecting and a way of thinking as good. Write makes words changeless, and in this way extends the collective memory of human being from the relative little store that ready to keep in mind and pass on orally to the unbounded capacity of present day library. It can be summed up that writing creates human's lives by advising the information and the idea. People can disregard talked data in moment but writing makes it changeless.

Writing ability for outside learners is the foremost challenging movement since it is complex ability that includes information, concepts and writing's rules. Besides, for second

language (L2) or foreign language (FL) learners, the trouble in writing does not as it were lie in making and organizing ideas but too translating the ideas into readable writing,

Richards and Renandya (2002:203) explain that: there is no doubt that writing is the most difficult skill for L2, learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice and so on. It means that composing may be a difficult ability for remote students since the learners do not as it were concentrate in communicating and comparing the idea into comprehended writing but too must pay consideration to the writing's rule.

Meanwhile, according to Uusen (2006) writing has two components, such as contents (composition) and form (secretarial aspect). Content includes thoughts, idea, and the purpose of writing, vocabulary, and clarity, while form includes handwriting, spelling, and syntax. Writing does not only put the words in a blank paper, but it needs some process. There are several processes in writing such as planning what we are going to write, drafting it, reviewing and the last is editing what we have written and then producing a final (a satisfactory) version (Harmer, 2007:113).

Celce-Murcia and Olshtain give their idea about writing that writing is the production of the written word that result in a text but the text must be read and comprehended in order to for communication to take place. The writer, communication his/her ideas in the form of a written text frame of written content from which known or obscure reader will inevitably extricate the thoughts and this implications. In implies that writing may be a difficult ability for foreign learners since the learners don't as it were concentrate in communicating and composing the thoughts into comprehended composing but moreover must pay consideration to writing's rule.

English educator can utilize writing as a implies of learning of prove of effective learning. A great writing reflects a plenty of practicing since it needs forms of considering and after that assessing and revising it. White highlights that writing can be seen as including a number of considering prepare which is drawn upon in shifted and complex ways as an person composes, translates, assesses, and revises. Richards hints that writing is used either as evidence of successful learning or as a means of learning.

It can be concluded that through writing many information and knowledge can be shared, therefore writing can be develop human's life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL

not only has to interpret the ideas into comprehended text but also they have to pay attention to the writing's rules. However, writing reflects the FL learners competency because it can be such a tool that gives feedback in the learning process.

There are some purpose of writing that many experts have explained, according to Penny (1991: 163) state that the purpose of writing in principle is the expression of ideas, the conveying of message to reader. Meanwhile, Diestch (2003:4-5) clarify that the common purpose of writing may be essential to advise, to persuade, to specific and to engage. The particular reason includes reacting to certain require for writing. It can be summed up that the purpose of writing is to precise the thought or engaging the audience.

According to Tricia Hedge (1998: 95-96) states that the types of writing above can be specified into table as below:

**Table 2.2 Types of Writing**

<b>Personal Writing</b>	<b>Public Writing</b>	<b>Creative Writing</b>
<ul style="list-style-type: none"> <li>• Diaries</li> <li>• Journals</li> <li>• Shopping</li> <li>• Reminders for oneself</li> <li>• Packing list</li> <li>• Addresses</li> <li>• Recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of:               <ol style="list-style-type: none"> <li>1) Enquiry</li> <li>2) Complain</li> <li>3) Request                   <ul style="list-style-type: none"> <li>• From filling</li> <li>• Application/membership</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Stories</li> <li>• Rhyme</li> <li>• Drama</li> <li>• Song</li> </ul>

<b>Social Writing</b>	<b>Study Writing</b>	<b>Institutional Writing</b>
<ul style="list-style-type: none"> <li>• Letters</li> <li>• Invitation</li> <li>• Notes:               <ol style="list-style-type: none"> <li>1) Of condolence</li> <li>2) Of thanks</li> <li>3) Of congratulation</li> </ol> </li> <li>• Telegram</li> <li>• Telephone message</li> <li>• Instruction to               <ol style="list-style-type: none"> <li>1) Friends</li> <li>2) Family</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Making notes while reading</li> <li>• Taking notes from lectures</li> <li>• Making card index</li> <li>• Summaries</li> <li>• Synopses</li> <li>• Reviews               <ol style="list-style-type: none"> <li>1) Experiment</li> <li>2) Workshops</li> <li>3) Visits</li> </ol> </li> <li>• Essay</li> <li>• Bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Minutes</li> <li>• Memoranda</li> <li>• Repots</li> <li>• Reviews</li> <li>• Contracts</li> <li>• Business letters</li> <li>• Public letters</li> <li>• Advertisements</li> <li>• Posters</li> <li>• Instruction</li> <li>• Speeches</li> <li>• Application</li> <li>• Curriculum vitae</li> <li>• Specifications</li> <li>• Notes making (doctors and professional)</li> </ul>

Furthermore Harmer (2001: 246) stated that writing is procedure skill and particularly has to be coherent and cohesive. Coherent means making sense with following the sequence of ideas and points, while cohesion is a more technical matter relate



to concentrate on the various linguistic ways of connecting ideas phrases and sentences.

Meanwhile Miller (1998, in Cahyono and Widiati (2009: 72) explain that there are models of writing that underlie most of research studies and teaching methodology. They are writing as product, writing as process, and writing as social activity.

#### 1) Writing as Product

In this show, writing is irritated to be last item of composing action. Hence, the word composing alludes to composed content or a composition which is unmistakable as prints, hand-written items, or advanced records (Cahyono and widiati, 2009: 72). Whereas Kinneavy in Cahyono and Widiati (2009: 72), the content delivered is decided by emphasizing components of the communication triangle, they are essayist, gathering of people, and information of the word.

#### 2) Writing is Process

In this handle, students require inspiration with positive way toward writing by doing a few exercises such as collaborative work. Writing as prepare is more complex, since there are different stages of activity. The model of writing as handle realizes on that writing is no single movement, but there are numerous stages ought to do until the ultimate item.

According Harmer (2007:4) state that there are four components in composing process, they are:

a) Planning

Plan is what people are reaching to write. Some time recently beginning to type in they are trying and choose what it is they are reaching to say. They require make point by point notes then write down ideas on piece of paper. When planning, writers ought to think around three fundamental issues. Within the to begin with put, they have to be respect as the reason of their writing and choose what the data will may advise and language that will be utilized.

b) Drafting

It is the primary stage to start writing. The foremost significant here is get words into paper. This arrange goes to content that's regularly done on the presumption that will be revised afterward. A number of drafts maybe shaped on the way to last form.

c) Editing(reflecting and revising)

When people create a draft, they require reflecting and changing after they have drafting, or maybe they require readers as editor to donate comment or suggestion to back author to form suitable corrections.

d) Final version

After edited their draft, following created change they consider to be fundamental. At that point produce their last form. In last version, the writer has prepared to send or distribute their writing to audience. People might choose to characterize these stages in taking after way: planning, drafting, editing, and final draft.

3) Writing as social activity

According Miller (1998) state that writing as an act of communication between write and reader within external context. An act of writing result in the production of texts shared in community that conforms to the types of text. The notion of text types called genres.

Oshima and Hogue (1999: 15-18) said there are roughly four steps in writing process, namely:

a) Prewriting

Prewriting is a way to get ideas. In this step, you decide a topic and collect ideas to give explanation the topic. There is several techniques that you are able to use to get ideas. In prewriting stage is step to catch many ideas. The student starts to write by gaining the ideas; they don't need worry about the correctness or ordering. The main point is to keep writing.

b) Organizing

The next step in writing process is to organize the ideas into a simple outline. In this step, the idea is organized into simple outline to choose the specific angle or part to develop into paragraph.

c) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your draft. This perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in this outline. Notice also that he added a concluding sentence at the end.

After receiving the specific idea, the student makes outline guiding before starting writing activity. This step of writing can be called as rough draft because the student probably makes many errors.

d) Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it two steps. First, attack the big issues

of content and organization (revising). Then, work on the smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. the student has finished the writing process after revising, editing stage.

## **6. Review on Recount Text**

### **a. The Definition of Recount Text**

According to Anderson (1997: 48), a recount text may be a piece of text that retells past events, ordinarily within the order in which they happened. In this way, the special features of relate content may be found in it could be a grouping of occasions in which the past events are composed chronologically. The reason of the content is as a rule to grant the reader a portrayal of the event. Besides, it is the foremost common purposes are to advise and to engage. In addition, recount content is one sort of writings that retells a few events within the past in incorporates observer account, daily paper report, letter, discussion, television interviews and talks (Ibid, 1998: 49). Based on the clarification over, relate content is one of the content sorts that retells past events.

b. The kinds of Recount Text

According to Hyland (2019) recount text is classified into three kinds: personal recount, factual recount and, imaginative recount. They will be explained briefly:

1) Personal Recount

A personal recount is where the writer is relating the individual event that they were included directly. It implies that the writer is effectively included within the movement of the event. The purpose of the personal recount is to inform and to entertain the reader (Hyland, 2019)

2) Factual Recount

A genuine recount may be a list of records of a certain event. It can be utilized to retell the specific occurrence or event such as an mischance report, observer, science experience, authentic events, and daily paper report. It is purposed fair to advise the reader almost what was going on within the past (Hyland, 2019).

3) Imaginative Recount

According to Hyland (2019), an creative recount retells as an creative story through the eyes of a fictional character. It implies the event that happened within the content does not happen in genuine life. It is purpose is ordinarily to engage, and it usually can be found within the reading material.

From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells past even chronologically.

c. Generic Structure of Recount Text

According to Council (2008: 6-7), Recount text has a few critical characteristics which the writer may utilize. The generic structures of recount text comprise of introduction, events, and reorientation. They will be clarified briefly:

1) Orientation

Recount starts by telling the reader who was included, what happened, where the event took put, and when it happened. Orientation gives the reader foundation data required to get it the content and the reader will recognize around scene-setting and setting of the content (Council, 2008:6).

2) Sequence of events

The event is the most activity that happened within the story of the content. In writing recount text, events are requested in a chronological arrangement. Now and then, extra detail is included to the content to grant a few data for the reader (Council, 2008:7).

3) Reorientation

Reorientation may be a closing articulation which will incorporate elaboration. Some recount texts moreover have a

concluding passage. In this concluding passage, the writer can donate his/her comment or explanation, but it is discretionary. (Council, 2008:7).

d. Language Features of Recount Text

According to Council (2008: 50), There are some language features of recount text, as follows:

- 1) Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote, storytelling.
- 2) A word that shows the order of events (then, next, first, afterward, just, before, that, at last, meanwhile).
- 3) The subject of a recount text to focus on individual or group participants (third person, they, all, she, he, we, etc)
- 4) A personal recount is common (the first person: I was on my way to school....we got on the bus).
- 5) Using action verbs and circumstances such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

**B. Previous Study**

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references.



The first previous study is entitled “*An error Analysis on Students’ Spelling in Writing at SMA Muhammadiyah 3 Yogyakarta*”. The study was conducted a qualitative research by Risnati (2016). It describe about Spelling is one of the important things for students in learning writing. However, in writings, students frequently committed errors in spelling the English words. This research aimed to find out the types of spelling errors and the type of error that frequently occurs in students’ writing. This research used qualitative design and the instrument of this research was document analysis. This research conducted at SMA Muhammadiyah 3 Yogyakarta (senior high school). The researcher selected the participants by using convenience sampling and took 30 students’ hortatory texts from three classes of grade XI of Science Program. The result showed that students class XI Science Program (IPA) at SMA Muhammadiyah 3 Yogyakarta committed ten categories of spelling errors. These ten categories covered omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letters, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), two or more error of the same type or of different types (multiple error), and sound based error. Meanwhile, the most frequently error that occurred in the students’ writing was single letter instead of double letter category.

From the research above, the differences are about subject, object student writing hortatory text, and the analysis data. The similarities are

about the problem statements, the research design and the collecting data. The research design is qualitative research. The collecting data is document.

The second previous study is entitled "*Spelling Error Analysis in Students' Writing at Tenth Grade in MAN 1 Boyolali in the Academic Year of 2016/2017*". The study was conducted by Hikmah, Siti (2017) from The State Islamic Institute of Surakarta. Her research is descriptive qualitative research. The objectives of this research are to know and explain about (1) what are the types of errors made by the students at tenth grade of MAN 1 Boyolali and (2) which type of spelling error that most frequently occurs in students' writing of MAN 1 Boyolali. The research was carried out to the tenth grade students of MAN 1 Boyolali on May 2017. In collecting the data, the researcher is used writing test on recount text. Then, the data are analyzed by using error analysis procedures which consist of collecting the data, identifying students' errors, classifying errors, explaining errors based on the sources of errors and accounting errors. From that result, the data was analyzed by Bestgen and Granger's category, to classify the types of spelling errors. The findings of the research showed that students of tenth grade science program (X IPA 2) at MAN 1 Boyolali committed nine categories of spelling errors. These ten categories covered omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent letter, involving an apostrophe, erroneous splitting or joining

words (word segmentation error), and two or more error of the same type or different types (multiple errors). Meanwhile, the most frequently error that occurred in the students' writings was omission of letter category.

From the research above, the differences are about subject and object of the research. The similarities are about the research design, the collecting data, and spelling error. The research design is descriptive qualitative. The collecting data is document.

The third previous study is entitled "An Analysis of Students' English Spelling Error in Writing Recount Text Performed by English Grade Students of MTs Darul Ulum Waru Sidoharjo". The study was conduct by Ningrum, Suryani . This study focuses on the spelling error analysis to evaluate students' error in spelling the English words. This study uses qualitative descriptive design. Then, document, rubric and questionnaire are the instrument to analyze the data. It is purposed to analyze the types of spelling errors, frequency of spelling errors, and causes of spelling errors in students' writing of recount text. This study involved the eighth-grade students in intensive class of A class with 28 students. The result showed, there are 43 substitution error, 35 omissions, 28 additions, 24 words segmentation error, 12 double letter instead single letter, 11 interchanges two adjacent letter, 9 multiple error, 8 error involving apostrophe, and 5 error single letter instead of double letter. Then, spelling error that most frequently occur is substitution 24,60%. The causes of spelling error are divided into interlingual error and interlingual

error. The interlingual errors were found on phonological, morphological, grammatical, and semantic interference. Then, the causes of spelling errors based on the interlingual errors were the difference between written and spoken English or the inconsistency of letter and sound in English. Interlingual error or developmental error was caused by the difficulty of the target language in which it became more dominant factor that caused of spelling error. The interlingual errors included students' awareness about spelling error and students' lack of interest to learn. Interlingual errors factor occurred because simplification, overgeneralization, hypercorrection, faulty teaching and fossilization.

From the research above, the researcher conclude the similarity of this research with previous study is about spelling error and research design, the research design is descriptive qualitative. And the difference is about writing recount text performance, subject and object of the research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher uses descriptive qualitative research that focused on the spelling error analysis in students' writing recount text at eleventh grade in MA Al-Muayyad Surakarta in the academic year of 2019/2020. Qualitative research is a research method that reports descriptive information of a certain kind of composed or verbal from the individuals as the members of the research (Bogdan and Taylor, 2012: 11). Furthermore, according Creswell (2012: 4) state that qualitative research could be a implied exploring and understanding the meaning people or bunches as describe to a social or human issue. It can be concluded that qualitative research to descriptive study. This is qualitative research because the data were collected in the form of word rather than number. In addition, this study meant to describe the types of spelling error in students' writing recount text at eleventh grade in MA Al-Muayyad Surakarta in the academic year of 2019/2020.

#### **B. Research Setting**

##### **1. Place of Research**

The research was conducted in MA Al-Muayyad Surakarta which is located at Jl. K. H Samanhudi No. 64 Mangkuyudan, Purwosari,

Kecamatan Laweyan, Kabupaten Surakarta, Jawa Tengah 57142. The research was conducted at the Eleventh grade students' of MA Al-Muayyad Surakarta in the academic year 2019/2020.

## 2. Time of the Research.

This research was conducted on March 2020. The research was conducted in the second semester of eleventh grade students in MA Al-Muayyad Surakarta. Based on the syllabus of curriculum 2013 in the eleventh grade of MA Al-Muayyad Surakarta in the second semester. In this research, the researcher did planning, collecting the data, analyzing the data and reporting the data.

### **C. Data and Source of the Data**

According to the Creswell (1994:148) qualitative data can be collected through document analysis or visual material. Data is information in raw or unorganized form (such as alphabets, number, or symbols) that refer to, or represent, conditions, ideas, or objects. In this way, data is associated with the motivation for choosing a subject, the conduct of study and ultimately the analysis (Berg, 2007).

Information is boundless and present all over within the universe. It is in line with the definition that data is all information given by nature to be found and chosen as a research question. The source of the data is collected from the eleventh grade XI MIA 1 of MA Al-Muayyad Surakarta. The researcher wants to analyze the errors committed by students and its frequency. The researcher collects the data by

documentation the students to explain their experience in the worksheets. Students' writing is in a written form. Therefore, the data of the research includes in descriptive qualitative data.

