

**MECHANICAL ERRORS IN PROCEDURE TEXTS WRITTEN BY THE
NINTH GRADE STUDENTS AT SMP MUHAMMADIYAH 1
KARTASURA IN THE ACADEMIC YEAR OF 2023/ 2024**

THESIS

Submitted as A Partial Requirements

for the Degree of Sarjana



By:

ROSYIANA MUTMAINNAH

SRN. 206121051

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

2024

ADVISOR SHEET

Subject : Thesis of Rosyiana Mutmainnah
SRN : 206121051

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamualaikum Wr. Wb.

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

Name : Rosyiana Mutmainnah

SRN : 206121051

Title : Mechanical Errors in Procedure Texts Written by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year Of 2023/ 2024

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

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Sukoharjo, 3rd March 2024
Advisor,



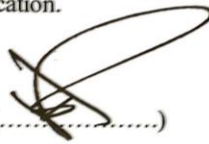
Atin Kurniawati S.Pd., M.A.
NIP. 19910104 202012 2 018

RATIFICATION

This is to certify the *Sarjana* thesis entitled “**Mechanical Errors in Procedure Texts Written by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year of 2023/ 2024**” by Rosyiana Mutmainnah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Chairman : Sabariyanto, S.Pd., M.Pd.

NIP. 19750325 201701 1 146



(.....)

Secretary : Atin Kurniawati S.Pd., M.A.

NIP. 19910104 202012 2 018



(.....)

Main : Dr. Hj. Fithriyah Nurul Hidayati, M.Pd.

Examiner NIP. 19820725 200912 2 006

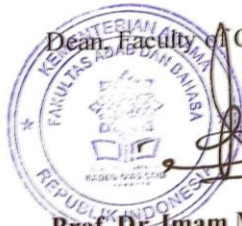


(.....)

Sukoharjo, 3rd April 2024

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Imam Makruf, S.Ag., M.Pd.

NIP. 19710801 199903 1 003

DEDICATION

This Thesis is dedicated to:

1. My parents (Mr. Sumarjo and Mrs. Sumini) who have given their endless support and prayer.
2. My beloved family (Fitriana, Nila, Eko, Putra, Naura, Delisha, Nashwa, Nabila) who always give me support and help.
3. My best friends (Mufatticha, Latifah, Mahesi, Miranti, Fenita, Desi, Puji, Dedi) who have given support and motivation, thank you for the unstoppable support.
4. My idols (Haruto, Hyunsuk, Jihoon, Yoshi, Junkyu, Jaehyuk, Asahi, Doyoung, Jeongwoo, Junghwan) who have inspired researcher so that researcher is enthusiastic in completing the research.
5. All my friends especially B class 2020 without exception.
6. All my friends of KKN 242 group members without exception.
7. All my friends of KMB Solo Raya without exception.
8. All my friends of FORMASI 2020 without exception.
9. My almamater, UIN Raden Mas Said Surakarta

MOTTO

Take every opportunity, or you'll regret it.

(Rosyana Mutmainnah)

PRONOUNCEMENT

Name : Rosyiana Mutmainnah
SRN : 206121051
Study Program : English Language Education
Faculty : Cultures and Languages Faculty

I hereby sincerely state the thesis “Mechanical Errors in Procedure Texts Written by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year of 2023/ 2024” is my real masterpiece. The thing is out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, 3rd March 2024

Stated by,


Rosyiana Mutmainnah

AKNOWLEDGEMENT

Praise be to Allah SWT, who has bestowed his gifts and grace so that the author can complete the preparation of a research thesis with the title "MECHANICAL ERRORS IN PROCEDURE TEXTS WRITTEN BY THE NINTH GRADE STUDENTS AT SMP MUHAMMADIYAH 1 KARTASURA IN THE ACADEMIC YEAR OF 2023/2024".

Then, the researcher would like to thank all those who have helped, encouraged, and provided advice in the preparation of this research thesis. This goes to:

1. Prof. Toto Suharto, S.Ag., M.Ag., the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Imam Makruf, S.Ag., M.Pd. as Dean of Cultures and Languages Faculty.
3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd., as the Head of English Language Education Study Program.
4. Atin Kurniawati, S.Pd., M.A., as the advisor, for the guidance, 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. Yayuk Nur Rahayu, S.Pd., as the Headmaster of SMP Muhammadiyah 1 Kartasura who allowed the researcher to conduct the research in that school.

7. Fauziah Nur Hayati, S.Pd., as the English teacher of ninth grade who has allowed helped the researcher in conducting this research.
8. Rika Uswatun Khasanah, S.Hum., as the validator of the research.

The author realizes that this thesis is far from perfect, but hopefully this thesis can be useful for researcher and readers.

Sukoharjo, 3rd March 2024

The researcher



Rosyiana Mutmainnah

TABLE OF CONTENTS

ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER 1 INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	8
C. Limitation of the Problems	9
D. Formulation of the Problems	9
E. Objectives of the Study	9
F. Benefits of the Study	10
1. Theoretical	10
2. Practically	10
G. Definition of Key Terms	12
CHAPTER II REVIEW ON RELATED THEORIES	13
A. Theoretical Review	13
1. Review on Error in Writing	13
2. Review on Mechanic in Writing	17
3. Procedure Text	22
B. Previous Related Studies	25
CHAPTER III RESEARCH METHODOLOGY	36
A. Research Design	36
B. Research Setting	37
1. Place of research	37
2. Time of the research	37
C. Research Subject and Informant	38
D. Data and Source of the Data	38
E. Technique of Collecting Data	39

F. Research Instrument	43
G. Trustworthiness of the Data	43
H. Techniques of Analyzing the Data	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	48
A. Research Findings	48
B. Discussion	65
CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Suggestion	72
BIBLIOGRAPHY	74
APPENDICES	79

LIST OF TABLES

Table 2.1 The Previous Studies	29
Table 3.1 Time of Research	37
Table 3.2 The Blue Print.....	40
Table 3.3 The Questionnaire Guides	41
Table 3.4 The Types of Mechanical Errors	46
Table 3.5 The Error Frequency.....	47
Table 4.1 Types of students' error	49
Table 4.2 Punctuation error in writing	50
Table 4.3 Capitalization error in writing	54
Table 4.4 Spelling error in writing	57
Table 4.5 The Error Frequency.....	61

LIST OF APPENDICES

Appendix 1 The Students Attendance	80
Appendix 2 Instrument of the Research	81
Appendix 2 Instrument of the Research	82
Appendix 3 Students Worksheet	84
Appendix 4 The Error Identification	89
Appendix 5 External Validator Statement	183
Appendix 6 Questionnaire Response	184
Appendix 7 Letter of Completion of Research	194
Appendix 8 Photo Documentation	195

ABSTRACT

Mutmainnah, Rosyiana. 2024. *Mechanical Errors in Procedure Texts Written by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year of 2023/ 2024*. Thesis. English Language Education, Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

Advisor : Atin Kurniawati S.Pd., M.A.

Key words : Error Analysis, Writing, Procedure Text.

The objectives of this study are to know and clarify about (1) the types of mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024, (2) the factors behind mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

The method used in this research was descriptive qualitative research. The subjects of this research were ninth grade students consisting of 23 students. The data of this study were taken from the students' procedure texts in the form of tests to find out the types of mechanical errors made by the students. The researcher also collected data using a questionnaire to find out the factors behind mechanical errors in the procedure text written by the students. From that result, the data was analyzed by Nordquist's theory and Chomsky's theory. The data that has been analyzed by the researcher has been reviewed and rechecked by the external validator.

The results show that there are three types of mechanical errors according to Nordquist's theory, namely punctuation, capitalization, and spelling. The total number of errors found was 375. The highest error is the use of punctuation with 156 or 41.6%. The second error is the use of capitalization with 113 or 30.13%. The lowest error is the use of spelling with 106 or 28.27%. The factors of students making errors in the use of writing mechanics are competency factors and performance factors which is in accordance with Chomsky's theory. Competency factors are errors caused by students' lack of knowledge, while performance factors are errors caused by students' lack of attention.

CHAPTER 1

INTRODUCTION

A. Background of the Study

English writing in Indonesian schools is becoming increasingly important and continues to be developed. According to Bazir (2016) writing has procedures that require ideas, thoughts, vocabulary, punctuation grammar, and expressing these ideas. From this, it can be interpreted that writing is one way to pour ideas into the form of writing consisting of words, sentence structure, mechanics, and punctuation so that it can be understood by readers. Writing is one of the very important skills in learning English. This is because in addition to helping students improve their skills on vocabulary, grammar, and sentence structure, writing can has a positive impact on their communication skills Nurlaily (2022). The benefits of writing to improve several skills in English must be balanced with the improvement and development of English learning competencies.

In Indonesia, English language learning competence has been made the main focus in the education curriculum. One community that plays an important role in the formation of English language competence is high school students. However, although mastery of English is essential for high school students, they often face difficulties in creating error-free written works. Everyone who learns a language makes errors, they cannot learn a language without making systematic errors. Dulay et al. (1982) argue that the error was caused by negligence.

When talking about mechanical errors, it refers to the incompatibility of writing with grammatical rules, punctuation, spelling, and the correct use of writing rules. According to Nordquist (2020) writing mechanics are conventions that govern the technical aspects of writing, including spelling, punctuation, capital letters, and abbreviations. Writing mechanics is the foundation of effective written communication, writing mechanics has an important role to ensure that the message written by the writer can be clearly understood by the reader.

One of the common categories of mechanical errors is spelling errors. Spelling involves using letters in certain combinations to accurately form words. Spelling accuracy is very important in writing because it can greatly affect the meaning of a word. In turn, the meaning of a message is conveyed through the arrangement of words that make up a sentence, and these words are made up of letters that make up the spelling. Therefore, it is important for students to develop a strong mastery of spelling and be careful in its use. Proper attention to spelling is necessary to create meaningful and effective written communication. As Banacha (2013) has said, to accurately express words in written form, correct spelling is indispensable. This is to ensure that the meaning of words is conveyed clearly to the reader and facilitate effective communication through writing.