#### **D. Subject and Informant of the Research**

The subject of this research was the eleventh-grade students of MA Al- Muayyad Surakarta. There were three classes at the eleventh grade of MA Al-Muayyad Surakarta: they are (XI MIA 1, XI MIA 2 and XI IIS). The research only took one class of eleventh-grade students as the subject of the research. The researcher did the study in the science class (XI MIA 1) as the object of this research, there are 31 students and their English teacher is Mrs. Arif Darmayanti, S.Pd. The population of this research was the students' writing task of recount text. In the second semester at the eleventh grade. The research choosing writing recount text as the object of the research, because recount text was usually given by the teacher as a writing activity.

#### **E. Research Instrument**

Arikunto (2002:160) contends that a research instrument could be a facility utilized by the researcher to gather the data precisely, totally efficiently and simple to be analyzed. From the definition over, it can be concluded that the instrument in inquire about is exceptionally imperative to urge precise data. Instruments that were utilized in this study to find the real issue, the types of spelling errors made by the students in writing recount text. The instruments of this research include the researcher, a

laptop, students worksheets, syllabus, lesson plan, and validator. This instrument can be utilized to collecting information on the research.

#### **F. Technique of Collecting Data**

Arikunto (2006: 175) state that there are some techniques to collect the data in the qualitative research, namely test, questionnaire, interview, observation, and documentation. In this research, the researcher collect the data used documentation. Furthermore, Cresswell (2012:223) documents represent a good resource for the text (word) in the data qualitative study, and they give the advantage of being in language and words of the participant. The researcher collected the data students' worksheets of writing recount text from eleventh grade XI MIA 1 of MA Al-Muayyad Surakarta in the academic year 2019/2020.

#### **G. Technique of Analyzing Data**

Corder in Ellis (1994:48) states that there are five steps to analyze the data containing student's error. It consist of collecting the data, identifying errors, classifying, explaining, and evaluating. Data analysis was conducted to create understanding of the data and enable the researcher to present the result of the research to the readers.

After collecting the document, the researcher uses the following steps as the part of data analysis:

##### 1) Collecting the Sample of the students language

This step was to decide the sample of the students language to use for analysis.



2) Identifying the errors

In the second step, the researcher tried to find out the error in the sample of the research by underlining the errors.

3) Classifying the errors

After underlining the errors, the researcher classified the errors. The errors were classified based on Bestgen and Granger's theory.

4) Giving codes for the data.

By giving code to make data identification easier to be analyzed. The researcher gave the code to make the classification of data analysis in every data. The codes which were used in data coding were S.1-S.31 as Student 1-31.

5) Explaining the errors

The researcher explained why the sentences were called erroneous.

6) Accounting the errors and identifying the dominant of the error

This step was an additional step done by the researcher to account for the percentage of the errors. In the case, the researcher used quality method of Sudjiono, the percentage of the errors. The researcher used for the formula as follow:

$$P = \frac{f}{N} \times 100\%$$

Which are:

P= Percentage number

f= Frequency of error

N= Number of case

After accounting the rate of the errors, the researcher identified the foremost visit error made by students based on the classification of the data. The researcher utilized the ungrouped data recurrence distribution table to list the frequencies of errors. At that point the researcher moreover utilized a relative recurrence distribution table by utilizing Sudijono Anas formulas as expressed in chapter two to show the frequencies of error percentage. It was aimed to reply the primary research question.

**Table 3.1 Relative Frequency Distribution Table**

No	Categories of Spelling Errors	Number of Spelling Error Occurs	Relative Frequency (Percentage)
1.	The omission of a letter		
2.	Addition of a letter		
3.	The single letter instead of the double letter		
4.	The double letter instead of a single letter		
5.	Substitution of one letter		
6.	Interchange of two adjacent letter		

7.	Involving an apostrophe		
8.	Erroneous splitting or joining of words (word segmentation error)		
9.	Two or more error of the same type or different type		
Total			

## H. Trustworthiness of Data

Qualitative research ought to uncover the objective truth. It is very important to get the validity of the data. Validity implies something that produces the researcher and relentless approximately the conclusion of the research. To increase the validity of the data, there are some strategies that used to improve the validity of the data (Creswell, 2009).

### 1. Triangulation of multiple data resources

It involves on checking whether the researchers' interpretation of the process and interactions in the setting is valid. The researcher collects the multiple sources of the data to ensure that they had a broad representation of the place and person studied. This different information should be compared through triangulation.

2. Member check

The researcher brings the descriptions or the specific themes to the participant to check whether the description is accurately accepted.

3. Rich and thick description

All description of detailed settings may provide the validity of the research.

4. Clarifying bias

Reflectivity through the bias appeared.

5. Negative case analysis

When the negative instances are identified, the researcher should revise the hypothesis or provide an explanation why it does not fit.

6. Prolonged time

The researcher spends enough time in the setting and take part in meaningful interactions with the participants.

7. Peer Debriefing

A colleague who reviews and discusses the field note.

8. External Auditor

In an external audit, an independent researcher examines all of the data collected in a study in order to assess the appropriate theme to the data, the bias has been controlled, and transcript accuracy.

In this research, the researcher used external auditor as the technique to validate the data. The data findings were reviewed and discussed with the English teacher of SMK Bina Mandiri Indonesia

Surakarta, Mrs. Rani Fitria Febriyati, S.Pd. The teacher reviewed and rechecked the data which have been analyzed by the researcher. Then, if the data was validated by the English teacher, the findings were described and discussed in the research report.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this chapter, the researcher the data gathered from the research. The data collected were committed to replying the research questions of what are the categories of spelling errors and which category most frequently occur at eleventh grade students writing recount text in MA Al-Muayyad Surakarta. The findings of this research were taken from the analysis of recount text from 31 students of XI MIA 1 in MA Al-Muayyad Surakarta. To show the result of the researcher clearly, those findings are categorized based on the research question follows:

##### 1. Categories of spelling errors found in students' writing recount text.

There are nine categories of spelling errors found in students' writing recount text based on Bestgen and Granger's theory. The researcher found 170 spelling error from 31 students' writing recount text. The researcher using coding S.1-S.31 as student 1-31 to make identification easier. In present the result of the research findings the researcher using the table that showed categories of a spelling error, spelling error analysis based on the students' writing recount text, and corrected spelling error based on the Cambridge dictionary (US).

## a) Omission of a Letter

Omission of a letter is a spelling error in which occurred when students deleted or missed a letter of a word. The researcher found 42 spelling errors in this category.

**Table 4.1 The Error of Omission a Letter in Students' Writing Recount Text**

Categories of Spelling Errors	Spelling Error Analysis	Corrected Spelling Error
Omission of a Letter	<ul style="list-style-type: none"> <li>• I was amazed by the <i>beutiful</i> scenery of the waterfall (S.1)</li> <li>• It is quite windy there and <i>cill</i> (S.1)</li> <li>• The <i>mos</i> interesting thing from our vacation that time was at the second day we visited lawa cafe (S.3)</li> <li>• <i>Afte</i> a hours explored the cave, we felt tired (S.3)</li> <li>• It was the <i>firs</i> time I climbed the mountain (S.4)</li> <li>• I did it with some of my <i>frends</i> (S.4)</li> <li>• I feel no worry because all of my <i>frends</i> were</li> </ul>	<ul style="list-style-type: none"> <li>• I was amazed by the <i>beautiful</i> scenery of the waterfall (S.1)</li> <li>• It is quite windy there and <i>chill</i> (S.1)</li> <li>• The <i>most</i> interesting thing from our vacation that time was at the second day we visited lawa cafe (S.3)</li> <li>• <i>After</i> a hours explored the cave, we felt tired (S.3)</li> <li>• It was the <i>first</i> time I climbed the mountain (S.4)</li> <li>• I did it with some of my <i>friends</i> (S.4)</li> <li>• I feel no worry because all of my <i>friends</i> were</li> </ul>

	<p>professional climber (S.4)</p> <ul style="list-style-type: none"> <li>• After all, that was my great <i>exprience</i> I had ever have (S.4)</li> <li>• Then I <i>wached</i> my favorite tv programs until it almost midday (S.5)</li> <li>• Although just a home holiday, at least to refresh my mind from the routine <i>activitie</i> in the office (S.5)</li> <li>• Then we take a <i>bat</i> in the public toilet (S.7)</li> <li>• My father gave me instructions an <i>hous</i> to arrive it (S.8)</li> <li>• My father gave me instructions on house to <i>arive</i> it (S.8)</li> <li>• <i>Firs</i> my father led me from behind (S.8)</li> <li>• I was afraid of being scolded when I go to <i>hom</i> (S.8)</li> <li>• It showed how people can <i>quicly</i> change when they have to look after themselves in the jungle (S.10)</li> </ul>	<p>professional climber (S.4)</p> <ul style="list-style-type: none"> <li>• After all, that was my great <i>experience</i> I had ever have (S.4)</li> <li>• Then I <i>watched</i> my favorite tv programs until it almost midday (S.5)</li> <li>• Although just a home holiday, at least to refresh my mind from the routine <i>activities</i> in the office (S.5)</li> <li>• Then we take a <i>bath</i> in the public toilet (S.7)</li> <li>• My father gave me instructions an <i>hours</i> to arrive it (S.8)</li> <li>• My father gave me instructions on house to <i>arrive</i> it (S.8)</li> <li>• <i>First</i> my father led me from behind (S.8)</li> <li>• I was afraid of being scolded when I go to <i>home</i> (S.8)</li> <li>• It showed how people can <i>quickly</i> change when they have to look after themselves in the jungle (S.10)</li> </ul>
--	--	---



	<ul style="list-style-type: none"> <li>• We saw many <i>turist</i> and we look a pictures together (S.12)</li> <li>• We look a pictures together then we and my family <i>lave</i> it (S.12)</li> <li>• In the <i>moning</i>, the trip took about four hours (S.13)</li> <li>• I spent my last holiday time visiting my <i>ucle's</i> home at Malang (S.14)</li> <li>• It took 20 minutes from my <i>ucle's</i> home riding motorcycle (S.14)</li> <li>• At <i>firs</i> I entered to eco green park because this is closed at 4.00 pm (S.14)</li> <li>• The <i>net</i> was animal museum which has a huge dinosaur replica (S.14)</li> <li>• <i>Tree</i> days ago, I went to the traditional market to buy some fruits and vegetables (S.15)</li> <li>• Last holiday my <i>frinds</i> visit me in my home (S.20)</li> <li>• The next day we went to Cinemax for <i>waching</i> film</li> </ul>	<ul style="list-style-type: none"> <li>• We saw many <i>tourist</i> and we look a pictures together (S.12)</li> <li>• We look a pictures together then we and my family <i>leave</i> it (S.12)</li> <li>• In the <i>morning</i>, the trip took about four hours (S.13)</li> <li>• I spent my last holiday time visiting my <i>uncle's</i> home at Malang (S.14)</li> <li>• It took 20 minutes from my <i>uncle's</i> home riding motorcycle (S.14)</li> <li>• At <i>first</i> I entered to eco green park because this is closed at 4.00 pm (S.14)</li> <li>• The <i>next</i> was animal museum which has a huge dinosaur replica (S.14)</li> <li>• <i>Three</i> days ago, I went to the traditional market to buy some fruits and vegetables (S.15)</li> <li>• Last holiday my <i>friends</i> visit me in my home (S.20)</li> <li>• The next day we went to Cinemax for <i>watching</i></li> </ul>
--	--	---

	<p>(S.20)</p> <ul style="list-style-type: none"> <li>• I'm so happy <i>waching</i> and eating popcorn with my close friend (S.20)</li> <li>• On Saturday, My <i>close frend</i> got ready to go home (S.20)</li> <li>• I saw little girl was standing in <i>frot</i> of the escalator (S.22)</li> <li>• We left our <i>shool</i> at 9.00 o'clock (S.23)</li> <li>• It took 24 hours to <i>arrive</i> there (S.23)</li> <li>• I hope the temple can be loved by all of the visitors and of the <i>goverment</i> (S. 23)</li> <li>• The <i>senery</i> is very beautiful and I was very happy (S.24)</li> <li>• We swam <i>together</i> and had fun in there (S.24)</li> <li>• In the evening, we enjoyed the <i>beatiful</i> sunset (S.24)</li> <li>• Then we went to home in early <i>moning</i> before saw the sunrise (S.25)</li> <li>• Three months ago, my</li> </ul>	<p>film (S.20)</p> <ul style="list-style-type: none"> <li>• I'm so happy <i>watching</i> and eating popcorn with my close friend (S.20)</li> <li>• On Saturday, My <i>close friend</i> got ready to go home (S.20)</li> <li>• I saw little girl was standing in <i>front</i> of the escalator (S.22)</li> <li>• We left our <i>school</i> at 9.00 o'clock (S.23)</li> <li>• It took 24 hours to <i>arrived</i> there (S.23)</li> <li>• I hope the temple can be loved by all of the visitors and of the <i>government</i> (S. 23)</li> <li>• The <i>scenery</i> is very beautiful and I was very happy (S.24)</li> <li>• We swam <i>together</i> and had fun in there (S.24)</li> <li>• In the evening, we enjoyed the <i>beautiful</i> sunset (S.24)</li> <li>• Then we went to home in early <i>morning</i> before saw the sunrise (S.25)</li> <li>• Three months ago, my</li> </ul>
--	--	--

	<p><i>frend</i> and I want to Siblarak Pond (S.27)</p> <ul style="list-style-type: none"> <li>• We <i>wen</i> rode a motorcycle, because Siblarak Pond was far from our home (S.27)</li> <li>• The camping <i>communities</i> had prepared something to frighten us by wearing ghost or zombie <i>costume</i> and chased after us (S.30)</li> <li>• I <i>lughed</i> loudly at that event because I funny (S.30)</li> <li>• Last <i>mont</i>, I and my family went to Umbul Siponggok (S.31)</li> <li>• After that we <i>bough</i> a tickets and it price Rp 10.000 (S.31)</li> </ul>	<p><i>friend</i> and I want to Siblarak Pond (S.27)</p> <ul style="list-style-type: none"> <li>• We <i>went</i> rode a motorcycle, because Siblarak Pond was far from our home (S.27)</li> <li>• The camping <i>communities</i> had prepared something to frighten us by wearing ghost or zombie <i>costume</i> and chased after us (S.30)</li> <li>• I <i>laughed</i> loudly at that event because I funny (S.30)</li> <li>• Last <i>month</i>, I and my family went to Umbul Siponggok (S.31)</li> <li>• After that we <i>bought</i> a tickets and it price Rp 10.000 (S.31)</li> </ul>
--	--	---

Based on the table above the student number 1 (S.1) made 1 type of error with 2 total of error. The first is omission of a letter. The student wrote the word “beautiful” which was incorrectly as “beutiful” should be added a letter *a* after letter *e*. The second error was omission of a letter too. The student wrote the word “chill” which was incorrectly as “cill” should be added a letter *h* after letter *c*.

Then student number 3 (S.3) made 1 type of error with 2 total of error. The first is omission of a letter. The student wrote the word “most” which was incorrectly as “mos” should be added a letter *t* after letter *s*. The second is omission of a letter too. The student wrote the word “after” which was incorrectly as “afte” should be added a letter *t* after letter *e*.

b) Addition of a Letter

Addition of a letter is a spelling error in which happened when students included a letter in a word. The researcher found 12 spelling errors in this category.

**Table 4.2 The Error of Addition of a Letter in Students’  
Writing Recount Text**

<b>Categories of Spelling Error</b>	<b>Spelling Error Analysis</b>	<b>Corrected Spelling Error</b>
Addition of a letter	<ul style="list-style-type: none"> <li>• Then we searched for the Lawa Restaurant and had a rice <i>launch</i> (S.3)</li> <li>• We waited the sun <i>raises</i>, we had to go back home (S.4)</li> <li>• Dad nearly fell off when he left go of the <i>rhope</i> (S.9)</li> <li>• Last week, I spent my holiday in Magelang went to Borobudur <i>teample</i></li> </ul>	<ul style="list-style-type: none"> <li>• Then we searched for the Lawa Restaurant and had a rice <i>lunch</i> (S.3)</li> <li>• We waited the sun <i>rises</i>, we had to go back home (S.4)</li> <li>• Dad nearly fell off when he left go of the <i>rope</i> (S.9)</li> <li>• Last week, I spent my holiday in Magelang went to Borobudur <i>temple</i></li> </ul>

	<p>(S.12)</p> <ul style="list-style-type: none"> <li>• It was the <i>naice</i> time for fishing, because I didn't homework (S.17)</li> <li>• We saw some elephants performance such as playing football, sitting, greeting the visitors and other <i>entertraining</i> performances (S.21)</li> <li>• When we returned <i>houme</i> we were tired (S.21)</li> <li>• <i>Afther</i> it we went returned to the home at 1 pm (S.24)</li> <li>• <i>Afther</i> it we were sleeping (S.25)</li> <li>• Then we went to <i>houme</i> in early morning before we saw the sunrise (S.25)</li> <li>• I and my friend <i>joint</i> santri festival that held in Sriwedari Stadium (S.28)</li> <li>• Joined santri festival is the best experience, I hope I can <i>joint</i> this in the next year (S.28)</li> </ul>	<p>(S.12)</p> <ul style="list-style-type: none"> <li>• It was the <i>nice</i> time for fishing, because I didn't homework (S.17)</li> <li>• We saw some elephants performance such as playing football, sitting, greeting the visitors and other <i>entertaining</i> performances (S.21)</li> <li>• When we returned <i>home</i> we were tired (S.21)</li> <li>• <i>After</i> it we went returned to the home at 1 pm (S.24)</li> <li>• <i>After</i> it we were sleeping (S.25)</li> <li>• Then we went to <i>home</i> in early morning before we saw the sunrise (S.25)</li> <li>• I and my friend <i>join</i> santri festival that held in Sriwedari Stadium (S.28)</li> <li>• Joined santri festival is the best experience, I hope I can <i>join</i> this in the next year (S.28)</li> </ul>
--	--	--

Based on the table above the student number 3 (S.3) made one type of spelling error, namely addition of a letter. The error is

when the student wrote the word “lunch” which was incorrectly “launch” the student added a letter *a* after letter *l*. The second is student number 4 (S.4) made one type of spelling error, it’s an addition of a letter. The error when the student wrote the word “rises” which was incorrectly “raises” the student added a letter *a* after letter *r*. The third is student number 9 (S.9) made one type of spelling error, namely addition of a letter. The error when the student wrote the word “rope” which was incorrectly “rhope” the student added a letter *h* after letter *r*.

c) Single Letter Instead of Double Letter

Single letter instead of double letter is a spelling error in which happened when students miss a letter in a word that contains double letter. The researcher found 13 spelling errors in this category.

**Table 4.3 The Error of Single Letter Instead of Double Letter  
in Students’ Writing Recount Text**

<b>Categories of Spelling Error</b>	<b>Spelling Error Analysis</b>	<b>Corrected Spelling Error</b>
Single letter instead of double letter	<ul style="list-style-type: none"> <li>• It was such an <i>unforgettable</i> experience for me (S.1)</li> <li>• When we returned home we were tired but <i>hapy</i> because we had so much fun (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>• It was such an <i>unforgettable</i> experience for me (S.1)</li> <li>• When we returned home we were tired but <i>happy</i> because we had so much fun (S.9)</li> </ul>

	<ul style="list-style-type: none"> <li>• We <i>arived</i> at there at 3.00 am (S.12)</li> <li>• Although I am tired but I was very <i>hapy</i> (S.12)</li> <li>• The trip took about four hours and <i>arived</i> at around 11.00 am (S.13)</li> <li>• The waves there were suitable for <i>swimming</i> (S.13)</li> <li>• I didn't swim because I couldn't swim and only play with the water on <i>shalow</i> part (S.13)</li> <li>• It was a pity event and I hoped it would never <i>hapen</i> again (S.15)</li> <li>• It was our experience in Pacitan <i>especialy</i> Srau beach, we are very happy (S.16)</li> <li>• She said nothing but she opened up her arm to me so that can hug her and <i>cary</i> her on my chest (S.22)</li> <li>• It was a daylight and the sun was <i>realy</i> thirsty (S.24)</li> <li>• After that we were</li> </ul>	<ul style="list-style-type: none"> <li>• We <i>arrived</i> at there at 3.00 am (S.12)</li> <li>• Although I am tired but I was very <i>happy</i> (S.12)</li> <li>• The trip took about four hours and <i>arrived</i> at around 11.00 am (S.13)</li> <li>• The waves there were suitable for <i>swimming</i> (S.13)</li> <li>• I didn't swim because I couldn't swim and only play with the water on <i>shallow</i> part (S.13)</li> <li>• It was a pity event and I hoped it would never <i>happen</i> again (S.15)</li> <li>• It was our experience in Pacitan <i>especially</i> Srau beach, we are very happy (S.16)</li> <li>• She said nothing but she opened up her arm to me so that can hug her and <i>carry</i> her on my chest (S.22)</li> <li>• It was a daylight and the sun was <i>really</i> thirsty (S.24)</li> <li>• After that we were</li> </ul>
--	---	---

	<p><i>slep</i>ing we woke up before subuh pray to saw the sunrise (S.25)</p> <ul style="list-style-type: none"> <li>• Then we <i>arived</i> at 9.00 am (S.31)</li> </ul>	<p><i>sleeping</i> we woke up before subuh pray to saw the sunrise (S.25)</p> <ul style="list-style-type: none"> <li>• Then we <i>arrived</i> at 9.00 am (S.31)</li> </ul>
--	--	--

Based on the table above the student number 1 (S.1) made one type of spelling error, namely single letter instead of double letter. The researcher found in the word “unforgettable” which was erroneously written as “unforgettable” it should be double *t*, however the student only put single *t* in the word “unforgettable”. Then student number 9 (S.9) made one type of spelling error was single letter instead double letter. The student wrote the word “happy” which was incorrectly written as “hapy”. The student only write single *p* it should be double *p* in the word “happy”. Next student number 12 (S.12) made 2 error in this type of error. The first the researcher found in the word “arrived” which was erroneously written as “arived” it should be double *r* not single *r* in the word “arrived”. The second error the researcher found in the word “happy” which was incorrectly written as “hapy”. The student only write single *p* it should be double *p* in the word “happy”.

d) Double Letter Instead of Single Letter



Double letter instead of single letter is a spelling error in which happened when students included double letter in a word that ought to be single letter. The researcher found 14 spelling errors in this category.

**Table 4.4 The Error of Double Letter Instead of Single Letter in Students' Writing Recount Text**

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Double letter instead of single letter	<ul style="list-style-type: none"> <li>• <i>Although</i> I am tired but I was very happy (S.12)</li> <li>• Although I am tired <i>butt</i> I was very happy (S.12)</li> <li>• I and my <i>family</i> went to Pangandaran beach for a vacation (S.13)</li> <li>• I saw some seagulls flew <i>arround</i> hunting for fish (S.13)</li> <li>• Last year, I and my <i>family</i> went to Pacitan (S.16)</li> <li>• The next day we went to Cinemax for watching <i>fillm</i> (S.20)</li> <li>• Yesterday I and my family went to Way Kambas national park to</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Although</i> I am tired but I was very happy (S.12)</li> <li>• Although I am tired <i>but</i> I was very happy (S.12)</li> <li>• I and my <i>family</i> went to Pangandaran beach for a vacation (S.13)</li> <li>• I saw some seagulls flew <i>around</i> hunting for fish (S.13)</li> <li>• Last year, I and my <i>family</i> went to Pacitan (S.16)</li> <li>• The next day we went to Cinemax for watching <i>film</i> (S.20)</li> <li>• Yesterday I and my family went to Way Kambas national park to</li> </ul>

	<p>see the <i>ellephants</i> and rhinos conserved there (S.21)</p> <ul style="list-style-type: none"> <li>• Way Kambas national park is a national park which is used <i>ass</i> elephants and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia (S.21)</li> <li>• We saw some elephants performances such <i>ass</i> playing football, sitting, greeting the visitors and other entertaining performances (S.21)</li> <li>• It has 504 statues and 1.400 <i>relieff</i> from the top of the temple we can such beautiful scenery (S.23)</li> <li>• Finally I <i>sleep</i>t in the car seat (S.24)</li> <li>• I <i>immediatelly</i> took a bath and prepared to go to the market (S.26)</li> <li>• The first thing I had to did prepared the equipment was used to make the cake such as mixer, oven,</li> </ul>	<p>see the <i>elephants</i> and rhinos conserved there (S.21)</p> <ul style="list-style-type: none"> <li>• Way Kambas national park is a national park which is used <i>as</i> elephants and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia (S.21)</li> <li>• We saw some elephants performances such <i>as</i> playing football, sitting, greeting the visitors and other entertaining performances (S.21)</li> <li>• It has 504 statues and 1.400 <i>relief</i> from the top of the temple we can such beautiful scenery (S.23)</li> <li>• Finally I <i>slept</i> in the car seat (S.24)</li> <li>• I <i>immediately</i> took a bath and prepared to go to the market (S.26)</li> <li>• The first thing I had to did prepared the equipment was used to make the cake such as mixer, oven,</li> </ul>
--	---	---

	<p>scales, <i>spatullas</i>, and baking pan (S.26)</p> <ul style="list-style-type: none"> <li>• Then we entered Umbul Siponggok and we swim at Umbul Siponggok <i>untill</i> at 1.00 pm and went to home (S.31)</li> </ul>	<p>scales, <i>spatulas</i>, and baking pan (S.26)</p> <ul style="list-style-type: none"> <li>• Then we entered Umbul Siponggok and we swim at Umbul Siponggok <i>until</i> at 1.00 pm and went to home (S.31)</li> </ul>
--	--	--

Table 4.5 show several error that contain in the same type of error. The first from student number 12 (S.12), the student wrote the word “but” which was erroneously written as “butt”, it should be single *t* not double *t* in the word “but”. The second from student number 13 (S.13), the student wrote the word “family” which was incorrectly written as “family”, there was only single *l* in the word “family” not double *l*. Then the researcher also found in the word “around” which was incorrectly written as “arround”, it should be single *r* not double *r* in the word “around”.

e) Substitution of One Letter

Substitution of one letter is a spelling error in which happened when students substituting of one letter for another. The researcher found 34 spelling errors in this category.

Table 4.5 The Error of Substitution of One Letter in Students'

## Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Substitution of one letter	<ul style="list-style-type: none"> <li>• Last holiday I and my beloved friend visited Lembah Pelangi waterfall in Ngarip district, Tanggamus regency, Lampung <i>provence</i>, Indonesia (S.1)</li> <li>• <i>Lart</i> week we went to our parent's house in Trenggalek (S.3)</li> <li>• Last week we went to our parent's <i>houre</i> in Trenggalek (S.3)</li> <li>• We felt <i>tived</i> and we went out at the outside of the cave (S.3)</li> <li>• After seeing the sun <i>raises</i>, we had to go back home (S.4)</li> <li>• I just stay at home for two weeks to did the same activities <i>routunely</i> over and over again (S.4)</li> <li>• Then I watched my <i>faporite</i> tv programs until it almost midday (S.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Last holiday I and my beloved friend visited Lembah Pelangi waterfall in Ngarip district, Tanggamus regency, Lampung <i>province</i>, Indonesia (S.1)</li> <li>• <i>Last</i> week we went to our parent's house in Trenggalek (S.3)</li> <li>• Last week we went to our parent's <i>house</i> in Trenggalek (S.3)</li> <li>• We felt <i>tired</i> and we went out at the outside of the cave (S.3)</li> <li>• After seeing the sun <i>raised</i>, we had to go back home (S.4)</li> <li>• I just stay at home for two weeks to did the same activities <i>routinely</i> over and over again (S.4)</li> <li>• Then I watched my <i>favorite</i> tv programs until it almost midday (S.5)</li> </ul>

	<ul style="list-style-type: none"> <li>• First, we gathered at school at 9.00 pm then we went to <i>Bamdung</i> at 10.00 pm (S.7)</li> <li>• <i>Than</i> we take a bath in the public toilet (S.7)</li> <li>• Yesterday my family went to the zoo to see the <i>elephent</i> and other animal (S.9)</li> <li>• When we go to the zoo, we went to the shop to buy some <i>foot</i> (S.9)</li> <li>• After getting the <i>foot</i> we went to nocturnal house where saw birds and other reptiles (S.9)</li> <li>• Although the passengers were <i>sufe</i> nobody know where the plane has crashed (S.10)</li> <li>• After they had been on the island for two month, there of the man made a <i>boot</i> and sailed away to find her (S.10)</li> <li>• But their boat sank and they were <i>trowned</i> (S.10)</li> <li>• Although I am <i>tived</i> but I was very happy (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>• First, we gathered at school at 9.00 pm then we went to <i>Bandung</i> at 10.00 pm (S.7)</li> <li>• <i>Then</i> we take a bath in the public toilet (S.7)</li> <li>• Yesterday my family went to the zoo to see the <i>elephant</i> and other animal (S.9)</li> <li>• When we go to the zoo, we went to the shop to buy some <i>food</i> (S.9)</li> <li>• After getting the <i>food</i> we went to nocturnal house where saw birds and other reptiles (S.9)</li> <li>• Although the passengers were <i>safe</i> nobody know where the plane has crashed (S.10)</li> <li>• After they had been on the island for two month, there of the man made a <i>boat</i> and sailed away to find her (S.10)</li> <li>• But their boat sank and they were <i>drowned</i> (S.10)</li> <li>• Although I am <i>tired</i> but I was very happy (S.12)</li> </ul>
--	--	--

	<ul style="list-style-type: none"> <li>• Three day ago, I went to the traditional market to <i>bay</i> some fruits and vegetables (S.15)</li> <li>• It is located in Pacitan <i>fast</i> java (S.16)</li> <li>• It was <i>oer</i> experience in Pacitan especially Srau beach we are very happy (S.16)</li> <li>• I went to the market place to <i>bay</i> shrimps which I used for fishing bait (S.17)</li> <li>• Perhaps he could sell them at the market and got some money to <i>bay</i> some food (S.17)</li> <li>• I was embarrassed and <i>promiset</i> no repeat it again (S.18)</li> <li>• But we were happy because we had so much <i>fan</i> in Way Kambas (S.21)</li> <li>• Because she didn't realize that she was <i>actoolly</i> running upstairs on an escalators which then downstairs (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>• Three day ago, I went to the traditional market to <i>buy</i> some fruits and vegetables (S.15)</li> <li>• It is located in Pacitan <i>east</i> java (S.16)</li> <li>• It was <i>our</i> experience in Pacitan especially Srau beach we are very happy (S.16)</li> <li>• I went to the market place to <i>buy</i> shrimps which I used for fishing bait (S.17)</li> <li>• Perhaps he could sell them at the market and got some money to <i>buy</i> some food (S.17)</li> <li>• I was embarrassed and <i>promised</i> no repeat it again (S.18)</li> <li>• But we were happy because we had so much <i>fun</i> in Way Kambas (S.21)</li> <li>• Because she didn't realize that she was <i>actually</i> running upstairs on an escalators which then downstairs (S.22)</li> </ul>
--	---	---

	<ul style="list-style-type: none"> <li>• she was <i>actually</i> running upstairs on an <i>escalatous</i> which then downstairs (S.22)</li> <li>• The only <i>thing</i> she was thinking was to get to her little girl sad (S.22)</li> <li>• I made a quick <i>decition</i> right away (S.22)</li> <li>• We felt tired that day but we <i>fult</i> so happy to visit Borobudur temple (S.23)</li> <li>• We woke up before subuh pray to saw the <i>sunrice</i> (S.25)</li> <li>• Then we went to home in early morning after saw the <i>sunrice</i> (S.25)</li> <li>• After <i>baying</i> all ingredients I had return home (S.26)</li> <li>• I had to go there <i>cauce</i> I need refreshing and family gathering (S.29)</li> <li>• I was so happy <i>becouse</i> Merapi park (S.29)</li> <li>• That was so fun experience <i>thas</i> I had in senior high school (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>• she was <i>actually</i> running upstairs on an <i>escalators</i> which then downstairs (S.22)</li> <li>• The only <i>think</i> she was thinking was to get to her little girl sad (S.22)</li> <li>• I made a quick <i>decision</i> right away (S.22)</li> <li>• We felt tired that day but we <i>felt</i> so happy to visit Borobudur temple (S.23)</li> <li>• We woke up before subuh pray to saw the <i>sunrise</i> (S.25)</li> <li>• Then we went to home in early morning after saw the <i>sunrise</i> (S.25)</li> <li>• After <i>buying</i> all ingredients I had return home (S.26) (S.26)</li> <li>• I had to go there <i>cause</i> I need refreshing and family gathering (S.29)</li> <li>• I was so happy <i>because</i> Merapi park (S.29)</li> <li>• That was so fun experience <i>that</i> I had in senior high school (S.30)</li> </ul>
--	--	---

Based on the table above there are many same type of error made by students. The first error by student number 1 (S.1). The student wrote the word “province” which was erroneously writtem as “provence”. The student substitute a letter *i* with a letter *e*. Then student number 3 (S.3) made 3 total of error. The first is in the word “last” which was incorrectly written as “lart”. The student substitute a letter *s* with a letter *r*. The second in the word “house” which was incorrectly written as “houre”. The student substitute a letter *s* with a letter *r*. And the last in the word “tired” which was incorrectly written as “tived”. The student substituted a letter *r* with a letter *v*.

f) Interchange of Two Adjacent Letter

Interchange of two adjacent letter is a spelling error in which happened when students write a word that any letter in the false position. The researcher found 9 spelling errors in this category

**Table 4.6 The Error of Interchange of Two Adjacent Letter in Students’ Writing Recount Text**

<b>Categories of Spelling Error</b>	<b>Spelling Error Analysis</b>	<b>Corrected Spelling Error</b>
Interchange of Two Adjacent Letter	<ul style="list-style-type: none"> <li>We were not alone, there were a lot of <i>peopel</i> (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>We were not alone, there were a lot of <i>people</i> (S.4)</li> </ul>
	<ul style="list-style-type: none"> <li>We sang some songs</li> </ul>	<ul style="list-style-type: none"> <li>We sang some songs</li> </ul>



	<p>together, shared stories and got acquainted with <i>peopel</i> there (S.4)</p> <ul style="list-style-type: none"> <li>• We took a <i>tuorism</i> bus to go there (S.13)</li> <li>• The trip took <i>abuot</i> four hours and arrived at around 11.00 am (S.13)</li> <li>• Before we went home, I looked for some <i>baeutiful</i> souvenir at the nearby shop there (S.13)</li> <li>• It was a memorable experience for me <i>whit</i> my family (S.13)</li> <li>• I <i>wuold</i> bought all the ingredients to make a cake (S.26)</li> <li>• After that, I <i>puored</i> it into an oval baking dish and heated the oven to 175 degrees (S.26)</li> <li>• We ride a car because far <i>form</i> home (S.31)</li> </ul>	<p>together, shared stories and got acquainted with <i>people</i> there (S.4)</p> <ul style="list-style-type: none"> <li>• We took a <i>tourism</i> bus to go there (S.13)</li> <li>• The trip took <i>about</i> four hours and arrived at around 11.00 am (S.13)</li> <li>• Before we went home, I looked for some <i>beautiful</i> souvenir at the nearby shop there (S.13)</li> <li>• It was a memorable experience for me <i>with</i> my family (S.13)</li> <li>• I <i>would</i> bought all the ingredients to make a cake (S.26)</li> <li>• After that, I <i>poured</i> it into an oval baking dish and heated the oven to 175 degrees (S.26)</li> <li>• We ride a car because far <i>from</i> home (S.31)</li> </ul>
--	--	--

Table 4.6 shows same errors made by students. For example from the student number 4 (S.4) made 2 total of error. The first the researcher found in the word “people” which was incorrectly written as “peopel”. The student did missordering

between the letter *p, e, o, p, l, e* became *p, e, o, p, e, l*. The second error is in the word “tourism” which was incorrectly written as “tuorism”. The student change the ordering of letter in the word “tourism”.