In making an English text we also need to pay attention to punctuation. Punctuation marks in a piece of writing are used to organize text and give instructions on how the text should be read. Punctuation marks

in a piece of writing include the use of periods, commas, exclamation marks, question marks, etc. According to Truss (2003) punctuation errors can affect the meaning of sentences. Another element in writing mechanics is capitalization, punctuation and capitalization are not just rules that we must memorize and follow. These two things are used to determine meaning and clarify intent. We can change the connotation of a sentence by changing punctuation and/or capitalization (Lindner, 2005).

Another element of writing mechanics according to Nordquist (2020) is abbreviation. Abbreviation is a form of linguistic contraction with the aim of saving time and space by combining one or several elements of the word. Abbreviation in a piece of writing may involve using the initial letters of words in phrases e.g., "D.C." for "District of Columbia.", substituting syllables in words e.g., "dr." for "doctor", or even replacing words with special punctuation marks such as the ampersand "&" for "and" (Tiersma & Solan, 2012).

Before conducting the study, researcher conducted a pre-study on ninth grade students at SMP Muhammadiyah 1 Kartasura in August. SMP Muhammadiyah 1 Kartasura is one of the junior high schools in Kartasura that provides English as a foreign language. Students at SMP Muhammadiyah 1 Kartasura are given structured and systematic English lessons. However, despite adequate teaching, there are still students who have difficulty in compiling a text that is in accordance with the mechanics

of writing. In this study, researcher focused on mechanical errors made by the ninth-grade students at SMP Muhammadiyah 1 Kartasura.

The mechanical errors in the text of the procedures they make vary widely. But there are some common errors made such as the use of incorrect spelling. In this context, students often write vocabulary incorrectly, as in the word "watter" which should be written with "water". Then they tend not to pay attention to the use of punctuation in accordance with the rules and some other errors.

Researcher found several examples of research that can support this research: The first is Anggela Kunti (2003) who has carried out a study entitled "Error Analysis in Students' Writing on Recount Text at Tenth Grade of SMK Al Islam Surakarta". This study aimed to analyze the mistakes made by grade 10 in writing recount texts. The study collected data through analysis of text documents, student recounts, and interviews. The study used descriptive qualitative research methods to identify fourteen types of errors in students' text recount, with verb forms being the most common mistakes. The study also highlighted causes of errors, including language transfer, lack of motivation, and suboptimal teaching methods. This research provides solutions to overcome these mistakes, such as seeking help from teachers or friends and utilizing additional learning resources. Based on this research, researcher try to make new research with differences in research subjects and types of text but researcher also use

similarities such as research objects, research design, and data collection techniques.

The second, research from Muchammad Affandy (2020) entitled "Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta". This study focused on the analysis of spelling errors in writing text recount of eleventh grade students at MA Al-Muayyad Surakarta. This study used a descriptive qualitative research design to collect descriptive information about spelling errors in student writing. This study aims to explore and understand the meaning of spelling errors in recount texts written by students. This study used descriptive qualitative research methods, which involve reporting descriptive information about a particular type of data composed. The subject of this study was the task of writing a recount text of students in the eleventh grade at MA Al-Muayyad Surakarta. Based on this research, researcher try to make new research with differences in subjects, objects, problem formulations, and types of text but researcher also use similarities such as research design and data collection techniques.

The third is research from Nurlaily (2022) entitled "An Analysis of Errors Made by English Language Education Department Students in English Paragraph Writing". This study focuses on the analysis of grammatical and mechanical errors in writing summaries and response paragraphs. This research combines qualitative and quantitative research methods. Overall, the study highlights the importance of addressing

grammatical and mechanical errors in English paragraph writing. By identifying common mistakes, the study provides insights to improve teaching techniques and improve students' writing skills. Based on these studies, researcher try to make new research with differences in subjects, objects, problem formulations, research designs, and types of text but researcher also use similarities such as data collection techniques.

Errors occur in all situations, including positional, spelling, capitalization, sentence structure, and vocabulary errors. These imperfections can hinder their communicative understanding and can reduce the sense of formality in a text. In the context of junior high school, a deep understanding of mechanical errors and their correction efforts is very important because it can help students correct mistakes and improve their writing skills. As Ekorini (2021) has said, teachers need to provide understanding to students to pay attention to the five aspects of writing to produce quality writing.

The reason researcher chose ninth grade junior high school is because ninth grade is the period leading up to the transition from junior high school to high school. English is an international language used in various fields, such as education, culture, and technology. So, by learning English early, middle school students, especially ninth grade, can prepare themselves for higher education and better careers in the future.

The reason researcher choose procedure texts is because procedure texts themselves are an important part of everyday life. The procedure text

according to Knapp & Watkins (2005) is a text that aims to tell people about what to do or how something is done. Research on procedure texts can also help students understand the structure and features of procedure texts better. This is expected to help students master English in a more specific context.

Research on mechanical errors in the type of procedure text written by ninth grade students at SMP Muhammadiyah 1 Kartasura is important to do. This study will provide information about the types of mechanical errors that occur in the type of procedure text written by ninth graders and what factors underlie their errors. Thus, this research will provide benefits for English teachers at SMP Muhammadiyah 1 Kartasura to develop teaching methods that are more effective in helping students in making a text in English correctly according to the mechanics of writing.

This study has several updates compared to previous research. Although researcher use equations such as research design and data collection techniques, researcher try to make new research with differences in subject, object, type of text, and problem formulation. By considering several things such as curriculum changes and teaching approaches, this study is expected to produce some information about the types of mechanical errors often made by ninth graders in high school and what factors are behind them making those errors.

Based on the description above, researcher is interested in conducting research entitled "Mechanical Errors in Procedure Texts Written

by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year of 2023/2024". Thus, this research is expected to contribute to the development of English learning at SMP Muhammadiyah 1 Kartasura, especially in terms of teaching procedural texts. The research may also provide new insights for other researcher interested in developing teaching methods that are more effective in assisting students in writing procedure texts.

B. Identification of the Problems

Based on the context of the research above, several problems can be identified that arise in English language learning, especially in the material for writing procedural texts for ninth grade students in the first semester of SMP Muhammadiyah 1 Kartasura for the 2023/2024 academic year. Some of these problems are:

1. Mechanical errors made by students in writing procedure texts in the previous school year have not been analyzed in detail regarding the types of errors that often occur.
2. The teacher has not conducted an analysis of the writings of students in the ninth grade of the first semester at SMP Muhammadiyah 1 Kartasura for the 2023/2024 school year.
3. The students still find it difficult to write a word in English in writing the text of the procedure.
4. Students often make writing mistakes that do not conform to the rules of writing mechanics in their writing.

5. Students do not master mechanical rules in writing.

C. Limitation of the Problems

Based on the explanation above, researcher only examined mechanical errors in the text of procedures made by students of SMP Muhammadiyah 1 Kartasura. Researcher focused on identifying the types of mechanical errors made by students and what factors are behind them making these errors. Researcher focused on analyzing mechanical errors with the limitations of errors according to Nordquist (2020).

D. Formulation of the Problems

To overcome the limitations of this study, researcher have identified two specific issues that need to be addressed, namely:

1. What are the types of mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024?
2. What are the factors behind mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024?

E. Objectives of the Study

The purpose of this study is so that the research can achieve the targets expected by researcher:

1. To find out the types of mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

2. To find out the factors behind mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

F. Benefits of the Study

This research is expected to provide several benefits for students at SMP Muhammadiyah 1 Kartasura, English teachers at SMP Muhammadiyah 1 Kartasura, other researcher, and researcher themselves.

1. Theoretical

Researcher are expected to be able to provide more information about mechanical error analysis, as well as mention the various benefits of this research to readers and other researcher. Then, from this research is expected to increase students' understanding in the mechanics of writing English texts and increase their understanding of how to make texts according to the rules of writing mechanics.

2. Practically

a) For the Students

The benefit for students is being able to find out the types of errors that are often made by students from the results of essay text procedures that have been made by them. Thus, students at SMP Muhammadiyah 1 Kartasura are expected to conduct their own self-evaluation in terms of writing, especially writing mechanics problems.

In addition, from this study students will know the factors behind them making these errors. Then students can learn more about writing,

especially in the mechanics of writing. So that in the future they can use and teach the mechanics of writing well to other students or others.

b) For the teacher

The benefit for English teachers at SMP Muhammadiyah 1 Kartasura is that they can find out the ability of their students in English lessons, especially of course in writing. Then, English teachers can also evaluate their teaching, whether the teaching they do is good enough or not. For the latter benefit, it is expected that teachers try to analyze existing problems and develop an appropriate and effective method to improve students' writing skills.

c) For the researcher

The benefit for researcher from this study is that researcher can meet one of the graduation requirements from the Department of English Language Education UIN Raden Mas Said Surakarta. And this study was able to improve the ability of researcher to understand the types of mechanical errors made by students in writing and to find out the factors behind them making these errors.

d) For the other researchers

The benefit for other researcher is that this study can be used as a reference in conducting research on error analysis, especially mechanical errors and the factors behind it. And this study was able to improve the ability of other researcher to understand the types of

mechanical errors made by students in writing and to find out the factors behind them making these errors.

G. Definition of Key Terms

To avoid misunderstandings in this study, here are some key terms that can make readers understand it. The key terms that have been determined are:

1. Error in Writing

Error is a systematic deviation, a deviation that occurs repeatedly and the learner does not realize that what he is doing is a deviation (Handayani, 2019).

2. Mechanics in Writing

Writing mechanics are conventions that govern the technical aspects of writing, including spelling, punctuation, uppercase letters, and abbreviations (Nordquist, 2020).

3. Procedure text

Procedure text is text that aims to tell people what to do or how something is done (Knapp & Watkins, 2005).

CHAPTER II

REVIEW ON RELATED THEORIES

A. Theoretical Review

1. Review on Error in Writing

a. Definition of Error

Corder (1967) argues that error is an error in language use made by second language learners. Meanwhile, according to Ellis (2008), error is an incorrect action in the use of language, either in the form of writing, pronunciation, or grammar. Someone who has made an error may not have mastered the rules of a language they learned.