Next student number 13 (S.13) made 3 total of error. The first the researcher found in the word “about” which was erroneously written as “abuot”. The student change the ordering of letter in the word “about”. Then, the student wrote in the word “beautiful” which was erroneously written as “baeutiful”, the missordering in the some letter *a, e, u* it should be *e, a, u*. The last is in the word “with” which was incorrectly written as “wiht”. The student did missordering between the letter *w, i, t, h* became *w, i, h, t*.

g) Involving an Apostrophe

Involving an apostrophe is a spelling error in which happened when students erroneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. The researcher found 7 spelling errors in this category.

**Table 4.7 The Error of Involving an Apostrophe in Students’**

**Writing Recount Text**

<b>Categories of Spelling Error</b>	<b>Spelling Error Analysis</b>	<b>Corrected Spelling Error</b>
Involving an Apostrophe	<ul style="list-style-type: none"> <li>Last week, we went to our <i>parents</i> house at</li> </ul>	<ul style="list-style-type: none"> <li>Last week, we went to our <i>parents’</i> house at</li> </ul>

	<p>Trenggalek (S.3)</p> <ul style="list-style-type: none"> <li>• Getting down the mountain <i>wasnt</i> as hard as the climbing process (S.4)</li> <li>• Last Thursday was my day off, I <i>didnt</i> go anywhere (S.5)</li> <li>• The waves there were suitable for swimming but I <i>didnt</i> swim (S.13)</li> <li>• Because I <i>couldnt</i> swim and only play with the water on the shallow part (S.13)</li> <li>• Its located in Pacitan East Java (S.16)</li> <li>• <i>Im</i> so happy watching and eating popcorn with my close friend (S.20)</li> </ul>	<p>Trenggalek (S.3)</p> <ul style="list-style-type: none"> <li>• Getting down the mountain <i>wasn't</i> as hard as the climbing process (S.4)</li> <li>• Last Thursday was my day off, I <i>didn't</i> go anywhere (S.5)</li> <li>• The waves there were suitable for swimming but I <i>didn't</i> swim (S.13)</li> <li>• Because I <i>couldn't</i> swim and only play with the water on the shallow part (S.13)</li> <li>• <i>It's</i> located in Pacitan East Java (S.16)</li> <li>• <i>I'm</i> so happy watching and eating popcorn with my close friend (S.20)</li> </ul>
--	---	--

Based on the table above, the student made the same type of error. The first from the student number 3 (S.3). The student wrote in the word “our parent’s” which incorrectly written as “our parents”. The student did not added an apostrophe in the word “parents”. When the student forgot to add an apostrophe it could be influenced the meaning of the word itself. But the student should wrote like this “parent’s” not “parents”. The second from student

number 4 (S.4). The researcher found in the word “wasn’t” which was incorrectly written as “wasnt”. The student should be added an apostrophe after letter *n*. Then student number 5 (S.5) wrote the word “didn’t” which was incorrectly written as “didnt”. The student should be added an apostrophe after letter *n*.

h) Erroneous splitting or joining of words (Word segmentation error)

Erroneous splitting or joining of words (Word segmentation error) is a spelling error in which happened when students included a word that includes splitting or joining two words with or without space. The researcher found 24 spelling errors in this category.

**Table 4.8 The Error of Erroneous splitting or joining of words (Word segmentation error) in Students’ Writing Recount Text**

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Word Segmentation Error	<ul style="list-style-type: none"> <li>• Holiday in Lembah Pelangi <i>water fall</i> (S.1)</li> <li>• It was the first time for me to visit such as wonderful <i>water fall</i> (S.1)</li> <li>• The air <i>wasso</i> fresh at that time and I could not bear to jump into the water (S.1)</li> <li>• Finally the day was time <i>forus</i> to go home (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday in Lembah Pelangi <i>waterfall</i> (S.1)</li> <li>• It was the first time for me to visit such as wonderful <i>waterfall</i> (S.1)</li> <li>• The air <i>was so</i> fresh at that time and I could not bear to jump into the water (S.1)</li> <li>• Finally the day was time <i>for us</i> to go home (S.1)</li> </ul>

	<ul style="list-style-type: none"> <li>• Finally the day was time for us to <i>gohome</i> (S.1)</li> <li>• It was such an unforgettable experience <i>forme</i> (S.1)</li> <li>• <i>There fore</i> after arrived at Tulungagung we continued our vacation by bus to go Trenggalek (S.3)</li> <li>• Last Thursday was my day off I didn't go <i>any where</i> (S.5)</li> <li>• It was the first experience in Bandung, <i>wewas</i> so happy (S.7)</li> <li>• Initially, my father refused my request and promised <i>toteach</i> me in the next year (S.8)</li> <li>• <i>Fina lly</i>, my father taught me to ride a motorcycle in a field near the house (S.8)</li> <li>• It showed how people can quickly change when they have to look after <i>them selves</i> in the jungle (S.10)</li> <li>• The film ended <i>with out</i></li> </ul>	<ul style="list-style-type: none"> <li>• Finally the day was time for us to <i>go home</i> (S.1)</li> <li>• It was such an unforgettable experience <i>for me</i> (S.1)</li> <li>• <i>Therefore</i> after arrived at Tulungagung we continued our vacation by bus to go Trenggalek (S.3)</li> <li>• Last Thursday was my day off I didn't go <i>anywhere</i> (S.5)</li> <li>• It was the first experience in Bandung, <i>we was</i> so happy (S.7)</li> <li>• Initially, my father refused my request and promised <i>to teach</i> me in the next year (S.8)</li> <li>• <i>Finally</i>, my father taught me to ride a motorcycle in a field near the house (S.8)</li> <li>• It showed how people can quickly change when they have to look after <i>themselves</i> in the jungle (S.10)</li> <li>• The film ended <i>without</i></li> </ul>
--	--	---

	<p>saying what her passengers were rescued or not but my brother and I enjoyed the film (S.10)</p> <ul style="list-style-type: none"> <li>• On the way we could see some beautiful view or main town, forest and <i>water fall</i> (S.12)</li> <li>• It took 20 minutes from my uncles' home riding <i>motor cycle</i> (S.14)</li> <li>• On <i>Satur day</i>, my close friend got ready to go home (S.20)</li> <li>• To get the little girl but it was a <i>use less</i> effort (S. 22)</li> <li>• <i>Fin ally</i>, after having some visits, we should go to the hotel to stay and continue our study tour the next day (S.23)</li> <li>• We felt so happy to visit Borobudur Temple <i>whic h</i> is well known as one of the greatest legacies Indonesia has ever had (S.23)</li> <li>• I hope the temple can be loved by all of the <i>visi</i></li> </ul>	<p>saying what her passengers were rescued or not but my brother and I enjoyed the film (S.10)</p> <ul style="list-style-type: none"> <li>• On the way we could see some beautiful view or main town, forest and <i>waterfall</i> (S.12)</li> <li>• It took 20 minutes from my uncles' home riding <i>motorcycle</i> (S.14)</li> <li>• On <i>Saturday</i>, my close friend got ready to go home (S.20)</li> <li>• To get the little girl but it was a <i>useless</i> effort (S. 22)</li> <li>• <i>Finally</i>, after having some visits, we should go to the hotel to stay and continue our study tour the next day (S.23)</li> <li>• We felt so happy to visit Borobudur Temple <i>which</i> is well known as one of the greatest legacies Indonesia has ever had (S.23)</li> <li>• I hope the temple can be loved by all of the <i>visitors</i></li> </ul>
--	--	--

	<p><i>tors</i> and of the government (S. 23)</p> <ul style="list-style-type: none"> <li>• We went rode a <i>motor cycle</i> because Sibirak Pond was far from our home (S.27)</li> <li>• Then we prepared <i>e verything</i> that we need to join Santri Festival (S.28)</li> <li>• Usually the event was at first Saturday night <i>amonth</i> (S.30)</li> <li>• We all every team were scattered into the jungle to find the letters in <i>abottle</i> (S.30)</li> </ul>	<p>and of the government (S. 23)</p> <ul style="list-style-type: none"> <li>• We went rode a <i>motorcycle</i> because Sibirak Pond was far from our home (S.27)</li> <li>• Then we prepared <i>everything</i> that we need to join Santri Festival (S.28)</li> <li>• Usually the event was at first Saturday night <i>a month</i> (S.30)</li> <li>• We all every team were scattered into the jungle to find the letters in <i>a bottle</i> (S.30)</li> </ul>
--	--	--

Table 4.8 shows several same type of error, the student number 1 (S.1) made 6 total of error. The first the researcher found in the word “waterfall” which was incorrectly written as “water fall”. The student put a space in the word “waterfall” it was actually one word, there was no space. The second in the word “waterfall” which was incorrectly written as “water\_fall”. In the word “waterfall” should not be separated by two words. The third in the word “was\_so” which was incorrectly written as “wasso”. The student should put a space between the letters *s* and *s* became “was\_so”. Then in the word “for\_us” which was incorrectly

written as “forus”. The student should be added a space between the letters *r* and *u* became “for\_us”. The last in the word “for\_me” which was erroneously written as “forme”. The student joining two words of *for* and *me*, it should be added a space between the letters *r* and *m* became “for\_me”.

- i) Two or more error of the same type or different type (Multiple error)

Two or more error of the same type or different type (Multiple error) is a spelling error in which happened when students included two or more errors contained in a word. The researcher found 15 spelling errors in this category.

**Table 4.9 The Error of Two or more error of the same type or different type (Multiple error) in Students’ Writing Recount Text**

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Multiple Error	<ul style="list-style-type: none"> <li>• It was the first time for me to visit such as <i>wonder foull</i> waterfall (S.1)</li> <li>• I felt no <i>wore</i> because all of my friends were professional climber (S.4)</li> <li>• I <i>fell</i> no worry because all of my friends were professional climber (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>• It was the first time for me to visit such as <i>wonderful</i> waterfall (S.1)</li> <li>• I feel no <i>worry</i> because all of my friends were professional climber (S.4)</li> <li>• I <i>felt</i> no worry because all of my friends were professional climber (S.4)</li> </ul>



	<ul style="list-style-type: none"> <li>• After that we went to Trans Studio we <i>tread</i> many game in there (S.7)</li> <li>• However my wish was <i>rejeded</i> by my Father because I was still an adult (S.8)</li> <li>• So the passengers had the leash how to hunt for food in the jungle and how to <i>catht</i> fish from the sea to eat (S.10)</li> <li>• I stayed here for 5 days and during that day I visited some <i>tour sim</i> places (S.14)</li> <li>• I was <i>embrassed</i> and promised not repeat it again (S.18)</li> <li>• I stood up and <i>woked</i> downstairs (S.22)</li> <li>• Borobudur temple was built at Budur village Magelang Jateng by <i>Syai lender</i> Dynasty (S.23)</li> <li>• It's very <i>beaty ful</i> (S.25)</li> <li>• My mother moved and <i>fill</i> shock that surprise given by me (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>• After that we went to Trans Studio we <i>tried</i> many game in there (S.7)</li> <li>• However my wish was <i>rejected</i> by my Father because I was still an adult (S.8)</li> <li>• So the passengers had the leash how to hunt for food in the jungle and how to <i>catch</i> fish from the sea to eat (S.10)</li> <li>• I stayed here for 5 days and during that day I visited some <i>tourism</i> places (S.14)</li> <li>• I was <i>embarrassed</i> and promised not repeat it again (S.18)</li> <li>• I stood up and <i>walked</i> downstairs (S.22)</li> <li>• Borobudur temple was built at Budur village Magelang Jateng by <i>Syailendra</i> Dynasty (S.23)</li> <li>• It's very <i>beautiful</i> (S.25)</li> <li>• My mother moved and <i>feel</i> shock that surprise given by me (S.26)</li> </ul>
--	--	--

	<ul style="list-style-type: none"> <li>• Next we go to bathroom to change the <i>cloth</i> (S.27)</li> <li>• Once a <i>mount</i> my school held a routine extracurricular that as camping at some mountain or camping field in my town (S.30)</li> <li>• We all <i>got hered</i> at the school first before went together at the camping area (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>• Next we go to bathroom to change the <i>clothes</i> (S.27)</li> <li>• Once a <i>month</i> my school held a routine extracurricular that as camping at some mountain or camping field in my town (S.30)</li> <li>• We all <i>gathered</i> at the school first before went together at the camping area (S.30)</li> </ul>
--	---	--

Table 4.9 shows several same type of error, the first from student number 4 (S.1) made 2 total of error. The first in the word “worry” which was erroneously written as “wore”. It was multiple error because there are three errors in the word. The first is omission of a letter they are *r*, *y* and *e* it should be deleted. Then addition of a letter *e*. Next, single letter instead of double letter the student only put single letter of *r* it should be double letter *r*. The second in the word “felt” which was erroneously written as “fell”. It was multiple error because there are two errors in the word, the first is double letter instead of single letter. The student put double letter of *l* it should be single letter of *l*. The second omission of a letter of *t* and should deleted one letter of *l*.

Then from student number 7 (S.7). The researcher found error in the word “tried” which was erroneously written as “tread”. It was multiple error because there are two errors in the word. The first is omission of a letter, the student omitted one letter of *i* after letter *r*. The second addition of a letter *e* and it should be deleted.

Based on explanation above, the researcher found nine types of spelling error made by students of eleventh grade students at MA Al-Muayyad Surakarta. The researcher categorized the nine types of spelling error as seen in the table below:

**Table 4.10 Categories of Spelling Errors found in Students’  
Writing Recount Text**

No	Categories of Spelling Error	Occurrence of Error
1.	Omission of a letter	42
2.	Addition of a letter	12
3.	Single letter instead of double letter	13
4.	Double letter instead of single letter	14
5.	Substitution of one letter	34
6.	Interchange of two adjacent letter	9
7.	Involving an apostrophe	7
8.	Erroneous splitting or joining of words (Word segmentation error)	24
9.	Two or more error of the same type or different type (Multiple error)	15

<b>Total</b>	170
--------------	-----

## 2. The Most of Frequency Error

The error that most frequently happened in students writing recount text at eleventh grade students Science Program (XI MIA 1) at MA Al-Muayyad Surakarta as seen in the table 4.10. From the data analysis it can be gained the highest frequency of spelling error's categories. In table 4.11 classified the occurrence of each errors types from the highest to the lowest rank.

**Table 4.10 Relative Frequency Distribution Table**

No	Categories of Spelling Errors	Number of Spelling Error Occurs	Relative Frequency (Percentage)
1.	Omission of a letter	42	25%
2.	Addition of a letter	12	7%
3.	Single letter instead of double letter	13	7,7%
4.	Double letter instead of single letter	14	8%
5.	Substitution of one letter	34	20%
6.	Interchange of two adjacent letter	9	5,3%
7.	Involving an apostrophe	7	4%
8.	Erroneous splitting or joining of words (Word segmentation error)	24	14%
9.	Two or more error of the same type or different type (Multiple error)	15	9%
<b>Total of Errors</b>		170	100%

The table shows percentages of each error based on the categories from Bestgen and Grangers' theories. The researcher found that spelling error of *Omission of a letter* is the most frequent error made by the eleventh grade students Science Program (XI MIA 1) at MA Al-Muayyad Surakarta with 42 of total errors or 25%. The second is *Substitution of one letter* with 34 of total error or 20%. The third is *Erroneous splitting or joining of words (Word segmentation error)* with 24 of total error or 14%. The next is *Two or more error of the same type or different type (Multiple error)* with 15 of total error or 9%. The fifth is *Double letter instead of single letter* with 14 of total error or 8%. Then *Single letter instead of double letter* with 13 of total error or 7,7%. The seventh is *Addition of a letter* with 12 of total error or 7% and next is *Interchange of two adjacent letter* with 9 of total error or 5,3% and the last is *Involving an apostrophe* with 7 of total error or 4%.

## **B. Discussion**

Based on the data analysis of the research findings, it can be seen that most frequent error is *Omission of a letter* with 42 errors or 25%. The researcher concludes that students still lacked in spelling skill especially in writing text. How to write English words correctly did not pay attention by the students, because they thought that when they pronounced an English word it was the same with in written word, and they did not know how the

differentiate some letters or sounds. They were still confused to differentiate for example in the letter *s*, *k*, from letter *c* that had the same sound when they were pronounced. In relation with error, spelling error refer to phonological and orthographical problem (Al-jarf 2010:6-7).

The second common error which is committed by the students is *Substitution of one letter* with 34 errors or 20%. The students committed this error because they were still influenced by their first language in writing English. The researcher interprets that the student's substituted the wrong letter especially in the words that had the same sounds. For example in the word "food" which pronounced as /fu:d/, sound like *t*, so the students wrote in the word "foot" in which letter *d* substituted by a letter *t*.

The third error which is committed by students is *Word segmentation error* with 24 errors or 14%. The students did not pay attention to the words whether they use a space or not. However, it could change the meanings. For example in the word "waterfall" it was incorrectly written as "water fall". The students wrote with added a space. Those words have different meaning, "waterfall" means *air terjun*, but if with space it means word by word "water" as *air* and "fall" as *jatuh*. It can be made the reader confused to understand the real meaning.

The fourth error which is committed by students is *Multiple error* with 15 errors or 9%. This category occurs when two or more errors are contained in a word. For example word "month" which pronounced as /

mənTH/ which was erroneously written as “mount”. The sample means that the student made error by adding a letter *u* and eliminate a letter *h* that was categorized into addition of a letter and omission of a letter.

The fifth error which is committed by students is *Double letter instead of single letter* with 14 error or 8%. According to Bebout (1985:583) although consonant doubling is a difficulty for any learner or writer of English. It is particularly treacherous for students or teachers who are less used to pay attention to the presence or absence of doubled consonants or to make decision about doubling consonants that was necessarily only one consonant letter. For example in the word “family” which pronounced as /'fam(ə)lē/ which is incorrectly written as “family” it shows double letters *l*.

Another error which is committed by students is *Single letter instead of double letter* with 13 errors or 7,7%. This errors occurs when the students miss a letter in a word that contains double letter. Based on the analysis, this error occurred because it is related students' L1. For example *arrived, swimming, happen*. Then *Addition of a letter* with 12 error or 7%. As the researcher explained earlier, that many words in English that have same sounds. For example in the word “nice” as the pronounced with /nīs/ which is incorrect written as “naice” the students added a letter *a* before *i*. It was happened because the students did not familiar with how to pronounce a word contains “ai” or not, because is almost same in the pronounced. According to Al-Jarf (2010:10)

misspelling happen when any graphemes are added, deleted, substituted by another or reversed.

The eight error which is committed by students is *Interchange o two adjacent letter* with 9 error or 5,3%. The students were still confused how to write English word clearly, although they were right in how to pronounced the words. For example in the word “people” which is pronounced as /'pēpəl/ it is incorrectly written as “peopel”, the students did not pay attention to letter *e* and *o* in the right position. So, the students did error in ordering two letters *e* and *o*. The last error which is committed is *Involving an apostrophe* with 9 error or 5,3%. The students committed this because they wrote incorrect position when using an apostrophe and they were still confused how to use it in possessive forms. For example in the word “parent’s home” which is incorrectly written as “parent home”. The students wrote that phrase without an apostrophe. The findings is refelction of the error in suing an apostrophe. The words written by students were not in accordance with Straus“ (2008: 63) theory. According to her, using the apostrophe with contractions, the apostrophe is always placed at the spot where the letter *s* has been removed, for example “don“t”, “it“s” and many others. Meanwhile, when using the apostrophe with the possession, the place of apostrophe is before the *s* to show singular possession, for example “Mr.Chang“s house”. Therefore, the teacher should give more explanation about how to use apostrophes especially in the possessive forms.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the obtaining data student's answer sheets focused on the types of spelling error made by the eleventh grade students of XI MIA 1 in MA Al-Muayyad Surakarta in their writing recount text. The researcher would like to state some conclusions as follow:

1. The first point is about the types of spelling errors on students' writing recount text. The researcher makes conclusion related to analysis the types of spelling errors. It can be concluded that students at eleventh grade of XI MIA 1 in this study have committed nine categories of spelling errors. Those are categories include omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange two adjacent, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), and two or more error of the same type or different type (multiple error). The errors of spelling were found by collecting the document of 31 students' writing recount text from eleventh grade students of XI MIA 1. The researcher's analysis, the errors occurred because the influence of the sound of a word and the way to spell it had been not always clear. In additionally, errors

also can occur within the students writing because of the influence of students' first language (L1).

2. Related to the second question of this study, the errors that most frequently occurs in the students' spelling errors on writing recount text at the eleventh grade students of XI MIA 1 MA Al- Muayyad is high percentage that are *Omission of a letter* 25%. *Substitution of ones letters* are 20%. *Erroneous splitting or joining of words* are 14%. *Two or more error of the same type or different type (Multiple error)* are 9%. *Double letter instead of single letter* are 8%. *Single letter instead of double letter* are 7,7%. *Addition of a letter* are 7% and next is *Interchange of two adjacent letter* are 5,3% and the lowest frequency of errors is *Involving an apostrophe* 4%. The number of the percentage above shows that spelling errors still happened in students' English writing activities.

## **B. Suggestions**

Based on conclusion related to the researcher stated above, the researcher gives some suggestion:

1. For the students

In order to increase student's mastery in spellings, the researcher suggests them to be aware in writing, especially in spelling, particularly for students of XI MIA 1 of MA Al-Muayyad Surakarta as the prospective teachers. The students or the readers should practice

more concerning spelling English words, so they can avoid spelling errors in their writing.

2. For the teachers

The teacher should know the problem in spelling, especially in writing English words and also give more practice about spelling in writing course to avoid spelling errors in students writing.

3. For the other researchers

For the other researcher who wants to conducted the same research that the present research discuss about spelling error in writing. It would be better to observe the other object, other language skills, the other type of text and compare with another theory of spelling error.

## BIBLIOGRAPHY

- Al-Jarf, Reima. 2010. "Spelling Error Corpora in EFL". Sino-US English Teaching. Vol. 7 No. 2.
- Al-Zoud, K.M., and Kabilan, M.K. 2013. *Investigating Jordanian EFL students' Spelling Errors at Tertiary level*: Macrothink Institute. International Journal of Linguistics, 5(3): 164-176.
- Anderson, Mark and Kathy Anderson. 1997. *Text Types in English*. Macmillan. Australia
- Bancha, W. 2013. *What Causes Spelling Errors of Thai EFL Students*, Songkla International Journal, (10): 107-129.
- Bell, Roger T. 1981. *An Introduction to Applied Linguistics*. London: Batsford Academy and Education Ltd.
- Bestgen, Y and Granger, S. 2011. *Categorising Spelling Errors to Assess L2 Writing*. Int. J.Continuing Engineering Education and life-lang learning, 4(7): 1-50.
- Bodgen and Taylor. 1975. *Introduction to Qualitative Research-Method a Phenomenological Approach to the Social Sciences*. New York: John Wiley & Sons.
- Botley, Simon and Doreen Dillah. 2007. "Investigating Spelling Errors in a Malaysian Learner Corpus", Malaysian Journal of ELT Research, vol. 3 (2007), 74
- Brown, H. D. 2000. *Principle of learning and teaching* (4th ed.) California: Addison Wesley Longman, Inc.
- Cahyono, B.Y. and Widiati, U., 2015. The teaching of EFL listening in the Indonesian context: The state of the art. *Teflin Journal*, 20(2), pp.194-211.

- Cohen, L. et al. 2007. *Research Methods in Education* (6th ed.). Canada: Routledge.
- Council, L.C., 2008. Primary Framework Support for Writing, Non-Fiction. *Lancashire Country Council*.
- Creswell, John W. 2012. *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research Fourth Edition*. Lincoln: University of Nebraska.
- Croft, Cedric. *Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study."* *Studies in Education No.34* (ERIC, 1983), <http://eric.ed.gov/?id=ED326894>, accessed 21 Nov 2019. (Wellington: New Zealand Council for Education Research), p.9
- Elliot, J. And Johnson, N. 2008. *All the right letters just not necessarily in the right order. Spelling errors in a sample of GCSE English scripts*. United Kingdom: Cambridge Assesment.
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching (3<sup>rd</sup> Edition)*. Edinburgh: Pearson Education Limited.
- Hikmah, Siti. 2017. *Spelling Error Analysis in Students' Writing at Tenth Grade in MAN 1 Boyolali in the Academic Year of 2016/2017*. Surakarta: Post Graduate of English Education Department Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta.
- Hornby, A.S. 2000. *Oxford Advance Learner Dictionary of Current English*. Oxford: Oxford University Press.

- Hourani, Taiseer M.Y. 2008. *An analysis of the Common Grammatical Errors in the English writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE*. Dubai-UAE: Institute of Education
- Hyland, K., 2019. *Second language writing*. Cambridge university press.
- James, C. 1998. *Errors in Language Learning and Use*. New York: Addison Wesley Longman, Inc.
- Langan, John. 2003. *Sentence Skills: work Book for Writers*. Boston: McGraw-Hill.
- Ningrum, Suryani. 2017. *An Analysis of Students' English Spelling Error in Writing Recount Text Performed by English Grade Students of MTs Darul Ulum Waru Sidoharjo*. Surabaya: Post Graduate of English Teacher Education Department Faculty of Tarbiyah and Teacher Training Sunan Ampel State Islamic University of Surabaya
- Perveen, Uzma, - Faiza Akram. "A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English at Elementary Level in District Kasur and Lahore Pakistan", *European Academic Research*, Vol.2 No.2, 2014
- Renandya, W.A. and Richards, J.C. eds., 2002. *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Ridha, N. S. A. 2012. *The effect of EFL learners' mother tongue on their writings in English: An error analysis study*. *Journal of the College of Art*. University of Basrah, (60): 22-45.
- Risnati. 2016. *An error Analysis on Students' Spelling in Writing at SMA Muhammadiyah 3 Yogyakarta*. Yogyakarta: Post Graduate of English Education Department Faculty of Language Education University of Muhammadiyah Yogyakarta.

- Royer, C et al. 2005. *On the Status of Mute Letters in French: Simple Grapheme or Part of Complex Graphemes*, CPL, 16(2): 1-7.
- Sanford, A. B. 1979. *Using English: Grammar and Writing Skill*. New York: Harcourt College Pub.
- Straus, J. 2008. *The Blue Book of Grammar and Punctuation* (10th ed.).
- Uusen, A., 2006. *Writing Skills of 1st and 2nd Stage Students*. Tallinna Ülikooli Akadeemiline Raamatukogu
- Yulianto, I.D. 2014. *Exploring Teaching Methodologies Use by English Teachers in Teaching Pronunciation at EED of Universitas Muhammadiyah Yogyakarta*. Yogyakarta: Universitas

# APPENDICES



**APPENDIX 1**  
**THE STUDENT ATTENDANCE**

**Kelas: XI MIA 1**

Nomor		Nama	L/P
Urut	Induk		
1.	3778	Ade Farhan Arrozaq	L
2.	3786	Afiendra Miftakhul Huda	L
3.	3774	Alsa Jumantara	L
4.	3781	Muhammad Hafidz Imaduddin	L
5.	3782	Muhammad Handika Yusuf Fadillah	L
6.	3788	Muhamad Iqbal	L
7.	3783	Muhammad Faqih Khamimi	L
8.	3777	Muhammad Labib Hasbullah	L
9.	3784	Muhammad Rijal Bahtiar	L
10.	3792	Muhammad Rofik Nurcholiz	L
11.	3779	Muhammad Saiful Rizal	L
12.	3773	Muhammad Tsabit Abiyyual Muhtarom	L
13.	3775	Nur Huda	L
14.	3776	Rahmad Ulin Nuha	L
15.	3821	Ada Rizki Rahma Noviana	P
16.	3818	Adela Ashma Khuldina	P
17.	3819	Amalia Solichah Fihayati	P
18.	3813	Assyifau Nurul Istiqomah	P
19.	3810	Diyah Nashih	P
20.	3823	Choiriyah Annas	P
21.	3817	Dewi Masitoh	P
22.	3816	Dhorva Endriana Fatimatuz Z	P
23.	3822	Azka Athiya Humaira	P
24.	3809	Farah Kania	P
25.	3820	Jamilatun Nur Rohmah	P
26.	3812	Maulidya Anis Asy-syifa	P
27.	3814	Muhimmatus Saniyyah	P
28.	3815	Nur Syarifah Kusumawati	P
29.	3811	Salsa Dewi Ashila	P
30.	3847	Wafiq Alvi Tazkiya	P
31.	3852	Muhammad Sulton Maulana	L

## APPENDIX 2

### INSTRUMENT OF DOCUMENTATION BY TESTING

#### Test of Making Recount Text

Name : .....

Student Number : .....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

### APPENDIX 3

### STUDENTS' WORKSHEET OF WRITING RECOUNT TEXT

**Test of Making Recount Text**

Name : Ale Farhan N

Student Number : 001

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- Your unforgettable or special moment
- Holiday

Holiday in Lombok, Peling: Waterfall

orientation: last holiday I went ~~my~~ my beloved friend visited Lombok Peling waterfall in gungur DISTRICT, JONGGAWA REGENCY Lombok (Prawada, Indonesia) was the first time for me to visit Suchang, Lingsar, Gungur Waterfall.

events: To reach the waterfall location, we should go on foot after having around three hours trip riding a motor cycle from Bonde Lombok, the capital city of Lombok when we arrived there was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately it is quite windy there and I could see only green, green and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Reorientation: finally the day was done for us to go home. It was such an unforgettable experience. I really enjoyed it.

Water fall	(Waterfall)	=	Word Segmentation Error
Presence	(Presence)	=	Substitution of One letter
Wonder full	(Wonderful)	=	Multiple Error
Beautiful	(Beautiful)	=	Word Segmentation Error
Waste	(Was it)	=	Omission
Cell	(Chill)	=	Word Segmentation Error
For us	(For us)	=	Word Segmentation Error
Go home	(Go home)	=	Word Segmentation Error
For me	(For me)	=	Word Segmentation Error
Unforgettable	(Unforgettable)	=	Single letter instead of Double letter

Test of Making Recount Text

Name Alya Siantoro  
Student Number 21.01A1 (03)

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

Orientation : Last week we went to our parents' house at Tringgalek. We went there by the train started from Tasikmalaya and stopped at Tubingmang station. There is no train station at Tringgalek. There fore after arrived at Tubingmang we continue our vacation by bus to go to Tringgalek. We was so happy because we did not have there yet for along time. We stayed there for three day and we had a plane to go to some tourist place.

Event : The most interesting thing from our vacation that time was at the second day we visited lava cave. Lava is volcanic term which means lava hot and that is true that the cave is the home for thousand bats. My grandma was and she was so excited and still fearful to go inside the cave. To go deeper inside the cave we need light so we rented a lamp and hire a guide for our safety. After a hour explored the cave we felt tired and we went out at the outside of the cave then we searched for the best restaurant and had a nice lunch.

Reorientation : That was so very interesting family holiday we had spent together.

- Last (Last) = Substitution of One letter
- House (House) = Substitution of One letter
- There fore (There) = Word separation Error
- Stop (Stop) = Omission
- After (After) = Omission
- Tired (Tired) = Substitution of One letter
- Lunch (Lunch) = Addition
- Parent (Parent's) = Looking at appropriate

Test of Making Recount Text

Name Rahmad Vin N

Student Number 14

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

Holiday in Mabang

What I love most in school is holiday time. I spent my last holiday time visiting my uncle's home at Mabang. I stayed here for 5 days and during that day I visited some four sim Places. The most favourite place for me when I was at Mabang was Jaym Park II. I loved it because I am an animal lover.

The place is located at Jl. ora-ora omba, Baku, East Java. It took 20 minutes from my uncle's home riding motor cycle. The ticket to enjoy the whole part of the park which are animal museum, secret zoo and eco green park is only 30k. That's not too expensive for the pleasure I got. At first, I entered to eco green park because this is closed at 4 P.M. The net was animal museum which has a huge dinosaur replica. And then I back to uncle's home for break.

I was very nice in school holiday that I spent at Mabang and Baku city

Uncle's	{Uncle's}	• Omission → Multiple Error
Baku	{Baku}	• Knowledge → Multiple Error
Uncle's	{Uncle's}	• Omission
Motor cycle	{Motorcycle}	• Label Separation Error
First	{First}	• Omission
Net	{Net}	• Omission

Test of Making Recount Text

Name Choiryat A

Student Number 20

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

Last Holiday  
 Last holiday, my friends visit me in my house. We want to holiday in my house, because my place so beautiful for holiday. He ask me to going mountain. We went hiking with many friends. We sang, danced, played magic tricks, and even some of us performed standing comedy many.