A person who has made a mistake in the use of language both in talking to others and in writing is a person who has experienced an error in language (Ellis, 2008). A language learner cannot correct their mistakes because they often make errors unwittingly and repeatedly. Brown (2005) states that learners make mistakes and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner.

Error according to Norrish (1995) is a systematic deviation, when a learner who has not learned something and often produces a pattern of errors. Errors or deviations made by language learners occur systematically. This is due to the ability of language learners who are still lacking or because they have not mastered a particular language. These errors can be observed and analyzed, but the person

making the errors cannot correct and may not be aware of the errors he has made.

Karim et al. (2018) states that errors can occur because in a language learning there are many aspects, and it is normal to make an error. Errors that language learners have made repeatedly and are unaware of produce a pattern of errors that can be observed, and classified to reveal the errors they have made.

Based on the theories mentioned above, it can be concluded that errors occur when there are deviations due to the lack of knowledge possessed by the student. In simpler terms, errors are caused by students' lack of understanding of linguistic systems in foreign languages.

b. Factors Causing the Error

The two most common types of errors are inter-language errors and intra-language errors (Sermsook et al., 2017). The first type of error is inter-language errors, where learners make mistakes by using rules from their native language when creating or using a foreign language. While the second is within-language errors, these errors occur throughout the language acquisition process. It is also referred to as "negative transfer" from the learner's first language. In addition, there are some other errors that result from inadequate understanding of the rules of the foreign language being learned. These errors include over-generalization, false analogy, and several other errors (Sermsook et al., 2017).

Language errors in language use are considered as significant deviations from the standard norms of language. According to Chomsky (1970), there are two main factors of errors in language learning, namely performance factors and competence factors. These performance factors are performance errors or display errors. This error is caused by fatigue and inattention. Students may make errors because they are too tired in learning so they make errors and are less careful in using language both in oral and written.

The main factor causing errors in language learning according to Chomsky (1970) is the competency factor. The competency factor is a systematic deviation caused by the knowledge of learners who are learning a foreign language as a second language. This factor is due to lack of knowledge of the rules of the language. Because a person is learning a language, it is not impossible that they have not mastered a certain rule, so that it causes language learners to make errors in using language both in oral and written.

One of the factors that learners make errors is due to fatigue and inattention or commonly referred to as performance factors (Chomsky, 1970). Performance errors are related to momentary lapses in memory or learner attention in language use. Competence errors, on the other hand, are systematic and arise from a lack of fundamental understanding of the rules of the language being learned. These two things provide

insight into the factors of language errors as outlined by Chomsky (1970).

Norrish (1995) identified three main causes of errors in language learning, which are as follows:

1) Carelessness

Humans as creatures of God always have shortcomings in doing something, one of which is often not careful about something. When a writer is not in a good environment and mood, it will all interfere with their focus on writing, it can trigger carelessness that results in bad writing. Errors caused by carelessness in writing English by language learners can occur in the use of grammar and vocabulary.

2) First Language

This occurs when language learners transfer structures or patterns from their first language to the second language they are learning. For example, a Spanish speaker may use the word "embarrassed" to mean "pregnant" in English because the word "embarazada" in Spanish means "pregnant".

3) Translation

Translation errors occur when students translate idiomatic sentences or expressions from their first language into the target language word for word. This is most likely the most common reason for errors.

Based on the theories mentioned above, it can be concluded that there are several factors behind a language learner making errors. Some of these errors are caused by personal mistakes of language learners either due to carelessness or lack of mastery of the rules of the new language being learned.

2. Review on Mechanic in Writing

a. Definition of Mechanic in Writing

Focusing on grammar, general structure, ideas, or language features will not be enough to produce good writing, but the correct and accurate use of writing mechanisms is also necessary in the creation of a piece of writing.

Mechanics in writing are the rules of written language, such as the use of capital letters, punctuation, and spelling. According to Kane & Kane (2003) mechanics deals with the appearance of words, how they are written or placed on paper. Writers must pay attention to good writing mechanics because good writing mechanics will make reading easier and attract more readers (Abbas & Dwita, 2019).

Mechanics in writing relate to the appearance of words, how they are written or placed on paper Kane & Kane (2003). A language learner must choose what they want to say or what they want to write in an English text well and according to the rules of mechanics so that the reader can receive the message they want to convey easily. Mechanics is one of the sections that help students to strengthen new vocabulary,

ideas, and structures in developing a text. During the writing process, the teacher must explain the rules of mechanics in writing to the students and give examples by writing them on the board.

Based on the theories mentioned above, it can be concluded that mechanics in writing are rules that aim to make communication effective and efficient. By applying mechanics that are in accordance with the rules in writing, the message written will be received by the reader easily. It can also help improve the quality of a text.

b. Types of Mechanics in Writing

Mechanics in the field of written communication are the rules that govern the structural elements of language. The famous scholar Nordquist (2020) has outlined the intricacies of writing mechanics as follows:

1) Punctuation

Punctuation is a rule related to symbols and signs that describe syntactic structures. Punctuation serves to provide important clarity and rhythm to written discourse. These signs include periods, commas, question marks, exclamation marks, semicolons, etc.

a) Period (.) used to end a sentence. For example, "She is going to the market."

b) Comma (,) used to separate items in a list or clauses in a sentence. Comma also used after a transition word at the

beginning of the sentence. For example, "He needs to buy a mango, watermelons, and a kiwi." and "Then, slice the mango."

- c) Question Mark (?) used to a question sentence. For example, "Did you finish her work?"
- d) Exclamation Point (!) used to shows excitement. "Wow, that's cute!"
- e) Semicolon (;) used to links related ideas in a sentence. "She likes pink; he prefers blue."

2) Capitalization

Capitalization is a special rule regarding the application of uppercase letters in writing that aims to signify significance and structure textual hierarchy. Some of these special rules include capitalizing the initial letter of sentences, proper nouns, and so on.

- a) Capitalize the beginning of a word to write a noun such as the name of a person, place, or thing. For example, "Haruto, Japan, Dior."
- b) Capitalize the first word in a sentence. For example, "The sun is shining."
- c) Capitalize Titles and Subheadings. For example, "The Mysterious Class."

3) Abbreviation

Abbreviations are a form of brevity and efficiency in written communication relating to the truncation of words or phrases to

create a shorter form that retains semantic content. Common examples include 'Mr.' for 'Mister', 'etc.' for 'etcetera.'

4) Spelling

Spelling in writing mechanics is a rule on the correct arrangement of letters to form words. Proper spelling serves to ensure words can be recognized and understood easily. This includes adhering to phonological norms, understanding linguistic peculiarities, and recognizing exceptions.

According to Cook (Cook, 1999, as cited in Yuliah et al., 2019), there are four distinct categories of spelling errors:

- a) Substitution, substitution is the event when a letter of a word is replaced by another letter, as in the word “life” is written “live”.
- b) Omission, an omission error occurs when a letter of the target word, either vowel or consonant, is omitted, as in the word “which” is written by omitting one of the letters h to “wich”.
- c) Addition, addition is an event when a letter is added to the target word, as the word “try” is often written by adding the letter a to the “tray”.
- d) Transposition, transposition is an event that occurs when the target word order consisting of two or more letters is reversed, as in the word “believe” which is written to be “believe”.

According to Hatch & Hatch (2013), writing mechanics, especially punctuation and uppercase letters, are the basis of good writing in a

sentence or paragraph. Without both, even the best grammar will be useless because a paragraph can be very difficult to understand if punctuation is not neat. Punctuation marks in a piece of writing are used to organize text and give instructions on how the text should be read. One can change the connotation of a sentence by changing punctuation and/or uppercase letters (Lindner, 2005). Punctuation marks in a piece of writing include the use of periods, commas, exclamation marks, question marks, etc. Punctuation can have an impact on the effect of a well-written sentence. The use of punctuation in accordance with its rules serves to ensure that the value of the ideas conveyed is accurate and clear.

Another aspect of mechanical rules in writing is capitalization. According to Straus et al. (2014), in writing a sentence must use capital letters in the first letter, while other characters must be in lowercase. In addition, the writing of names such as the names of racial and ethnic groups, names of certain places such as countries, states, cities, rivers, roads, mountains, names of the day of the week, months, religion, nationality, and language must be written in capital letters. All words in the title must also begin with an uppercase letter except prepositions, articles, and conjunctions, otherwise if the word is the first word.

Based on the theories mentioned above, it can be concluded that there are several mechanical rules that need to be understood and applied. These rules include spelling, punctuation, abbreviation, and

capital letter rules. We must understand and apply these rules so that our writing can be easily understood by readers.

3. Procedure Text

a. The definition of procedure text

One of the materials taught to junior high school students is the procedure text. Procedure text is a type of text that contains instructions or step-by-step guidance on how to do something (Knapp & Watkins, 2005). The procedure text aims to provide clear and systematic information so that the reader can understand and perform the procedure correctly.

The procedure text is designed with an explanation of the purpose, materials/equipment, and steps to do something (Knapp & Watkins, 2005). The text of the procedure invites the reader to follow an instruction to achieve the goal. In addition, readers can also get suggestions in making something, so that readers can do these steps efficiently. Harmer (2011) states that writing is a process in which we are often influenced by genre boundaries. Genre according to Lee (2001) is a category that is determined based on external criteria such as the intended audience, goals, and types of activities. Genres in the text of the procedure include recipes, instructions for use, administrative procedures, etc.,

A procedure allows the reader to do something new to them and also provides details of the activity so that the reader can make or do

something correctly and efficiently. In learning, procedure text is not only learned as text based, but can also be learned through project based. The text of the procedure not only talks about how to make a food or handicraft, but can be instructions on doing something. Because the benefits of a procedure text can be realized in everyday life, the procedure text is important to learn and practice.

Based on the theories mentioned above, it can be concluded that a procedure text is a type of text that contains instructions or steps that must be carried out to achieve the goal. This text aims to provide understanding to the reader regarding how to make or how to do something correctly through several steps.

b. Generic structures of procedure text

In the text of the procedure there are three general structures that become a whole in order to achieve a social function, that is, to tell a person how to do something. The generic structure of a procedure text, as outlined by Anderson & Anderson (1997) consists of several key components, they are:

- 1) There is a text title and an introductory paragraph that explains the purpose of the text.
- 2) There is a list of materials or equipment needed to complete the procedure, but this can be skipped if indeed the procedure does not require a tool and material.