The best day, we went to an area for watching film. We choose fun many and money. I'm so happy watching and getting part with my close friend. I hope he can visit me more again.

On four day, my close friend got ready to go home. and we plan to playing together for the next holiday.

Friends	(Friends)	• Causor
Film	(Film)	• Both letter (instead high letter)
watching	(watching)	• Causor
fun	(fun)	• Inserting or Anastrophe
watching	(watching)	• Causor
four day	(four day)	• Word Segmentation Error
close friend	(close friend)	• Causor
close friend	(close friend)	• Word Segmentation Error

Test of Making Recount Text

Name : Dewi Masitah  
Student Number : 21

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

Visiting Way Kambas

Yesterday, I and my family went to way kambas National Park to see the elephants and rhinos. Conserved there. Way Kambas National Park is a national park which is used as an elephants and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we go to there, we saw some elephants performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home we were tired but we were happy because we had so much fun in way kambas.

Elephants	(Elephants)	- Double letter instead single letter
Ass	(As)	- Double letter instead single letter
As	(A)	- Double letter instead single letter
Entertaining	(Entertaining)	- Addition of a letter
Home	(Home)	- Addition of a letter
Fun	(Fun)	- substitution of one letter

### Test of Making Recount Text

Name: Cherva E.F.2  
 Student Number: 030 putih 010 (2)

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- Yours unforgettable or special moment
- Holiday

#### A Special Moment

##### Hero of The Day

orientation: The story happen three day ago. At that moment I was hanging out with my friends in shopping mall. We were about to go to the cinema. When suddenly, I heard a child was crying.

event: I looked around me but I saw no one. When I worked for about five steps, I looked to the left and I saw little girl was standing in front of the escalator. I tried to approach her and asked her why she crying. She said nothing but starting down stairs. I stood up and looked down stairs, it was her mother trying so hard running on an escalator to go upstairs to get the little girl but it was a ~~useless~~ useless effort, because she didn't realize that she was actually running upstairs on an escalator which then down stairs. I believe it was because she was so nervous on the moment and the only thing she was thinking was to get to her little girl so.

reorientation: I made a quick decision right away. I held the hand of the little girl gently and I said "Come on, come with me. I will take you to your mom". She said nothing but she opened up her arm to me so that I can hug her and carry her on my chest. I said from upstairs to her mom "don't worry, I'll get her to you" and then I stepped on the escalator and asked down as fast as I can and give the little girl to her mother. Her mother was so happy that she didn't say anything but smile to me. I smile to her too and said "everything is okay now".

Around	(around)	-> <del>around</del>
Foot	(front)	-> <del>front</del>
Woted	(walked)	-> <del>Woted</del> Error
Use less	(used)	-> <del>Use less</del> Word repetition
Actually	(actually)	-> <del>Actually</del> Substitution of one letter
Escalator	(Escalator)	-> <del>Escalator</del> Substitution of one letter
Thing	(think)	-> <del>Thing</del> Substitution of one letter
Decision	(Decision)	-> <del>Decision</del> Substitution of one letter
Carry	(carry)	-> <del>Carry</del> Single letter instead of Double letter



Test of Making Recount Text

Name : Aysha Alhaya  
 Student Number : 25

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- Your unforgettable or special moment
- Holiday

A Trip to Borobudur Temple

Orientation : Three years ago, I and my classmates visited Borobudur temple. We went to Borobudur temple by bus. We left our school at 9 o'clock. It took 24 hours to arrive there. I arrived the next day along the road, we saw many vehicles, unique houses, prominent, and some other tourist.

Event = After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur village, Magelang, Jember by Syailendra Dynasty. Borobudur temple is the biggest temple in the world. It has 274 statues and 1400 relief from the top of the temple. We can see such beautiful scenery. I and my friend went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study for the next day.

Reorientation - We felt tired that day, but we felt so happy to visit Borobudur temple. While it is well-known as one of the greatest legacies Indonesia has ever had, I hope the temple can be loved by all of the visitors and of the government.

Shool	(School)	- Omission
Arrive	(Arrived)	- Omission
Syailendra	(Syaailendra)	- Multiple Error
Relief	(Relief)	- Double letter instead Single letter
Finally	(Finally)	- Word separation Error
Tell	(Told)	- Substitution of One letter
Which	(Which)	- Word combination error
visitors	(Visitors)	-
Government	(Government)	- Omission

### Test of Making Recount Text

Name: Wape Divitoriya

Student Number: 30

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- Your unforgettable or special moment
- Holiday

#### Camping

Orientation: one of my favorite things in senior high school was camping. Once a month, my school held a routine extracurricular that is camping at some mountain or camping trail in my town. Usually, the event was on first Saturday night around 7pm. One day, at the camping time, we all gathered at the school first before we went together to the camping area. We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon around 9 pm we had ~~one~~ already been there, we built our own tent before we commence the activities. One thing I love most was the activity of jeet niyam (nightmare training) it was kind of 10 pm until 1 am in the morning we all, every team were scattered into the jungle to find the letters in obstacle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us. Anyway, I was never afraid of that but I was so happy seeing some of my friends screaming and run running. I laughed loudly at that event because I think think both of the ghost and the victims were totally funny. The ghost or the zombie never frighten us who were not afraid, but they will run after them who were too afraid.

Reorientation: that was so fun experience that I had in senior high school.

- |           |             |                                    |
|-----------|-------------|------------------------------------|
| Month     | (Month)     | Multiple Error                     |
| Amuch     | (A Month)   | Word Segmentation Error            |
| got here  | (gathered)  | Multiple Error                     |
| Abottle   | (A bottle)  | Word Segmentation Error            |
| Committee | (Committee) | <del>Multiple</del> Multiple Error |
| Laughed   | (Laughed)   | Omission                           |
| that      | (That)      | Substitution of Cc letter          |
| Costum    | (Costume)   | Omission                           |

### Test of Making Recount Text

Name: Muhammad Saifan Maulana

Student Number: 31

Choose one of the topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment
- b. Holiday

Orientation: Last month, I and my family were to Umbul Sipun. Umbul Sipun is located in Ponoharjo, Klaten, Central Java. We ride a car ~~there~~ because far from home.

Events: First, we ride by a car, went to Umbul Sipun, then we ~~are~~ arrived at 09:00 a.m. after that we bought a flower and its price Rp. 10.000, then we entered Umbul Sipun and we swim at Umbul Sipun until 01:00 a.m. and then went to home.

Reorientation: We are happy went to Umbul Sipun.

Month	(Month)	• Chosen
Form	(Toon)	• Interchange of Two Adjacent Letter
Arrival	(Arrived)	• Single letter instead of Double letter
Bought	(Bought)	• Down
Until	(Until)	• Double letter instead of single letter

## APPENDIX 4

### THE VALIDITY DATA

#### The Spelling Error of Students' Writing Recount Text

Categories of Spelling Errors	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Omission of a Letter	<ul style="list-style-type: none"> <li>I was amazed by the <i>beutiful</i> scenery of the waterfall (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>I was amazed by the <i>beautiful</i> scenery of the waterfall (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It is quite windy there and <i>cill</i> (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>It is quite windy there and <i>chill</i> (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The <i>mos</i> interesting thing from our vacation that time was at the second day we visited lawa cafe (S.3)</li> </ul>	<ul style="list-style-type: none"> <li>The <i>most</i> interesting thing from our vacation that time was at the second day we visited lawa cafe (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Afte</i> a hours explored the cave, we felt tired (S.3)</li> </ul>	<ul style="list-style-type: none"> <li><i>After</i> a hours explored the cave, we felt tired (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It was the <i>firs</i> time I climbed the mountain (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>It was the <i>first</i> time I climbed the mountain (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I did it with some of my <i>frends</i> (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>I did it with some of my <i>friends</i> (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I feel no worry because all of my <i>frends</i> were professional climber (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>I feel no worry because all of my <i>friends</i> were professional climber (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>After all, that was my great <i>exprience</i> I had ever have</li> </ul>	<ul style="list-style-type: none"> <li>After all, that was my great <i>experience</i> I had ever have</li> </ul>	√	

	(S.4)	(S.4)		
	<ul style="list-style-type: none"> <li>Then I <i>wached</i> my favorite tv programs until it almost midday (S.5)</li> </ul>	<ul style="list-style-type: none"> <li>Then I <i>watched</i> my favorite tv programs until it almost midday (S.5)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Although just a home holiday, at least to refresh my mind from the routine <i>activitie</i> in the office (S.5)</li> </ul>	<ul style="list-style-type: none"> <li>Although just a home holiday, at least to refresh my mind from the routine <i>activities</i> in the office (S.5)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Then we take a <i>bat</i> in the public toilet (S.7)</li> </ul>	<ul style="list-style-type: none"> <li>Then we take a <i>bath</i> in the public toilet (S.7)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>My father gave me instructions an <i>hous</i> to arrive it (S.8)</li> </ul>	<ul style="list-style-type: none"> <li>My father gave me instructions an <i>hours</i> to arrive it (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>My father gave me instructions on house to <i>arive</i> it (S.8)</li> </ul>	<ul style="list-style-type: none"> <li>My father gave me instructions on house to <i>arrive</i> it (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Firs</i> my father led me from behind (S.8)</li> </ul>	<ul style="list-style-type: none"> <li><i>First</i> my father led me from behind (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I was afraid of being scolded when I go to <i>hom</i> (S.8)</li> </ul>	<ul style="list-style-type: none"> <li>I was afraid of being scolded when I go to <i>home</i> (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It showed how people can <i>quicly</i> change when they have to look after themselves in the jungle (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>It showed how people can <i>quickly</i> change when they have to look after themselves in the jungle (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We saw many <i>turist</i> and we look a pictures together (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>We saw many <i>tourist</i> and we look a picture together (S.12)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We look a pictures together</li> </ul>	<ul style="list-style-type: none"> <li>We look a picture together</li> </ul>	√	

	then we and my family <i>lave</i> it (S.12)	then we and my family <i>leave</i> it (S.12)		
	<ul style="list-style-type: none"> <li>In the <i>moning</i>, the trip took about four hours (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>In the <i>morning</i>, the trip took about four hours (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I spent my last holiday time visiting my <i>ucle's</i> home at Malang (S.14)</li> </ul>	<ul style="list-style-type: none"> <li>I spent my last holiday time visiting my <i>uncle's</i> home at Malang (S.14)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It took 20 minutes from my <i>ucle's</i> home riding motorcycle (S.14)</li> </ul>	<ul style="list-style-type: none"> <li>It took 20 minutes from my <i>uncle's</i> home riding motorcycle (S.14)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>At <i>firs</i> I entered to eco green park because this is closed at 4.00 pm (S.14)</li> </ul>	<ul style="list-style-type: none"> <li>At <i>first</i> I entered to eco green park because this is closed at 4.00 pm (S.14)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The <i>net</i> was animal museum which has a huge dinosaur replica (S.14)</li> </ul>	<ul style="list-style-type: none"> <li>The <i>next</i> was animal museum which has a huge dinosaur replica (S.14)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Tree</i> days ago, I went to the traditional market to buy some fruits and vegetables (S.15)</li> </ul>	<ul style="list-style-type: none"> <li><i>Three</i> days ago, I went to the traditional market to buy some fruits and vegetables (S.15)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last holiday my <i>frinds</i> visit me in my home (S.20)</li> </ul>	<ul style="list-style-type: none"> <li>Last holiday my <i>friends</i> visit me in my home (S.20)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The next day we went to Cinemax for <i>waching</i> film (S.20)</li> </ul>	<ul style="list-style-type: none"> <li>The next day we went to Cinemax for <i>watching</i> film (S.20)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I'm so happy <i>waching</i> and eating popcorn with my close friend (S.20)</li> </ul>	<ul style="list-style-type: none"> <li>I'm so happy <i>watching</i> and eating popcorn with my close friend (S.20)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>On Saturday, My <i>close</i></li> </ul>	<ul style="list-style-type: none"> <li>On Saturday, My <i>close</i></li> </ul>	√	

	<i>frend</i> got ready to go home (S.20)	<i>friend</i> got ready to go home (S.20)		
	• I saw little girl was standing in <i>frot</i> of the escalator (S.22)	• I saw little girl was standing in <i>front</i> of the escalator (S.22)	√	
	• We left our <i>shool</i> at 9.00 o'clock (S.23)	• We left our <i>school</i> at 9.00 o'clock (S.23)	√	
	• It took 24 hours to <i>arrive</i> there (S.23)	• It took 24 hours to <i>arrived</i> there (S.23)	√	
	• I hope the temple can be loved by all of the visitors and of the <i>goverment</i> (S. 23)	• I hope the temple can be loved by all of the visitors and of the <i>government</i> (S. 23)	√	
	• The <i>senery</i> is very beautiful and I was very happy (S.24)	• The <i>scenery</i> is very beautiful and I was very happy (S.24)	√	
	• We swam <i>togeter</i> and had fun in there (S.24)	• We swam <i>together</i> and had fun in there (S.24)	√	
	• In the evening, we enjoyed the <i>beatiful</i> sunset (S.24)	• In the evening, we enjoyed the <i>beautiful</i> sunset (S.24)	√	
	• Then we went to home in early <i>moning</i> before saw the sunrise (S.25)	• Then we went to home in early <i>morning</i> before saw the sunrise (S.25)	√	
	• Three months ago, my <i>frend</i> and I want to Siblarak Pond (S.27)	• Three months ago, my <i>friend</i> and I want to Siblarak Pond (S.27)	√	
	• We <i>wen</i> rode a motorcycle, because Siblarak Pond was far from our home (S.27)	• We <i>went</i> rode a motorcycle, because Siblarak Pond was far from our home (S.27)	√	

	<ul style="list-style-type: none"> <li>The camping <i>communities</i> had prepared something to frighten us by wearing ghost or zombie <i>costume</i> and chased after us (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>The camping <i>communities</i> had prepared something to frighten us by wearing ghost or zombie <i>costume</i> and chased after us (S.30)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I <i>lughed</i> loudly at that event because I funny (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>I <i>laughed</i> loudly at that event because I funny (S.30)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last <i>mont</i>, I and my family went to Umbul Siponggok (S.31)</li> </ul>	<ul style="list-style-type: none"> <li>Last <i>month</i>, I and my family went to Umbul Siponggok (S.31)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>After that we <i>bough</i> a tickets and it price Rp 10.000 (S.31)</li> </ul>	<ul style="list-style-type: none"> <li>After that we <i>bought</i> a tickets and it price Rp 10.000 (S.31)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Addition of a letter	<ul style="list-style-type: none"> <li>Then we searched for the Lawa Restaurant and had a rice <i>launch</i> (S.3)</li> </ul>	<ul style="list-style-type: none"> <li>Then we searched for the Lawa Restaurant and had a rice <i>lunch</i> (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We waited the sun <i>raises</i>, we had to go back home (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>We waited the sun <i>rises</i> we had to go back home (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Dad nearly fell off when he left go of the <i>rhope</i> (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>Dad nearly fell off when he left go of the <i>rope</i> (S.9)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last week, I spent my holiday in Magelang went to Borobudur <i>teample</i> (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>Last week, I spent my holiday in Magelang went to Borobudur <i>temple</i> (S.12)</li> </ul>	√	



	<ul style="list-style-type: none"> <li>It was the <i>naice</i> time for fishing, because I didn't homework (S.17)</li> </ul>	<ul style="list-style-type: none"> <li>It was the <i>nice</i> time for fishing, because I didn't homework (S.17)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We saw some elephants performance such as playing football, sitting, greeting the visitors and other <i>entertraining</i> performances (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>We saw some elephants performance such as playing football, sitting, greeting the visitors and other <i>entertaining</i> performances (S.21)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>When we returned <i>houme</i> we were tired (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>When we returned <i>home</i> we were tired (S.21)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Afther</i> it we went returned to the home at 1 pm (S.24)</li> </ul>	<ul style="list-style-type: none"> <li><i>After</i> it we went returned to the home at 1 pm (S.24)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Afther</i> it we were sleeping (S.25)</li> </ul>	<ul style="list-style-type: none"> <li><i>After</i> it we were sleeping (S.25)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Then we went to <i>houme</i> in early morning before we saw the sunrise (S.25)</li> </ul>	<ul style="list-style-type: none"> <li>Then we went to <i>home</i> in early morning before we saw the sunrise (S.25)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I and my friend <i>joint</i> santri festival that held in Sriwedari Stadium (S.28)</li> </ul>	<ul style="list-style-type: none"> <li>I and my friend <i>join</i> santri festival that held in Sriwedari Stadium (S.28)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Joined santri festival is the best experience, I hope I can <i>joint</i> this in the next year (S.28)</li> </ul>	<ul style="list-style-type: none"> <li>Joined santri festival is the best experience, I hope I can <i>join</i> this in the next year (S.28)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Single Letter	<ul style="list-style-type: none"> <li>It was such an <i>unforgetable</i></li> </ul>	<ul style="list-style-type: none"> <li>It was such an</li> </ul>	√	