- 3) A procedure text contains a series of steps oriented towards achieving goals (Anderson & Anderson, 1997). The sequence of steps in the order in which they must be performed can be numbers that can be used to indicate the first, second, third steps and so on. You can also use words that indicate steps like now, next, after this.

A procedure text usually consists of an introduction, a list of materials or equipment needed, the stages of the procedure, and a conclusion (Anderson & Anderson, 1997). In procedure texts, it is not uncommon to find subheadings, numbers, or bullet points that aim to make the text more structured and easier to read. Clear, assertive, and easy-to-understand language is necessary so that readers can understand each instruction easily. The writer should avoid using ambiguous phrases or vocabulary to avoid misunderstandings.

Based on the theories mentioned above, it can be concluded that the text of the procedure can help us in carrying out our daily activities efficiently. In making a procedure text we need to pay attention to the rules such as there must be a list of tools and materials needed, as well as the steps that need to be passed to achieve the goal.

c. Language features

There are three language features in procedure texts. Anderson & Anderson (1997) has highlighted the distinctive language features that characterize procedure texts that make them different from other types of writing. These features are:

- 1) Some procedure texts use imperative mood to give instructions. This means verbs are often used at the beginning of a sentence to tell the reader what to do. For example, "Stir the mixture until all the ingredients are combined."
- 2) A procedure text requires the use of words that indicate order or sequence, such as "first," "next," "then," and "finally." These words help organize the steps of the procedure logically so that it can be understood easily by the reader.
- 3) The use of precise and specific vocabulary can help readers understand the task and the materials or tools needed. For example, "Use a blender to puree the mangoes" to specify the tools needed.
- 4) Use of adverbs such as "before", "after", "once", or "twice" to convey the timing or frequency of actions to clarify instructions. For example, "After the dough has risen, shape it into rounds and fry them."

Based on the theories mentioned above, it can be concluded that there are language features in procedure texts that can help readers in doing daily activities efficiently such as sequencing words, time and frequency, and several other things that can facilitate readers

B. Previous Related Studies

In carrying out research, researcher rely on a number of references that help the research process. In this context, researcher refer to similar studies as a reference source.

The first previous study entitled "An Analysis of Students' Ability in Writing Descriptive Text at Eighth Grade of SMP Unismuh Makassar" by Herry Jaisyan Khoiri (2020). The research aimed to analyze the ability of eighth-grade students at SMP Unismuh Makassar in writing descriptive texts, specifically focusing on vocabulary, mechanics, and organization. The researcher conducted a writing test to collect data and analyzed the students' writing abilities based on five categories: excellent, good, average, fair, and poor. The research found that students faced difficulties in the vocabulary component, often using Indonesian vocabulary, as well as in mechanics and organization. The researcher used a writing test as an instrument to collect data on students' writing abilities in descriptive texts. The subject of the research was the eighth-grade students at SMP Unismuh Makassar. The research revealed that students faced difficulties in the vocabulary component, often relying on Indonesian vocabulary. Additionally, they encountered challenges in mechanics and organization when writing descriptive texts. Based on this study, researcher concluded that the similarity with previous studies lies in the design of the study. This research uses a qualitative approach and both use writing tests as data collection techniques. However, the main differences lie in the subject of study, the type of text, the object of study, and the method of data collection.

The second previous study entitled "An Investigation of Mechanical Errors in Students' Abstracts of Final Academic Writing Assignment (A

Descriptive Qualitative Study)" by Maghfira Azzania (2023). The research investigates mechanical errors in students' abstracts of final academic writing assignments. It is a descriptive qualitative study that aims to identify the types of mechanical errors in English academic writing and explore the causes of such difficulties. The research utilizes content analysis as a method to analyze the errors in the students' abstracts. The subject of the research is students' abstracts of final academic writing assignments. The research findings highlight two specific mechanical errors in the students' abstracts. The first error is related to capitalization, where students fail to capitalize keywords and scientific phrases correctly. The second error is the incorrect capitalization of the t-test in the middle of a sentence. These findings emphasize the importance of addressing and improving students' mechanical errors in academic writing. Based on this study, researcher concluded that the similarity with previous studies lies in the design of the study. This research uses a qualitative approach. However, the main differences lie in the subject of study, the type of text, the object of study, and the method of data collection.

Third, an international journal by Khan (2017) entitled "Error Analysis in English Writing". The study aimed to investigate common mistakes made by Saudi students studying at Jazan University. In this study involves the use of paragraphs written by students in English as a research instrument. The data shows that Saudi students make various types of errors such as subject-verb agreement, word order, prepositions, articles,

auxiliaries, and spellings, most of which are caused by switching in the same language rather than switching between languages. Based on this study, researcher concluded that the similarity with previous studies lies in the design of the study. This research uses a qualitative approach. However, the main differences lie in the subject of study, the type of text, the object of study, and the method of data collection.

Fourth, a journal by Zulfatun Mahmudah (2019) entitled "An Analysis of Mechanical Errors in Writing Skill". This study used a descriptive quantitative approach. This study examines the mechanical errors in the writing skills of 10th grade students at SMAN 11 Banda Aceh. The researcher identified a total of 582 errors, which were classified into three categories: punctuation errors, capitalization errors, and spelling errors. Capitalization errors were found to be the most prevalent. The study suggests that future research should explore other aspects of writing. The paragraph also mentions references to unpublished undergraduate theses and books related to writing skills and research methodology, covering topics such as error analysis, mechanical errors in academic writing, creative writing techniques, and teaching knowledge. Based on this study, researcher concluded that the similarity with previous studies lies in the technique of collecting data. However, the main difference lies in the subject of research, type of text, object of research, and research design.

Fifth, a journal by Ardin (2017) entitled "Analyzing Errors in Recount Text Written by the Third Year Students of SMAN 1

Pinrang". This study used a descriptive quantitative approach. This research analyzed the errors made by third-year students in writing recount texts. The most frequent errors were in verb form, punctuation, preposition usage, spelling, noun pluralization, article usage, and pronoun usage. The study found that students struggled with countable and uncountable nouns, definite and indefinite articles, pronouns, conjunctions, and subject-verb agreement. These errors were likely caused by mother tongue interference. The researcher suggested that students need more practice and guidance in these areas to improve their writing skills. Based on this study, researcher concluded that the similarity with previous studies lies in the technique of collecting data. However, the main difference lies in the subject of research, type of text, object of research, and research design.

Table 2.1 The Previous Studies 1

No.	Previous Study	Similarities	Differences
1.	"An Analysis of Students' Ability in Writing Descriptive Text at Eighth Grade of SMP Unismuh Makassar" by Herry Jaisyan Khoiri (2020).	The similarity of this research with previous research lies in the research design, using both qualitative approaches. In addition, researcher both use writing tests	The main difference lies in the subject of study. The subjects of the previous study were students of the Eighth Grade of SMP Unismuh Makassar, while this study the subjects were students of the ninth

		as a data collection technique.	grade of SMP Muhammadiyah 1 Kartasura. The type of text used as a research instrument in previous studies used descriptive text types, while researcher chose procedure text as the type of text to be studied. This study both examined error analysis, the previous research aimed to analyze the ability of eighth-grade students in writing descriptive texts, specifically focusing on vocabulary, mechanics, and organization. Meanwhile, in this study, researcher focused on analyzing mechanical errors and the
--	--	---------------------------------	--

			factors behind these errors.
2.	"An Investigation of Mechanical Errors in Students' Abstracts of Final Academic Writing Assignment (A Descriptive Qualitative Study)" by Maghfira Azzania (2023).	Based on this study, researcher concluded that the similarity with previous studies is that they both examine error analysis, especially on mechanical errors and the factors behind them using a qualitative approach.	The main difference lies in the subject of study. The subject of the previous study was students' abstracts of final academic writing assignments, while this study the subject was a ninth-grade student of SMP Muhammadiyah 1 Kartasura. The type of text used as a research instrument in previous studies used text in abstracts of final academic writing assignment, while researcher chose procedure text as the type of text to be studied.

3.	An international journal by Khan (2017) entitled "Analyzing Errors in English Writing".	Based on this study, researcher concluded that the similarity with previous studies was that they both used qualitative approaches.	The main difference lies in the subject of study. The subject of the previous study was the students of BAU University, while this study the subject was a ninth-grade student of SMP Muhammadiyah 1 Kartasura. This study both examined error analysis, the previous research aimed to analyze the spelling errors in writing. Meanwhile, in this study, researcher focused on analyzing mechanical errors and the factors behind these errors.
4.	A journal by Zulfatun Mahmudah (2019)	The similarity of this study with previous	The main difference lies in the design of the

<p>entitled "An Analysis of Mechanical Errors in Writing Skill".</p>	<p>research lies in data collection techniques, because both use writing tests as data collection techniques.</p>	<p>study. Previous research used a quantitative descriptive approach, while this study used a descriptive qualitative approach. The subjects of the previous study were students of 10th grade students at SMAN 11 Banda Aceh, while this study the subjects were ninth grade students of SMP Muhammadiyah 1 Kartasura. This study equally examines error analysis, the previous research identified a total of 582 errors, which were classified into three categories: punctuation errors, capitalization errors, and spelling errors. Meanwhile, in this</p>
--	---	---

			study, researcher focused on analyzing mechanical errors and the factors behind these errors.
5.	A journal by Hardiani Ardin (2017) entitled "Analyzing Errors in Recount Text Written by the Third Year Students of SMAN 1 Pinrang".	The similarity of this study with previous research lies in data collection techniques, because both use writing tests as data collection techniques.	The main difference lies in the design of the study. Previous research used a quantitative descriptive approach, while this study used a descriptive qualitative approach. The subject of the previous study was third year students of SMAN 1 Pinrang, while this study the subject was ninth grade students of SMP Muhammadiyah 1 Kartasura. This study both examined error analysis, the previous research found that the

		<p>most frequent errors were in verb form, punctuation, preposition usage, spelling, noun pluralization, article usage, and pronoun usage. Meanwhile, in this study, researcher focused on analyzing mechanical errors and the factors behind these errors.</p>
--	--	---

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researcher used descriptive qualitative research that focused on analyzing mechanical errors in writing procedure text, and factors behind these errors in ninth grade students of SMP Muhammadiyah 1 Kartasura for the 2023/2024 school year. Qualitative research is research used to understand social phenomena from the perspective of participants, where researcher collect data in the form of interviews, observations, and documents (Merriam & Tisdell, 2015). Creswell (2012) states that qualitative research is the process of producing an in-depth understanding of complex social phenomena, through the collection and analysis of data in the form of words, images, or sounds.

It can be concluded that qualitative research is included in descriptive research. This research is qualitative research because the data collected is in words and this study is intended to describe the types of mechanical errors. In addition, this study is intended to find out what types of mechanical errors that often make by students in writing procedure text, and factors behind these errors in ninth grade students of SMP Muhammadiyah 1 Kartasura for the 2023/2024 school year.

B. Research Setting

1. Place of research

This research was conducted at SMP Muhammadiyah 1 Kartasura which is located at Ahmad Yani Street No.160. Kartasura, Sukoharjo Regency, Central Java 57167. This research was conducted on ninth grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

2. Time of the research

This research was conducted in September 2023. This research was conducted on ninth grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024. Based on the 2013 curriculum syllabus in the ninth grade of SMP Muhammadiyah 1 Kartasura in the first semester. In this study, researcher carried out planning, data collection, analyzing data, and reporting data. The research timeline will be stated in the table below:

Table 3.1 Time of Research

No	Activities	Month							
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Observation and Pre-research								
2	Seminar on Proposal								
3	Conducting								
4	Analyzing data								
5	Making Thesis								

6	Examination of Munaqosyah								
---	---------------------------	--	--	--	--	--	--	--	--

C. Research Subject and Informant

The subject of this study was a ninth-grade student of SMP Muhammadiyah 1 Kartasura. There are several classes in the ninth grade of SMP Muhammadiyah 1 Kartasura, namely the ninth grade of Tahfidz, 9A, 9B, and 9C. This study only took one class as a research subject. Researcher conducted research in ninth Tahfidz class as the object of this study because many mechanical errors have been found in students' English assignments. Ninth Tahfidz class has 23 students and their English teacher is Ibu Fauziah Nur Hayati, S.Pd. The population of this study is the task of writing student procedure texts in the first semester in ninth grade. This study chose to write procedure text as the object of research, because procedure text is usually given by teachers as writing activities.

D. Data and Source of the Data

According to Denzin & Lincoln (2018) qualitative data is data consisting of words, images, sounds, and actions that describe a complex social world. Qualitative data is data in the form of words, images, or actions that require interpretation and analysis to produce an understanding of a phenomenon (Miles et al., 2020).

The definition of data refers to any form of information that can be found in nature and chosen to be the focus of research. Therefore, qualitative data is a narrative representation that describes individual experiences, actions,

and social interactions in the natural environment. The source of data in this study was obtained from ninth grade students of SMP Muhammadiyah 1 Kartasura. Researcher want to analyze the errors made by students and the factors behind them. Researcher collected data by giving tests in the form of assignments, creating procedure texts, and also making open questionnaires to students. Therefore, this research data is included in descriptive qualitative data.

E. Technique of Collecting Data

Research instruments according to Hancock & Algozzine (2006) are tools used to collect data so that research objectives can be achieved. This research instrument can be a questionnaire, interview, observation, or other method relevant to the type of research being conducted. In this study, researcher collected data using tests and questionnaires.

1. Test

In this research used test data as data collection. According to Cohen et al., (2011), a research instrument in the form of a test is a procedure or technique used to measure a person's ability, knowledge, attitude, or behavior in a particular field. The advantage of this instrument is that the data obtained is relatively easy and cheap. The researcher collected test results in the form of student worksheets on writing procedure texts from the ninth grade of SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year.

Table 3.2 The Blue Print

No.	The indicator of items	Number of items	Items number
1.	Choose a topic to develop into a procedure text.	1	1
2.	Create an outline for the procedure text they will create.	1	2
3.	Making the procedure text in a logical and structured order.	1	3

2. Questionnaire

Hancock & Algozzine (2006) states that the questionnaire is a data collection technique that involves a series of written questions that are answered by respondents. Questionnaires can be open or closed. Closed questionnaires contain a list of questions with several alternative answers such as "Yes" or "No" options, while open questionnaires allow respondents to give freer answers. The researcher gave an open-ended questionnaire containing questions related to the students' knowledge about writing and mechanics in writing.

Below is a questionnaire consisting of eight questions that the researcher adapted from Nordquist's theory of mechanics in writing and also Chomsky's theory of the factor that cause an error. It was divided from the most general questions in the beginning to the more specific questions.

Table 3.3 The Questionnaire Guides

No.	Substantial	Questions
1.	The basic knowledge of language skills (to find out students' competence in English skill according to Chomsky's theory)	1. <i>Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?</i>
2.	The students' knowledge of writing (to find out students' competence in English skill according to Chomsky's theory)	1. <i>Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?</i> 2. <i>Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris!</i> 3. <i>Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?</i>
3.	The students' understanding of the mechanical on writing (to find out students' abilities regarding mechanical in	1. <i>Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris!</i>

	<p>writing according to Nordquist's theory and Chomsky's theory)</p>	<p>2. <i>Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris!</i></p> <p>3. <i>Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris!</i></p>
4.	<p>The students' awareness of mechanical error they have made (to find out students' abilities regarding mechanical in writing according to Nordquist's theory and Chomsky's theory)</p>	<p>1. <i>Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!</i></p> <ul style="list-style-type: none"> • im' a studen • chuse ripe mangoes to make mango juice. • Buy green aples in the city of malang becaus they are delicious. • puor two spoons of sugar into the bowel, • Fry the banan until goldn brown?

F. Research Instrument

According to Creswell (2014) research instruments are tools, objects, or devices used to collect data in a study. Research instruments can be questionnaires, interviews, observations, tests, or other measuring devices designed to collect data relevant to the research question. The real problem, namely the types of mechanical errors made by students in writing the procedure text and the factors behind it, will be found using the instruments used in this study. This research instrument includes researcher as the main instrument. As well as several additional instruments such as laptops, student worksheets, notes, questionnaires, and validators. This instrument can be used to gather information in this study.

G. Trustworthiness of the Data

According to Creswell (2014), in qualitative research, it is very important to uncover objective truths and ensure the validity of data. Validity refers to the level of confidence that researcher have in the accuracy and reliability of research conclusions. To increase the validity of the data, various strategies can be carried out. These strategies include:

1. Triangulation

Researcher combine several methods or data sources to test the findings. This triangulation is carried out with the aim of strengthening the reliability and validity of research findings. By triangulation, research findings

can be confirmed and verified more accurately and reliably, thereby increasing research credibility.

2. Peer debriefing

In this strategy, the activity is to discuss the findings with fellow researcher or experts in the same field to get input and validate the findings.

3. Member checking

In this strategy, researcher show the findings to participants to check whether the results obtained are in accordance with their experiences and perspectives.

4. Reflexivity

In this strategy, researcher consider the influence of researcher on research and record experiences and thoughts during the study. By doing reflexivity, researcher can consider subjective and contextual factors that can affect research results, as well as strengthen interpretations and conclusions obtained from the data that has been collected.

5. External Auditor

In an external examination, an independent researcher evaluates all data that has been collected in a study to assess the suitability of the theme to the data, control for existing biases, and check transcription accuracy.

In this study, researcher used external auditors as a technique to validate the data. The data findings were reviewed and discussed with the English teacher of SMK Karya Nugraha Boyolali, Mrs. Rika Uswatun Khasanah, S.Hum.

H. Techniques of Analyzing the Data

According to Creswell (2014), data analysis techniques in qualitative research include six stages, namely preparing data, organizing data, reading data, categorizing data, developing themes, and making reports. Data analysis is done to create understanding of the data and allow researcher to present the results of the research to readers.

Once the data is collected, researcher perform the following steps as part of the data analysis:

1. Determine the research sample

In the first step, the researcher determines which sample of work in the form of procedure text will be used.

2. Error identification

In the second step, the researcher tries to look for errors in the study sample by underlining those errors.

3. Error classification

In the third step, after finding some errors, the researcher classifies the errors. These errors are classified based on the theories of Nordquist (2020).

4. Data coding

In the fourth step, Researcher provide codes to facilitate the identification of data to be analyzed. The codes used are St1-St23 as Students 1-3.

5. Explanation

At this stage, the researcher provides an explanation for why the word is considered wrong.

6. Calculate and identify dominant errors

In the last step, researcher calculated the percentage of errors that occurred using Sudjiono's quality method, which is the percentage of errors. Researcher use the following formula:

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

Information:

P = Percentage number

f = Frequency of error

N = Number of cases

After calculating the error rate, the researcher identified the most common mechanical errors made by students based on the data classification. The researcher created a frequency of occurrence table using Sudjiono Anas' formula.

Table 3.4 The Types of Mechanical Errors

No.	Error Identification	Error Classification	Explanation

Table 3.5 The Error Frequency

No	Categories of mechanical errors	Number of spelling error occurs	Error percentage
1.	Punctuation		
2.	Spelling		
3.	Capitalization		
4.	Abbreviation		
	Total		

The final data stage is to interpret the results obtained from the questionnaire data. First, the information obtained from the questionnaire will be classified as what factors behind mechanical errors. The data obtained from the open-ended questionnaire will be used to make conclusions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research Findings**

In the research findings, the researcher presents the results of the research based on writing tests and questionnaires to ninth grade students of SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year regarding the types of mechanical errors made and the factors of students making these errors. The findings of this study were taken from the analysis of procedure texts from 23 ninth grade students at SMP Muhammadiyah 1 Kartasura. To show the research results clearly, the findings are categorized based on the formulation of the problems:

1. Types of mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

The researcher took data from students' worksheets in writing procedure texts from ninth grade students at SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year by using tests. The researcher took 23 student worksheets. In this section, the researcher found that there were 375 total errors, based on Nordquist's theory, the writer classified the errors into punctuation, capitalization, and spelling.