Instead of Double Letter	experience for me (S.1)	<i>unforgettable</i> experience for me (S.1)		
	<ul style="list-style-type: none"> <li>When we returned home we were tired but <i>hapy</i> because we had so much fun (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>When we returned home we were tired but <i>happy</i> because we had so much fun (S.9) ✓</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>We <i>arived</i> at there at 3.00 am (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>We <i>arrived</i> at there at 3.00 am (S.12)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Although I am tired but I was very <i>hapy</i> (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>Although I am tired but I was very <i>happy</i> (S.12)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>The trip took about four hours and <i>arived</i> at around 11.00 am (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>The trip took about four hours and <i>arrived</i> at around 11.00 am (S.13)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>The waves there were suitable for <i>swiming</i> (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>The waves there were suitable for <i>swimming</i> (S.13)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>I didn't swim because I couldn't swim and only play with the water on <i>shalow</i> part (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>I didn't swim because I couldn't swim and only play with the water on <i>shallow</i> part (S.13)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>It was a pity event and I hoped it would never <i>hapen</i> again (S.15)</li> </ul>	<ul style="list-style-type: none"> <li>It was a pity event and I hoped it would never <i>happen</i> again (S.15)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>It was our experience in Pacitan <i>especialy</i> Srau beach, we are very happy (S.16)</li> </ul>	<ul style="list-style-type: none"> <li>It was our experience in Pacitan <i>especially</i> Srau beach, we are very happy (S.16)</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>She said nothing but she opened up her arm to me so</li> </ul>	<ul style="list-style-type: none"> <li>She said nothing but she opened up her arm to me so</li> </ul>	✓	

	that can hug her and <i>cary</i> her on my chest (S.22)	that can hug her and <i>carry</i> her on my chest (S.22)		
	• It was a daylight and the sun was <i>realy</i> thirsty (S.24)	• It was a daylight and the sun was <i>really</i> thirsty (S.24)	√	
	• After that we were <i>sleping</i> we woke up before subuh pray to saw the sunrise (S.25)	• After that we were <i>sleeping</i> we woke up before subuh pray to saw the sunrise (S.25)	√	
	• Then we <i>arived</i> at 9.00 am (S.31)	• Then we <i>arrived</i> at 9.00 am (S.31)	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Double Letter Instead of Single Letter	• <i>Although</i> I am tired but I was very happy (S.12)	• <i>Although</i> I am tired but I was very happy (S.12)	√	
	• Although I am tired <i>butt</i> I was very happy (S.12)	• Although I am tired <i>but</i> I was very happy (S.12)	√	
	• I and my <i>familly</i> went to Pangandaran beach for a vacation (S.13)	• I and my <i>family</i> went to Pangandaran beach for a vacation (S.13)	√	
	• I saw some seagulls flew <i>arround</i> hunting for fish (S.13)	• I saw some seagulls flew <i>around</i> hunting for fish (S.13)	√	
	• Last year, I and my <i>familly</i> went to Pacitan (S.16)	• Last year, I and my <i>family</i> went to Pacitan (S.16)	√	
	• The next day we went to	• The next day we went to	√	

	Cinemax for watching <i>film</i> (S.20)	Cinemax for watching <i>film</i> (S.20)		
	<ul style="list-style-type: none"> <li>• Yesterday I and my family went to Way Kambas national park to see the <i>ellephants</i> and rhinos conserved there (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>• Yesterday I and my family went to Way Kambas national park to see the <i>elephants</i> and rhinos conserved there (S.21)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Way Kambas national park is a national park which is used <i>ass</i> elephants and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>• Way Kambas national park is a national park which is used <i>as</i> elephants and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia (S.21)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• We saw some elephants performances such <i>ass</i> playing football, sitting, greeting the visitors and other entertaining performances (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>• We saw some elephants performances such <i>as</i> playing football, sitting, greeting the visitors and other entertaining performances (S.21)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• It has 504 statues and 1.400 <i>relieff</i> from the top of the temple we can such beautiful scenery (S.23)</li> </ul>	<ul style="list-style-type: none"> <li>• It has 504 statues and 1.400 <i>relief</i> from the top of the temple we can such beautiful scenery (S.23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Finally I <i>slept</i> in the car seat (S.24)</li> </ul>	<ul style="list-style-type: none"> <li>• Finally I <i>slept</i> in the car seat (S.24)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• I <i>immediatelly</i> took a bath and prepared to go to the market (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>• I <i>immediately</i> took a bath and prepared to go to the market (S.26)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• The first thing I had to did</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing I had to did</li> </ul>	√	

	prepared the equipment was used to make the cake such as mixer, oven, scales, <i>spatullas</i> , and baking pan (S.26)	prepared the equipment was used to make the cake such as mixer, oven, scales, <i>spatulas</i> , and baking pan (S.26)		
	<ul style="list-style-type: none"> <li>Then we entered Umbul Siponggok and we swim at Umbul Siponggok <i>untill</i> at 1.00 pm and went to home (S.31)</li> </ul>	<ul style="list-style-type: none"> <li>Then we entered Umbul Siponggok and we swim at Umbul Siponggok <i>until</i> at 1.00 pm and went to home (S.31)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Substitution of One Letter	<ul style="list-style-type: none"> <li>Last holiday I and my beloved friend visited Lembah Pelangi waterfall in Ngarip district, Tanggamus regency, Lampung <i>provence</i>, Indonesia (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>Last holiday I and my beloved friend visited Lembah Pelangi waterfall in Ngarip district, Tanggamus regency, Lampung <i>province</i>, Indonesia (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Lart</i> week we went to our parent's house in Trenggalek (S.3)</li> </ul>	<ul style="list-style-type: none"> <li><i>Last</i> week we went to our parent's house in Trenggalek (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last week we went to our parent's <i>houre</i> in Trenggalek (S.3)</li> </ul>	<ul style="list-style-type: none"> <li>Last week we went to our parent's <i>house</i> in Trenggalek (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We felt <i>tived</i> and we went out at the outside of the</li> </ul>	<ul style="list-style-type: none"> <li>We felt <i>tired</i> and we went out at the outside of the</li> </ul>	√	

	cave (S.3)	cave (S.3)		
	<ul style="list-style-type: none"> <li>• After seeing the sun <i>raises</i>, we had to go back home (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>• After seeing the sun <i>raised</i>, we had to go back home (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• I just stay at home for two weeks to did the same activities <i>rounely</i> over and over again (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I just stay at home for two weeks to did the same activities <i>routinely</i> over and over again (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Then I watched my <i>faforite</i> tv programs until it almost midday (S.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Then I watched my <i>favorite</i> tv programs until it almost midday (S.5)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• First, we gathered at school at 9.00 pm then we went to <i>Bamdung</i> at 10.00 pm (S.7)</li> </ul>	<ul style="list-style-type: none"> <li>• First, we gathered at school at 9.00 pm then we went to <i>Bandung</i> at 10.00 pm (S.7)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• <i>Than</i> we take a bath in the public toilet (S.7)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Then</i> we take a bath in the public toilet (S.7)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Yesterday my family went to the zoo to see the <i>elephent</i> and other animal (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>• Yesterday my family went to the zoo to see the <i>elephant</i> and other animal (S.9)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• When we go to the zoo, we went to the shop to buy some <i>foot</i> (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>• When we go to the zoo, we went to the shop to buy some <i>food</i> (S.9)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• After getting the <i>foot</i> we went to nocturnal house where saw birds and other reptiles (S.9)</li> </ul>	<ul style="list-style-type: none"> <li>• After getting the <i>food</i> we went to nocturnal house where saw birds and other reptiles (S.9)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Although the passengers were <i>sufe</i> nobody know where the plane has</li> </ul>	<ul style="list-style-type: none"> <li>• Although the passengers were <i>safe</i> nobody know where the plane has</li> </ul>	√	

	crashed (S.10)	crashed (S.10)		
	<ul style="list-style-type: none"> <li>After they had been on the island for two month, there of the man made a <i>boot</i> and sailed away to find her (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>After they had been on the island for two month, there of the man made a <i>boat</i> and sailed away to find her (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>But their boat sank and they were <i>trowned</i> (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>But their boat sank and they were <i>drowned</i> (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Although I am <i>tived</i> but I was very happy (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>Although I am <i>tired</i> but I was very happy (S.12)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Three day ago, I went to the traditional market to <i>bay</i> some fruits and vegetables (S.15)</li> </ul>	<ul style="list-style-type: none"> <li>Three day ago, I went to the traditional market to <i>buy</i> some fruits and vegetables (S.15)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It is located in Pacitan <i>fast</i> java (S.16)</li> </ul>	<ul style="list-style-type: none"> <li>It is located in Pacitan <i>east</i> java (S.16)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It was <i>oer</i> experience in Pacitan especially Srau beach we are very happy (S.16)</li> </ul>	<ul style="list-style-type: none"> <li>It was <i>our</i> experience in Pacitan especially Srau beach we are very happy (S.16)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I went to the market place to <i>bay</i> shrimps which I used for fishing bait (S.17)</li> </ul>	<ul style="list-style-type: none"> <li>I went to the market place to <i>buy</i> shrimps which I used for fishing bait (S.17)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Perhaps he could sell them at the market and got some money to <i>bay</i> some food (S.17)</li> </ul>	<ul style="list-style-type: none"> <li>Perhaps he could sell them at the market and got some money to <i>buy</i> some food (S.17)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I was embarrassed and <i>promiset</i> no repeat it again (S.18)</li> </ul>	<ul style="list-style-type: none"> <li>I was embarrassed and <i>promised</i> no repeat it again (S.18)</li> </ul>	√	

	<ul style="list-style-type: none"> <li>• But we were happy because we had so much <i>fan</i> in Way Kambas (S.21)</li> </ul>	<ul style="list-style-type: none"> <li>• But we were happy because we had so much <i>fun</i> in Way Kambas (S.21)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Because she didn't realize that she was <i>actoolly</i> running upstairs on an escalators which then downstairs (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>• Because she didn't realize that she was <i>actually</i> running upstairs on an escalators which then downstairs (S.22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• She was actually running upstairs on an <i>escalatous</i> which then downstairs (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>• she was actually running upstairs on an <i>escalators</i> which then downstairs (S.22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• The only <i>thing</i> she was thinking was to get to her little girl sad (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>• The only <i>think</i> she was thinking was to get to her little girl sad (S.22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• I made a quick <i>decition</i> right away (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>• I made a quick <i>decision</i> right away (S.22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• We felt tired that day but we <i>fult</i> so happy to visit Borobudur temple (S.23)</li> </ul>	<ul style="list-style-type: none"> <li>• We felt tired that day but we <i>felt</i> so happy to visit Borobudur temple (S.23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• We woke up before subuh pray to saw the <i>sunrice</i> (S.25)</li> </ul>	<ul style="list-style-type: none"> <li>• We woke up before subuh pray to saw the <i>sunrise</i> (S.25)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• Then we went to home in early morning after saw the <i>sunrice</i> (S.25)</li> </ul>	<ul style="list-style-type: none"> <li>• Then we went to home in early morning after saw the <i>sunrise</i> (S.25)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• After <i>baying</i> all ingredients I had return home (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>• After <i>buying</i> all ingredients I had return home (S.26)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>• I had to go there <i>cauce</i> I need refreshing and family</li> </ul>	<ul style="list-style-type: none"> <li>• I had to go there <i>cause</i> I need refreshing and family</li> </ul>	√	



	gathering (S.29)	gathering (S.29)		
	<ul style="list-style-type: none"> <li>I was so happy <i>because</i> Merapi park (S.29)</li> </ul>	<ul style="list-style-type: none"> <li>I was so happy <i>because</i> Merapi park (S.29)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>That was so fun experience <i>thas</i> I had in senior high school (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>That was so fun experience <i>that</i> I had in senior high school (S.30)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Interchange of Two Adjacent Letter	<ul style="list-style-type: none"> <li>We were not alone, there were a lot of <i>peopel</i> (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>We were not alone, there were a lot of <i>people</i> (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We sang some songs together, shared stories and got acquainted with <i>peopel</i> there (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>We sang some songs together, shared stories and got acquainted with <i>people</i> there (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We took a <i>tuorism</i> bus to go there (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>We took a <i>tourism</i> bus to go there (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The trip took <i>abuot</i> four hours and arrived at around 11.00 am (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>The trip took <i>about</i> four hours and arrived at around 11.00 am (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Before we went home, I looked for some <i>baeutiful</i> souvenir at the nearby shop there (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>Before we went home, I looked for some <i>beautiful</i> souvenir at the nearby shop there (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It was a memorable experience for me <i>whit</i> my family (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>It was a memorable experience for me <i>with</i> my family (S.13)</li> </ul>	√	

	<ul style="list-style-type: none"> <li>I <i>wuold</i> bought all the ingredients to make a cake (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>I <i>would</i> bought all the ingredients to make a cake (S.26)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>After that, I <i>puored</i> it into an oval baking dish and heated the oven to 175 degrees (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>After that, I <i>poured</i> it into an oval baking dish and heated the oven to 175 degrees (S.26)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We ride a car because far <i>form</i> home (S.31)</li> </ul>	<ul style="list-style-type: none"> <li>We ride a car because far <i>from</i> home (S.31)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Involving an Apostrophe	<ul style="list-style-type: none"> <li>Last week, we went to our <i>parents</i> house at Trenggalek (S.3)</li> </ul>	<ul style="list-style-type: none"> <li>Last week, we went to our <i>parents'</i> house at Trenggalek (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Getting down the mountain <i>wasnt</i> as hard as the climbing process (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>Getting down the mountain <i>wasn't</i> as hard as the climbing process (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last Thursday was my day off, I <i>didnt</i> go anywhere (S.5)</li> </ul>	<ul style="list-style-type: none"> <li>Last Thursday was my day off, I <i>didn't</i> go anywhere (S.5)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The waves there were suitable for swimming but I <i>didnt</i> swim (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>The waves there were suitable for swimming but I <i>didn't</i> swim (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Because I <i>couldnt</i> swim and only play with the water on the shallow part (S.13)</li> </ul>	<ul style="list-style-type: none"> <li>Because I <i>couldn't</i> swim and only play with the water on the shallow part (S.13)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Its</i> located in Pacitan East</li> </ul>	<ul style="list-style-type: none"> <li><i>It's</i> located in Pacitan East</li> </ul>	√	

	Java (S.16)	Java (S.16)		
	<ul style="list-style-type: none"> <li><i>Im</i> so happy watching and eating popcorn with my close friend (S.20)</li> </ul>	<ul style="list-style-type: none"> <li><i>I'm</i> so happy watching and eating popcorn with my close friend (S.20)</li> </ul>	√	

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Word Segmentation Error	<ul style="list-style-type: none"> <li>Holiday in Lembah Pelangi <i>water fall</i> (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>Holiday in Lembah Pelangi <i>waterfall</i> (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It was the first time for me to visit such as wonderful <i>water fall</i> (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>It was the first time for me to visit such as wonderful <i>waterfall</i> (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The air <i>wasso</i> fresh at that time and I could not bear to jump into the water (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>The air <i>was so</i> fresh at that time and I could not bear to jump into the water (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Finally the day was time <i>forus</i> to go home (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>Finally the day was time <i>for us</i> to go home (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Finally the day was time for us to <i>gohome</i> (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>Finally the day was time for us to <i>go home</i> (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It was such an unforgettable experience <i>forme</i> (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>It was such an unforgettable experience <i>for me</i> (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>There fore</i> after arrived at Tulungagung we continued our vacation by bus to go Trenggalek (S.3)</li> </ul>	<ul style="list-style-type: none"> <li><i>Therefore</i> after arrived at Tulungagung we continued our vacation by bus to go Trenggalek (S.3)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Last Thursday was my day off I didn't go <i>any where</i></li> </ul>	<ul style="list-style-type: none"> <li>Last Thursday was my day off I didn't go <i>anywhere</i></li> </ul>	√	

	(S.5)	(S.5)		
	<ul style="list-style-type: none"> <li>It was the first experience in Bandung, <i>wewas</i> so happy (S.7)</li> </ul>	<ul style="list-style-type: none"> <li>It was the first experience in Bandung, <i>we was</i> so happy (S.7)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Initially, my father refused my request and promised <i>toteach</i> me in the next year (S.8)</li> </ul>	<ul style="list-style-type: none"> <li>Initially, my father refused my request and promised <i>to teach</i> me in the next year (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Fina lly</i>, my father taught me to ride a motorcycle in a field near the house (S.8)</li> </ul>	<ul style="list-style-type: none"> <li><i>Finally</i>, my father taught me to ride a motorcycle in a field near the house (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It showed how people can quickly change when they have to look after <i>them selves</i> in the jungle (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>It showed how people can quickly change when they have to look after <i>themselves</i> in the jungle (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>The film ended <i>with out</i> saying what her passengers were rescued or not but my brother and I enjoyed the film (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>The film ended <i>without</i> saying what her passengers were rescued or not but my brother and I enjoyed the film (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>On the way we could see some beautiful view or main town, forest and <i>water fall</i> (S.12)</li> </ul>	<ul style="list-style-type: none"> <li>On the way we could see some beautiful view or main town, forest and <i>waterfall</i> (S.12)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It took 20 minutes from my uncles' home riding <i>motor cycle</i> (S.14)</li> </ul>	<ul style="list-style-type: none"> <li>It took 20 minutes from my uncles' home riding <i>motorcycle</i> (S.14)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>On <i>Satur day</i>, my close friend got ready to go home</li> </ul>	<ul style="list-style-type: none"> <li>On <i>Saturday</i>, my close friend got ready to go home</li> </ul>	√	