Table 4.1 Types of students' error

The Students	Types of Error				Total
	Punctuation	Capitalization	Spelling	Abbreviation	
St1	8	2	7	0	17
St2	4	5	3	0	12
St3	6	7	10	0	23
St4	17	12	2	0	31
St5	6	4	2	0	12
St6	0	2	10	0	12
St7	9	11	0	0	20
St8	5	5	1	0	11
St9	6	4	5	0	15
St10	6	1	9	0	16
St11	7	8	4	0	19
St12	11	7	12	0	30
St13	9	8	10	0	27
St14	4	1	1	0	6
St15	3	3	6	0	12
St16	6	1	1	0	8
St17	5	4	1	0	10
St18	8	8	4	0	20
St19	12	2	1	0	15
St20	3	1	6	0	10
St21	9	2	3	0	14
St22	6	14	5	0	25
St23	6	1	3	0	10
	156	113	106	0	375

a. Punctuation

When it comes to punctuation, students frequently make errors due to their inattention to the appropriate use of commas and periods, as can be seen in the following data:

Table 4.2 Punctuation error in writing

No.	St	Error Identification	Error Classification	Explanation
1.	St4	than ¹⁶ lift the rice in plate ¹⁷	16. Punctuation 17. Punctuation	16. The sentence does not use a comma (,) after the word "than" which should be written "Then", because commas are used to pause sentences that begin with transition words. 17. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the sentence is "Then, lift the rice in plate."
2.	St1	Then, strawberry chocolate ready to be enjoy ¹⁷	17. Punctuation	17. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Then, strawberry chocolate ready to be enjoy."
3.	St19	Pour the guava, water, sugar ⁶ and ice ⁷	6. Punctuation 7. Punctuation	6. The sentence should be marked with a comma (,), because according to the rule of writing it is correct to use a

				<p>comma before the word "and" in more than two detail words.</p> <p>7. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " Pour the guava, water, sugar, and ice."</p>
4.	St7	<p>after that¹⁸ push</p> <p>the power</p> <p>button off the¹²</p>	<p>18.</p> <p>Punctuation</p> <p>12.</p> <p>Punctuation</p>	<p>6. The sentence does not use a comma (,) after the word "after that", because commas are used to pause sentences that begin with transition words.</p> <p>7. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " After that, push the power button off the."</p>
5.	St10	<p>prepare the</p> <p>equipments and</p> <p>the ingredients⁵</p>	<p>5. Punctuation</p>	<p>5. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Prepare the equipments and the ingredients."</p>

Based on the table above data number one belonging to St4, there are two types of punctuation errors in the sentence "than lift the rice in plate". The first error is that the sentence does not use a comma (,) after the word "than" which should be written "Then", because commas are used to pause sentences that begin with transition words. In addition, the sentence does not use a period (.), whereas a period should be used to end a sentence. The sentence should be written as follows "Then, lift the rice in plate."

Then St1's data contained one type of punctuation error in the sentence "Then, the strawberry chocolatte is ready to be enjoyed". The sentence is said to be incorrect because the sentence does not use a period (.), whereas a period should be used to end a sentence. The sentence should be written as follows "Then, strawberry chocolate is ready to be enjoyed."

Then St19's data contains two types of punctuation errors in the sentence "Pour the guava, water, sugar and ice". The sentence is said to be incorrect because the sentence should be marked with a comma (,), because according to the rule of writing it is correct to use a comma before the word "and" in more than two detail words. Besides that, the sentence does not use a period (.), whereas a period should be used to end a sentence. The sentence should be written as follows "Pour the guava, water, sugar, and ice."

Then St7's data contains two types of punctuation errors in the sentence "after that push the power button off the". The sentence is said to be incorrect because the sentence should be marked with a comma (,) after the word "after that" because commas are used to pause sentences that begin

with transition words. Besides that, the sentence does not use a period (.), whereas a period should be used to end a sentence. The sentence should be written as follows "After that, push the power button off the."

Then St10's data contained one type of punctuation error in the sentence "prepare the equipments and the ingredients". The sentence is said to be incorrect because the sentence does not use a period (.), whereas a period should be used to end a sentence. The sentence should be written as follows "Prepare the equipments and the ingredients."

From the table above, it can be concluded that the students made 156 errors in the use of punctuation. The most common error made by students is not using a period punctuation mark to close a sentence. In addition, students also did not use comma punctuation to pause sentences that began with transition words.

b. Capitalization

In capitalization, students often make errors due to lack of attention to the proper use of capital letters in the first letter at the beginning of the sentence and the use of capital letters in the title, as can be seen in the following data:

Table 4.3 Capitalization error in writing

No.	St	Error Identification	Error Classification	Explanation
1.	St1	How to ¹ <u>m</u> ake Fried Potato	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title for the text is "How to Make Fried Potato"
2.	St22	²² <u>b</u> oil ⁸ <u>T</u> he water	8. Capitalization 22. Capitalization	8. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase. 22. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. The correct writing for the text is "Boil the water."
3.	St4	How ¹ <u>T</u> o ² <u>m</u> ake Fried ³ <u>r</u> ice	1. Capitalization 2. Capitalization 3. Capitalization	1. Prepositions should not be capitalized even though they are in the title. 2. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions.

				3. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Fried Rice"
4.	St3	Prepare the equipments and the ³ <u>I</u> ngredients	3. Capitalization	3. Capital letters only used in the first letter in the first sentence, while other characters must be in lowercase. The correct writing for the text is "Prepare the equipments and the ingredients."
5.	St7	How to Make ¹ <u>b</u> anana Juice	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title writing for the text is "How to Make Banana Juice"

Based on the table above, St5's data contains a type of capitalization error in the sentence "How To Make Vegetable Salad". The sentence is said to be incorrect because the student writes the first letter of each word in the title using capital letters without paying attention to the rule that all the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The title should be written as follows "How to Make Vegetable Salad".

Then, St22's data contains two types of capitalization errors in the sentence "boil The water". The sentence is said to be incorrect because the student does not pay attention to the use of capital letters according to the rules because in writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. The sentence should be written as follows "Boil the water."

Then St4's data contained two types of capitalization errors in the sentence "How To make Fried rice". The sentence is said to be incorrect because the student is not consistent in using capital letters and do not pay attention to the rule that all the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The title should be written as follows "How to Make Fried Rice."

Then, St3's data contains one type of capitalization errors in the sentence " Prepare the equipments and the Ingredients". The sentence is said to be incorrect because the student does not pay attention to the use of capital letters according to the rules because in writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. The sentence should be written as follows "Prepare the equipments and the ingredients."

Then, St5's data contains a type of capitalization error in the sentence " How to Make banana Juice". The sentence is said to be incorrect because the student writes the first letter of each word in the title without paying attention to the rule that all the first letters of each word in the title should

be capitalized except for prepositions, articles, and conjunctions. The title should be written as follows "How to Make Banana Juice"

From the table above, it can be concluded that the students made 113 errors in capitalization. The most common mistake made by students is not using capital letters at the beginning of sentences. In addition, students also did not capitalize the first letter of each word in the title. Students also pay less attention to the use of capital letters in the title especially for prepositions because all the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions.

c. Spelling

In Spelling, students often make mistakes in writing vocabulary according to its spelling. They often write English vocabulary according to its pronunciation and are less careful so that there are some words written with the wrong letters, as can be seen in the following data:

Table 4.4 Spelling error in writing

No.	St	Error Identification	Error Classification	Explanation
1.	St1	How to Make Strawberry <u>Chocolatte</u> ¹	1. Spelling	1. In the word "Chocolatte", it should write "Chocolate" because the writer intends to use the word to talk about cooking material. The correct writing for the text is "How to Make Strawberry Chocolate"

2.	St2	Pour the ingredients into <u>fraying</u> ¹¹ pan.	11. Spelling	11. In the word “fraying”, it should write “frying” because the writer intends to use the word to talk about cooking tool. The correct writing for the text is "Pour the ingredients into frying pan."
3.	St3	Fry the <u>brade</u> ¹⁸	18. Spelling	18. In the word “brade”, it should write “bread” because the writer intends to use the word to talk about food. 19. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Fry the bread."
4.	St10	<u>Slive</u> ⁸ the <u>chiken</u> ⁹	8. Spelling 9. Spelling	8. In the word “Slive”, it should write “Slice” because the writer intends to use the word to talk about cooking material. 9. In the word “chiken”, it should write “chicken” because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Slice the chicken."

5.	St6	After that, give the <u>tomatoes</u> ⁸ sauce and <u>mayonaise</u> ⁹ on the Bowl.	8. Spelling 9. Spelling	8. In the word “tomatoes sauce”, it should write “tomato sauce” because the writer intends to use the word to talk about cooking materials. 9. In the word “mayonaise”, it should write “mayonnaise” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is " After that, give the tomato sauce and mayonnaise on the bowl.”
----	-----	--	----------------------------	---

Based on the table above, St1's data number one has a spelling error in the sentence "How to Make Strawberry Chocollatte". The sentence is said to be incorrect because students write the word by adding one of the letters that should not be there in the word 'Chocollatte' which should be written with the spelling 'Chocolate'. The title should be written as follows "How to Make Strawberry Chocolate"

Then St2's data has a spelling error in the sentence "Pour the ingredients into fraying pan." This is said to be wrong because students write the word by adding one of the letters that should not be there in the word 'fraying' which should be written with the spelling 'frying'. The sentence should be written as follows "Pour the ingredients into frying pan."

Then St3's data has a spelling error in the sentence "Fry the brade.". This is said to be wrong because students write letters in the wrong order in the word 'brade' which should be written with the spelling 'bread'. The sentence should be written as follows "Fry the bread."

Then St10's data has two spelling errors in the sentence "slive the chicken". This is said to be wrong because students write a letter incorrectly and replace it with another letter in the word 'slive' which should be written with the spelling 'slice'. Besides that, the student also ommit a letter that should be in that word in the word 'chiken' which should be written with the spelling 'chicken'. The sentence should be written as follows "Slice the chicken."