	(S.20)	(S.20)		
	<ul style="list-style-type: none"> <li>To get the little girl but it was a <i>use less</i> effort (S. 22)</li> </ul>	<ul style="list-style-type: none"> <li>To get the little girl but it was a <i>useless</i> effort (S. 22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li><i>Fin ally</i>, after having some visits, we should go to the hotel to stay and continue our study tour the next day (S.23)</li> </ul>	<ul style="list-style-type: none"> <li><i>Finally</i>, after having some visits, we should go to the hotel to stay and continue our study tour the next day (S.23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We felt so happy to visit Borobudur Temple <i>whic h</i> is well known as one of the greatest legacies Indonesia has ever had (S.23)</li> </ul>	<ul style="list-style-type: none"> <li>We felt so happy to visit Borobudur Temple <i>which</i> is well known as one of the greatest legacies Indonesia has ever had (S.23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I hope the temple can be loved by all of the <i>visi tors</i> and of the government (S. 23)</li> </ul>	<ul style="list-style-type: none"> <li>I hope the temple can be loved by all of the <i>visitors</i> and of the government (S. 23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We went rode a <i>motor cycle</i> because Siblarak Pond was far from our home (S.27)</li> </ul>	<ul style="list-style-type: none"> <li>We went rode a <i>motorcycle</i> because Siblarak Pond was far from our home (S.27)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Then we prepared <i>e verything</i> that we need to join Santri Festival (S.28)</li> </ul>	<ul style="list-style-type: none"> <li>Then we prepared <i>everything</i> that we need to join Santri Festival (S.28)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Usually the event was at first Saturday night <i>amonth</i> (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>Usually the event was at first Saturday night <i>a month</i> (S.30)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We all every team were scattered into the jungle to find the letters in <i>abottle</i></li> </ul>	<ul style="list-style-type: none"> <li>We all every team were scattered into the jungle to find the letters in <i>a bottle</i></li> </ul>	√	

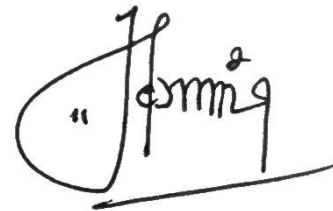
	(S.30)	(S.30)		
--	--------	--------	--	--

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error	Validity	
			Yes	No
Multiple Error	<ul style="list-style-type: none"> <li>It was the first time for me to visit such as <i>wonder foull</i> waterfall (S.1)</li> </ul>	<ul style="list-style-type: none"> <li>It was the first time for me to visit such as <i>wonderful</i> waterfall (S.1)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I felt no <i>wore</i> because all of my friends were professional climber (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>I feel no <i>worry</i> because all of my friends were professional climber (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I <i>fell</i> no worry because all of my friends were professional climber (S.4)</li> </ul>	<ul style="list-style-type: none"> <li>I <i>felt</i> no worry because all of my friends were professional climber (S.4)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>After that we went to Trans Studio we <i>tread</i> many game in there (S.7)</li> </ul>	<ul style="list-style-type: none"> <li>After that we went to Trans Studio we <i>tried</i> many game in there (S.7)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>However my wish was <i>rejeded</i> by my Father because I was still an adult (S.8)</li> </ul>	<ul style="list-style-type: none"> <li>However my wish was <i>rejected</i> by my Father because I was still an adult (S.8)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>So the passengers had the leash how to hunt for food in the jungle and how to <i>catht</i> fish from the sea to eat (S.10)</li> </ul>	<ul style="list-style-type: none"> <li>So the passengers had the leash how to hunt for food in the jungle and how to <i>catch</i> fish from the sea to eat (S.10)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I stayed here for 5 days and during that day I visited some <i>tour sim</i></li> </ul>	<ul style="list-style-type: none"> <li>I stayed here for 5 days and during that day I visited some <i>tourism</i></li> </ul>	√	

	places (S.14)	places (S.14)		
	<ul style="list-style-type: none"> <li>I was <i>embrassed</i> and promised not repeat it again (S.18)</li> </ul>	<ul style="list-style-type: none"> <li>I was <i>embarrassed</i> and promised not repeat it again (S.18)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I stood up and <i>woked</i> downstairs (S.22)</li> </ul>	<ul style="list-style-type: none"> <li>I stood up and <i>walked</i> downstairs (S.22)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Borobudur temple was built at Budur village Magelang Jateng by <i>Syai lender</i> Dynasty (S.23)</li> </ul>	<ul style="list-style-type: none"> <li>Borobudur temple was built at Budur village Magelang Jateng by <i>Syailendra</i> Dynasty (S.23)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>It's very <i>beaty ful</i> (S.25)</li> </ul>	<ul style="list-style-type: none"> <li>It's very <i>beautiful</i> (S.25)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>I add a fried egg and some <i>chies</i> to make it beautiful (S.26)</li> </ul>	<ul style="list-style-type: none"> <li>I add a fried egg and some <i>cheese</i> to make it beautiful (S.26)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Next we go to bathroom to change the <i>cloth</i> (S.27)</li> </ul>	<ul style="list-style-type: none"> <li>Next we go to bathroom to change the <i>clothes</i> (S.27)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>Once a <i>mount</i> my school held a routine extracurricular that as camping at some mountain or camping field in my town (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>Once a <i>month</i> my school held a routine extracurricular that as camping at some mountain or camping field in my town (S.30)</li> </ul>	√	
	<ul style="list-style-type: none"> <li>We all <i>got hered</i> at the school first before went together at the camping area (S.30)</li> </ul>	<ul style="list-style-type: none"> <li>We all <i>gathered</i> at the school first before went together at the camping area (S.30)</li> </ul>	√	

Surakarta, August 17<sup>th</sup> 2020

**Expert Judgement**

A handwritten signature in black ink, appearing to read "Rani Febriyati". The signature is stylized with a large initial 'R' and a long horizontal line at the bottom.

Rani Fitria Febriyati, S.Pd



## VALIDATION

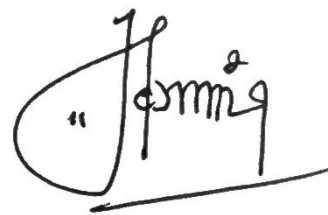
The thesis data entitled “Spelling Error Analysis in Students’ Writing Recount Text at Eleventh Grade in MA Al Muayyad Surakarta in the Academic Year 2019/2020”, has been validated by Rani Fitria Febriyati, S.Pd in:

Day : Monday

Date : August 17<sup>th</sup> 2020

Surakarta, August 17<sup>th</sup> 2020

**Validator**

A handwritten signature in black ink, appearing to read "Rani Febriyati". The signature is stylized with a large initial 'R' and a long horizontal stroke at the bottom.

Rani Fitria Febriyati, S.Pd

## APPENDIX 5

### SYLLABUS

**Mata Pelajaran** : BAHASA INGGRIS

**Kelas** : XI

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	<b>Teks lisan dan tulis sederhana, untuk memaparkan,</b>	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial,</li></ul>	<b>Kriteria penilaian:</b> <ul style="list-style-type: none"><li>Pencapaian fungsi sosial</li><li>Kelengkapan dan</li></ul>	2 x 2 JP	<ul style="list-style-type: none"><li><u>Audio CD/</u> <u>VCD/DVD</u></li></ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan</p>	<p><b>menanyakan, dan merespon pemaparan jati diri</b></p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is...</i> <i>I'm ... I live in ...</i> <i>I have ... I like ...</i> dan semacamnya</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan</p>	<p>struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>Siswa berlatih memaparkan jati diri dengan teman melalui</li> </ul>	<p>keruntutan struktur teks memaparkan dan menanyakan jati diri</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog yang menyebutkan jati diri didepan kelas</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p>		<ul style="list-style-type: none"> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>, profesi pekerjaan, hobi.            (2) Kata kerja dalam simple present tense: <i>be</i>, <i>have</i> dalam simple present tense            (3) Kata tanya <i>What?</i> <i>Who?</i> <i>Which?</i>            (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi            (5) Rujukan kata</p>	<p>simulasi.</p> <ul style="list-style-type: none"> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi</li> </ul>	<ul style="list-style-type: none"> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan</b></p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p><b>Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks,</p>	<p><b>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>“<i>Excellent! You</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru,</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memuji bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role</i></li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>really did it well, Tina.</i> “<i>That’s nice, Anisa. I really like it.</i>” “<i>It was great. I like it, thank you,</i>”</p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memuji dengan bahasa</li> </ul>	<p><i>play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>tahapan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan</p>	<p><b>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>Siswa menirukan model interaksi menunjukkan perhatian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (<i>questioning</i>)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks menunjukkan perhatian</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americangnglish.state.gov/files/ae/resource_files">http://americangnglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<p>pernyataan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>tahapan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan</p>	<p><b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</b></p> <p><i>Fungsi Sosial</i> Menyatakan rencana</p> <p><i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.com">http://learnenglish.com</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to .., I will .., I'm going to ...;</i></p> <p>tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>melakukan sesuatu</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>Siswa berusaha menyatakan dan bertanya tentang niat melakukan</li> </ul>	<p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observasi)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> </ul>		<p><a href="http://sh.britishcouncil.org/en/">sh.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sesuatu</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>• Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas</li> <li>• Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan</p>	<p><b>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</b></p> <p><i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</li> <li>Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan(questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</li> <li>Ketepatan dan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>• Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat</li> <li>• Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> </ul>	<p>kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</li> <li>• Kesungguhan siswa</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>.</li> <li>• Siswa membuat kartu ucapan selamat</li> <li>• Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat</li> </ul>	<p>dalam proses pembelajaran di setiap tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
1.1. Mensyukuri kesempatan dapat	<b>Tindakan/kejadian yang</b>	<b>Mengamati</b>	Kriteria penilaian:	2 x 2 JP	• <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai</p>	<p><b>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p>	<ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</li> <li>Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>,</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa</p>	<ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan</li> </ul>		<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <li><u>SUARA GURU</u></li> <li><u>Koran/ majalah berbahasa Inggris</u></li> <li><u><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></u></li> <li><u><a href="http://americane.english.state.gov/files/ae/resource_files">http://americane.english.state.gov/files/ae/resource_files</a></u></li> <li><u><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect</i></li> </ul>	<p>dan menulis teks</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><i>tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan</li> </ul>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americaneenglish.state.gov/files/ae/resource_files">http://americaneenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil">http://learnenglish.britishcouncil</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang</p>	<p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait</p>	<p>berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata</li> </ul>	<p>bersejarah terkenal di depan kelas / berpasangan</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan</li> </ul>		<p><a href="#">.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan</p>	<p>lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>• Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul>	<p>menulis teks deskriptif</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> </ul>	<p>latihan.</p> <ul style="list-style-type: none"> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa dapat menggunakan 'learning journal'</li> </ul>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna</p>	<p><b>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</b></p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas</li> <li>Ketepatan dan</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks</p>	<p>pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</li> <li>Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru</li> </ul>	<p>kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul> <p>damai, dalam</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	lebih menarik	<p>dengan yang dipelajari dari berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>• Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>• Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>• Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>- Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			latihan. <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang</p>	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i></li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok /</li> </ul>	7 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americaneenglish.state.gov/files/ae/resource_files">http://americaneenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang</p>	<p>teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>.</li> </ul>	<p>berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab,</p>	<ul style="list-style-type: none"> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	<p>tahapan</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin.	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa mempresentasikannya di kelas</li> <li>Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku</p>	<p><b>Teks naratif lisan dan tulis berbentuk legenda sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan</p>	<p>dari cerita legenda</p> <ul style="list-style-type: none"> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> </ul>	<p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> <li>• Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>• Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	<p>melakukan Komunikasi</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebhasaannya.</li> <li>Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat 'learning journal'</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar</p>	<p><b>Lagu sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="http://www.youtube">www.youtube</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p>	<p>dengan lagu yang didengar</p> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p>	<p>jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan</li> </ul>		<p><u>Inggris</u></p> <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> <li>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</li> <li>• Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

**APPENDIX 6**  
**LESSON PLAN**

**RENCANA PEMBELAJARAN**  
**(RPP)**

Sekolah : MA Al-Muayyad Surakarta  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / II (Dua)  
Materi Pokok : Recount Text  
Alokasi Waktu : 2 x 45 menit  
Pertemuan ke : 2

**A. Kompetensi Inti**

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.9 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.

- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **C. Indikator**

1. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.
2. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.

### **D. Tujuan Pembelajaran**

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait *recount*
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait *recount*
3. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari *recount* berbentuk teks dalam dialog.
4. Merespon makna terkait *recount* berbentuk teks dalam dialog.

### **E. Materi Pembelajaran**

Dialog teks

Fungsi Sosial: Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

### **F. Metode Pembelajaran**

Pendekatan ilmiah

Strategi: Menyenak, *coversation*, game

*Struktur*

- (1) Menyebutkan tindakan/peristiwa/kejadian secara umum
- (2) Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
- (3) Jika perlu, ada kesimpulan umum.

*Unsur kebahasaan*

- (1) Kata-kata terkait dengan pengalaman tak terlupakan, kegiatan liburan, kejadian/peristiwa yang sedang banyak dibicarakan.

- (2) Penyebutan kata benda
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (5) Rujukan kata

### **G. Media, Alat, dan Sumber Pembelajaran**

1. Sumber Belajar
  - ✓ Buku Guru
  - ✓ Buku Siswa
  - ✓ Deskripsi Gambar

### **H. Langkah-langkah Kegiatan Pembelajaran**

1. Kegiatan Pendahuluan
  - ✓ Salam dan tegur sapa
  - ✓ Guru mengecek kehadiran siswa
  - ✓ Guru mengecek kesiapan belajar siswa
  - ✓ Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai
  - ✓ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

#### 2. Kegiatan Inti

##### **Mengumpulkan informasi/ mengeksplorasi**

- ✓ Siswa dibagi menjadi beberapa kelompok, satu kelompok terdiri dari dua orang
- ✓ Satu pasang siswa masing masing mendapatkan selembar kertas yang berisi nama sebuah pekerjaan.

##### **Mengasosiasi**

- ✓ Siswa satu akan memberi petunjuk mengenai pekerjaan yang tertulis di lembaran kertas tersebut.
- ✓ Siswa dua akan menebak apa pekerjaan yang dimaksud berdasarkan petunjuk yang di terima

##### **Mengkomuniikasikan**

- ✓ Setelah siswa dua berhasil menjawab dengan benar, siswa dua akan berganti tugas menjadi yang memberi petunjuk.
- ✓ Sedangkan siswa satu akan berganti tugas untuk menjawab petunjuk yang diberikan.
- ✓ Kegiatan tersebut akan diulangi oleh kelompok yang lain.

##### **Kegiatan Penutup**

- ✓ Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari
- ✓ Guru memberikan umpan balik pembelajaran

- ✓ Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

### I. Penilaian

1. Jenis/Tehnik Penilaian
  - ✓ Sikap(melalui rubrik pengamatan sikap selama pembelajaran)
  - ✓ Pengetahuan : Tertulis
  - ✓ Ketrampilan : speaking, conversation.
2. Bentuk Instrumen

No	Nama	Sikap				Keterangan
		Tanggung jawab	Peduli	Kerjasama	Cinta damai	
1						
2						
3						
4						
31						

### Instrument penilaian sikap

Keterangan :

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

- 1 = sangat kurang
- 2 = kurang konsisten
- 3 = mulai konsisten
- 4 = konsisten
- 5 = selalu konsisten

### Rubrik Penilaian pengetahuan

No	Butir Sikap	Deskripsi
1	Pengucapan	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

2	Intonasi	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Ketelitian	5 = Sangat teliti 4 = Teliti 3 = Cukup teliti 2 = Kurang teliti 1 = Tidak teliti
4	Pemahaman	5 = Sangat memahami 4 = Memahami 3 = Cukup memahami 2 = Kurang memahami 1 = Tidak memahami

No	Nama Siswa	Skor			
		Pengucapan	Intonasi	Ketelitian	Pemahaman
1	.....				
2	.....				
3	.....				
	.....				
	.....				
	.....				

### Penilaian Proyek

Nama Proyek : .....

Alokasi waktu : .....

Pembibing : .....

Nama /Kelompok : .....

Kelas : .....

No	Aspek	Skore(1-5)					Keterangan
		1	2	3	4	5	
1	PERENCANAAN Pembuatan Recount Dialogue						
2	PELAKSANAANA						
	Isi						
	Struktur text						
	Kosa kata						
	Kalimat						
	Mekanik						
3	LAPORAN PROYEK						
	Performa						
	Penguasaan materi proyek						

Surakarta, 4 Februari 2020  
Guru Mata Pelajaran

Arief Darmayanti, S.Pd.

**APPENDIX 7**  
**PHOTO DOCUMENTATION**