Then St6's data has two spelling errors in the sentence " After that, mix the tomatoes sauce, mayonaise, and vegetable." This is said to be wrong because students write the word by adding one of the letters that should not be there in the word 'tomatoes sauce' which should be written with the spelling 'tomato sauce'. Besides that, the student also ommit a letter that should be in that word in the word 'mayonaise' which should be written with the spelling 'mayonnaise'. The sentence should be written as follows "Pour the ingredients into frying pan."

From the table above, it can be concluded that the students made 106 errors in spelling. The most common mistake made by students is not paying attention to the spelling of a word in English. In addition, they tend to write a word according to its pronunciation.

Based on the types of errors found, the researcher describes the most common errors found in procedure texts written by ninth grade students of SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year are errors in the use of punctuation. Table 4.5 will show the frequency of occurrence of each type of error from the highest to the lowest.

Table 4.5 The Error Frequency

No	Categories of mechanical errors	Number of spelling error occurs	Error percentage
1.	Punctuation	156	41,6%
2.	Capitalization	113	30,13%
3.	Spelling	106	28,27%
4.	Abbreviation	0	0%
	Total	375	100%

The table shows the percentage of each error based on the types of errors from Nordquist's theory. The researcher found that the use of punctuation marks is the most common mistake made by ninth grade students at SMP Muhammadiyah 1 Kartasura with a total of 156 errors or 41.6%. The second error is capitalization error with 113 errors or 30.13%. Lastly, spelling errors with a total of 106 errors or 28.27%. While errors that are rarely or even not made by students are errors in the use of abbreviations.

2. Factors behind mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

The researcher took data from questionnaires and the results of student worksheets in writing procedure texts from ninth grade students at SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year. In this section, the researcher found several factors that make students make errors, based on Chomsky's theory, the researcher classifies these error factors into performance errors and competence errors.

a. Performance errors

Performance error can be divided into several points, namely lack of focus and unfavorable environment. According to Chomsky (1970), a writer who is less thorough in the writing process can cause errors, a crowded classroom environment can break the concentration of students so that students are affected to make errors in their writing. When seen from their work, they seem inconsistent in writing because some of their writing is correct and some is not.

This can be proven from St5's work, the student was inconsistent in writing the words "bowl" and "pour". Basically, the student understood the writing rules, but due to the student lack of focus, he wrote it as "bwol" and "pouor". The student also tended to pay less attention to the use of capital letters because some letters in the middle of the sentence were written with capital letters.

In addition, it can be proven from the work of St4's work, the student is inconsistent in using capital letters. Basically, the student understood the writing rules as evidenced by the results of the questionnaire related to the rules for using capital letters, the student answered:

"Huruf kapital digunakan untuk nama bulan, tempat, nama, dan awal kalimat." (St4, questionnaire)

But due to lack of focus and lack of thoroughness, the student did not pay attention to the use of capital letters because some letters at the beginning of the sentence were written using lowercase letters and some letters in the title of the text by the student were written not in accordance with the rules.

From the statements above, it can be concluded that some students actually know some basic mechanical rules in writing. However, writers who are less thorough in the writing process and a crowded classroom environment can break students' concentration so that students are affected to make errors in their writing.

b. Competence errors

The competency error is a systematic deviation caused by the knowledge of learners who are learning a foreign language as a second language. According to Chomsky (1970), writers who lack knowledge of language rules can make errors. When seen from their work and questionnaire answers, they do not seem to know some mechanical rules in writing. This can be proven from St12's work, the student did not use capital

letters at the beginning of all sentences, there was no punctuation in the text written, and did not pay attention to spelling. Basically, the student does not understand the rules of writing, many vocabulary words are misspelled such as “coffee” which is written as "coffe", “water” which is written as "watter", “until” which is written as "atil", and so on. The student also tends to pay less attention to the use of capital letters because almost all letters at the beginning of the sentence are not written using capital letters.

In addition, as evidenced by St18's work, students made a large number of mechanical errors in all aspects. Basically, the student did not know some writing rules. As evidenced from the questionnaire results related to mechanical rules in writing, the student only gave short answers such as:

“tanda tanya digunakan untuk seseorang ketika bertanya”, “sebagai huruf awalan”, “untuk memperjelas penulisan teks” (St18, questionnaire)

And when viewed from the results of his work, the student made a lot of errors in the use of capital letters, did not use punctuation correctly, and many spelling errors written by students.

From some of the statements above, it can be concluded that some students do not know some mechanical rules in writing. This is because most students have difficulties in writing an English text. If seen from their work and questionnaire answers, they do not seem to know some writing rules.

B. Discussion

This section will review the findings based on relevant literature and previous research. There will be two discussions: one on the types of mechanical errors in procedure text writing and another on the factors of students making such errors.

1. Types of mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

The four aspects of writing mechanics based on Nordquist's theory analyzed here include capitalization, spelling, punctuation, and abbreviation. Furthermore, a comparison will be made between the results found and previous research. The first error identified in this category is the use of inappropriate punctuation. Students who make such errors tend not to pay attention to the use of punctuation marks that are in accordance with the mechanical rules. Therefore, students need to understand well each punctuation rule and must be careful in the use of punctuation marks that they will use.

Nurlaily (2022) in her research found that the percentage of punctuation errors is the highest, at 30%. In this study, students who did not include a full stop at the end of the sentence were classified as making errors. In fact, according to Nordquist (2020), the period is a punctuation mark that functions to close each sentence. This proves that many students still do not pay attention to correct writing according to the rules, especially mechanical rules, even though it is only a simple rule.

Apart from the use of periods, students also pay less attention to the use of commas in compound sentences. They do not use comma to separate items in a list or clauses in a sentence. This implies that students have less knowledge or even do not pay attention to the use of punctuation when creating a writing. Husada et al., (2018) in their research stated that these errors occur because students pay more attention to writing indicators such as grammar and proper vocabulary, so they ignore the rules of writing mechanics in an English text.

The second error identified in the students' papers was the inappropriate use of capital letters. The use of capital letters in a writing is considered quite important because it can maintain clarity, consistency, and readability in English texts. Nordquist (2020) states that through a good understanding of capitalization rules, writers can improve the quality of their writing and give a more professional impression because the use of capital letters is not only mechanical. However, students still often make capitalization errors in writing titles and do not use capital letters in the first part at the beginning of a sentence.

According to Nordquist (2020), writers must capitalize the first letter in a sentence. But many students still make this mistake. This was also found in Kunti's research (2023) which found that 25 out of 344 errors made by participants were capitalization errors, one of which was the error of writing capital letters at the beginning of words. This error could be due to the lack of habituation of students and the lack of teaching by teachers

so that many students do not know some writing rules. The absence of habituation makes students seem to underestimate the rules of writing in English.

The last error identified in students' writing is the use of improper spelling. Nordquist (2020) has asserted that the use of proper spelling in a piece of writing is considered quite important because it can make it easier for readers to recognize the words written. Correct spelling serves to ensure that words can be recognized and understood easily. Many are found in student writing such as writing a vocabulary according to its pronunciation. In fact, in English a writing is different from its pronunciation. It is also not uncommon for students to write a vocabulary with an inappropriate letter order.

According to Cook (1999), there are several types of spelling errors that commonly occur, namely additions, omissions, distortions, and letter substitutions. When seen in the students' written work, students tend to write English vocabulary by adding one other letter, either with the same letter or with a different letter. They also write vocabulary by omitting letters that should be there and some letters are replaced with other letters as well as some writing letters that do not match the order. Othman (2017) in his research found 33 substitution errors, 30 omission errors, 14 transposition errors, and 13 insertion errors. According to Othman, these errors are caused by students making spelling mistakes due to many factors such as first language interference.

Students often make spelling error due to their lack of knowledge of English vocabulary, besides that students tend to be hasty and less thorough in completing their writing. This is relevant to Puspitasari (2019) on her research, she found that many participants made spelling mistakes because the students were less careful in writing.

One aspect of mechanics in English writing that is rarely used by secondary school students is abbreviations. According to Nordquist (2020), abbreviations are a form of brevity and efficiency in written communication related to cutting words or phrases to create shorter forms that retain semantic content. This aspect is also not found in student papers because it is possible that in writing a procedure text there is no need for an abbreviation or even students do not know some abbreviations that can be used in English. Kunti (2023) in her research also did not find any errors in terms of abbreviations in student writing. If seen in the field, students' lack of knowledge about abbreviations in English is the main factor that causes students not to use abbreviations in their English writing.

2. Factors behind mechanical errors in the procedure text written by the ninth-grade students of SMP Muhammadiyah 1 Kartasura in the academic year of 2023/ 2024.

In addition to the types of errors, researcher also identified the factors of students making errors when writing procedure texts. This finding was done through giving questionnaires to students related to knowledge of mechanical rules in writing. Based on the answers obtained,

the researcher has identified the factors that cause students to make errors based on Chomsky's theory (1970). According to Chomsky (1970), there are two main factors of errors in language learning, namely competence error and performance error.

Most of the mechanical errors in students' writing are caused by competence errors. Competence errors are errors that occur due to a lack of knowledge or understanding of the rules of a particular language. Puspitasari (2019) in her research found that many mechanical errors in the students' writing. This is due to the lack of mastery of language rules by students. This finding is in line with Chomsky's opinion which states that the author's lack of linguistic knowledge can cause students to make mistakes. The lower the level of mastery of linguistic rules by students, the higher the level of mechanical errors made by students in making a written work.

Students' writing often contains mechanical errors including aspects of the use of punctuation, spelling, and improper use of capital letters. This can be caused by a lack of understanding or proficiency in applying correct writing rules. Febryani (2017) in her research stated that errors in student writing occur due to students' lack of understanding of mechanical rules. This can be caused by the lack of effective learning related to writing rules, especially mechanical rules in writing. This is in line with Ferdi et al. (2023) research which states that mechanical errors can reflect a lack of effective learning.

The next factor that causes mechanical errors is performance error. Performance errors are errors that are not caused by a lack of knowledge, but rather a failure to apply known rules to a written work. Darmawan (2023) in her research explained that many students made several mechanical errors in an abstract they had made. This is caused by students' negligence and inattention in applying mechanical rules that they actually understand. This finding is in line with Chomsky's opinion which states that negligence and lack of care can cause students to make errors. This shows that even though someone has a fairly good knowledge of linguistic rules, they can make errors in language due to negligence and inattention.

Good teaching and habituation of writing mechanics to students is needed to help students improve their writing skills according to the rules especially mechanical rules. Some students who filled out the questionnaire had difficulty in explaining the rules of mechanics in writing. And some of them think that writing only needs to pay attention to grammar. However, many of them are familiar with it, but do not apply the rules in their writing. The results of this study are expected to be evidence of why there are errors after analyzing their work in the form of procedure texts. However, it would be better if all students got more knowledge and a lot of habituations to write a text by paying attention to the rules. This is relevant to Nurlaily's research (2022), she found that many participants made punctuation error because the students were less careful in writing. The results showed that students should be more careful and pay more

attention to their writing. Nurlaily (2022) also suggested that teachers should provide effective teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data obtained from students' answer sheets which focused on the types of mechanical errors made by ninth grade students of SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year in writing procedure texts. The researcher would like to convey some conclusions as follows:

1. This study investigated mechanical errors in ninth grade students' writing assignments in the form of procedure texts. Twenty-three students' works were selected and 375 errors were found. The most frequent error made by ninth grade students at SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year with a total of 156 errors or 41.6% was the error in using punctuation marks. The second error is capitalization errors with a total of 113 errors or 30.13%. The last, spelling errors with a total of 106 errors or 28.27%.
2. The factors of errors that occur in procedure texts written by ninth grade students at SMP Muhammadiyah 1 Kartasura in the 2023/2024 academic year are competency factors and performance factors. Competency factors are errors caused by students' lack of knowledge, while performance factors are errors caused by students' lack of attention.

B. Suggestion

Based on the results of the study, the researcher will recommend the following to the readers:

1. Students

It is recommended to learn more about the rules in writing English texts. It is highly recommended to make a habit of writing a text by paying attention to the rules, especially the mechanical rules in writing in order to minimize errors in the future. In addition, the message they convey in a writing will be easily understood by the reader.

2. Teachers or lecturers

To support students in practicing to familiarize themselves with writing a text by paying attention to the rules, teachers or lecturers need to provide direction and affirmation of this exercise to form a habit. For example, teachers can remind students to pay attention to the rules of mechanics in writing.

3. Other Researchers

This study can be a reference for future researchers who are interested in studying mechanical errors. This research can be conducted with other students with different levels of education. In addition, other researchers can explain more deeply about each category of mechanical errors made by students.

BIBLIOGRAPHY

- Abbas, M. F. F., & Dwita, S. E. (2019). SOLVING THE STUDENTS' PROBLEM IN WRITING DESCRIPTIVE TEXT THROUGH ATTRIBUTE CHARTS STRATEGY. *Lectura : Jurnal Pendidikan*, 10(1), 95–106.
<https://doi.org/10.31849/lectura.v10i1.2412>
- Anderson, M., & Anderson, K. (1997). *Text types in English*. Macmillan Education Australia.
- Ardin, H. (2017). Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 1(1), 1. <https://doi.org/10.26858/jkp.v1i1.5040>
- Bancha, W. (2013). WHAT CAUSES SPELLING ERRORS OF THAI EFL STUDENTS? *Arecls*, 10, 107–129.
- Bazir, A. H. (2016). *The Role of Writing Diary in a Classroom*.
- Brown, H. D. (2005). *Principles of language learning and teaching* (4th ed., [8. Nachdr.]). Longman.
- Chomsky, N. (1970). *Aspects of the theory of syntax* (3. paperback print). M. I. T. Pr.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed). Routledge.
- Cook, V. (1999). Teaching L2 Spelling. Spelling Web. Retrieved from <http://www.viviancook.uk/Writings/Papers/TeachingSpelling.htm%0D%0A>

- Corder, S. P. (1967). THE SIGNIFICANCE OF LEARNER'S ERRORS. *IRAL - International Review of Applied Linguistics in Language Teaching*, 5(1-4).
<https://doi.org/10.1515/iral.1967.5.1-4.161>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.
- Darmawan. (2023). *An Investigation of Mechanical Errors in Students' Abstracts of Final Academic Writing Assignment (A Descriptive Qualitative Study)*.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The Sage handbook of qualitative research* (Fifth edition). Sage.
- Dulay, Krashen, & Burt. (1982). *Language Two*. Oxford University Press.
- Ekorini, P. Z. (2021). ANALYSIS ON STUDENTS' MISTAKES IN WRITING RECOUNT TEXT (A CASE STUDY ON EIGHTH-GRADE STUDENTS OF MTS AL-AMIN NGETOS, NGANJUK). *Epigram*, 18(1), 49-58.
<https://doi.org/10.32722/epi.v18i1.3740>
- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Febryani, E. (2017). *Submitted in Partial Fulfillment of Requirements for Getting Strata One (S1) Degree*.
- Ferdi, Wibowo, I. S., Harahap, E. P., Rustam, & Ningsih, A. G. (2023).
ANALISIS KESALAHAN PENGGUNAAN EJAAN DALAM

PENULISAN BERITA MAHASISWA PBSI YANG DIMUAT DALAM WEBSITE FKIP GENTA UNJA. *JPBSI*, 13, 361–370.

- Hancock, D. R., & Algozzine, R. (2006). *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.
- Handayani. (2011). Analisis Kesalahan Ejaan Mahasiswa Jurusan Bahasa Inggris Universitas PGRI Ronggolawe Tuban dalam Menyunting Teks. *Jurnal Sastra Inggris*. *Jurnal Sastra Inggris*, 1, 35–44.
- Harmer, J. (2011). *How to teach writing* (9. impr). Longman, Pearson Education.
- Hatch, L. Z., & Hatch, S. (2013). *Catholic high school entrance exams for dummies*. John Wiley & Sons.
- Husada, S., Hidayati, H., & Humaira, H. (2018). AN ERROR ANALYSIS OF USING PUNCTUATION MADE BY STUDENTS IN DESCRIPTIVE TEXT AT THE SECOND YEAR STUDENTS OF SMPN 3 WERA IN ACADEMIC YEAR 2017/2018. *Pendekar : Jurnal Pendidikan Berkarakter*, 1(1), 23. <https://doi.org/10.31764/pendekar.v1i1.253>
- Kane, T. S., & Kane, T. S. (2003). *The Oxford essential guide to writing*. Oxford University Press.
- Karim, A., Mohamed, A. R., Ismail, S. A. M. M., Shahed, F. H., Rahman, M. M., & Haque, Md. H. (2018). Error Analysis in EFL Writing Classroom. *International Journal of English Linguistics*, 8(4), 122. <https://doi.org/10.5539/ijel.v8n4p122>
- Khan, R. S. (2017). *Error Analysis in English Writing*. 4, 232–243.

- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.
- Kunti, A. (2023). *ERRORS ANALYSIS IN STUDENTS' WRITING ON RECOUNT TEXT AT THE TENTH GRADE OF SMK AL ISLAM SURAKARTA IN THE ACADEMIC YEAR OF 2022/ 2023*.
- Lee, D. Y. W. (2001). Genres, registers, text types, domains and styles: Clarifying the concepts and navigating a path through the BNC jungle. *University of Wollongong*, 5, 37–23.
- Lindner, M. (2005). *Homework helpers. English language & composition*. Career Press.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (Fourth edition). John Wiley & Sons.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (Fourth edition). SAGE.
- Nordquist, R. (2020, July 18). The Mechanics of Writing Composition. *ThoughtCo*. <https://www.thoughtco.com/mechanics-composition-term-1691304#:~:text=In%20composition%2C%20writing%20mechanics%20are,of%20main%20ideas%20before%20writing>.
- Norrish, J. (1995). *Language Learners and their Errors* (Reprinted). Phoenix ELT.
- Nurlaily. (2022). AN ANALYSIS OF ERRORS MADE BY ENGLISH LANGUAGE EDUCATION DEPARTMENT STUDENTS IN ENGLISH PARAGRAPH WRITING. *JALL (Journal of Applied Linguistics and Literacy)*, 6, 93–109. <http://dx.doi.org/10.25157/jall.v6i1.6657>

- Othman, A. K. A. (2017). An Investigation of the Most Common Spelling Errors in English Writing Committed by English-Major Male Students: At the University of Tabuk. *Journal of Education and Practice*, 8.
- Puspitasari, D. (2019). *MECHANICAL ERRORS IN ACADEMIC WRITING: A CASE STUDY AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIN SUNAN AMPEL SURABAYA*. UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA.
- Sermsook, K., Liamnimitr, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10(3), 101. <https://doi.org/10.5539/elt.v10n3p101>
- Straus, J., Kaufman, L., & Stern, T. (2014). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes* (Eleventh edition). Jossey-Bass, A Wiley Brand.
- Tiersma, P. M., & Solan, L. (Eds.). (2012). *The Oxford handbook of language and law*. Oxford University Press.
- Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. Profile Books.
- Yuliah, S., Widiastuti, A., & Meida, G. R. (2019). The Grammatical and Mechanical Errors of Students in Essay Writing. *Jurnal Bahasa Inggris Terapan*, 5(2), 61–75. <https://doi.org/10.35313/jbit.v5i2.1763>

APPENDICES

Appendix 1 The Students Attendance

No.	Name	Class
1	ADILA PUTRI SYAICHA	9 Tahfidz
2	AFIF KHOIRUL HUDA	9 Tahfidz
3	ALVIN VARICK SAPUTRA	9 Tahfidz
4	ANAM MISI ROFDI	9 Tahfidz
5	ARVIAN RAFFI HIDAYANA	9 Tahfidz
6	ATHIYA PUTRI SYAICHA	9 Tahfidz
7	CELISTA EVELIN INKA ZANATARI	9 Tahfidz
8	DAVIN RASENDRIA PURWANDIKA	9 Tahfidz
9	FARAH KARIMA DHIY AULHAQ	9 Tahfidz
10	KHAYLILA FICHA AZALIA	9 Tahfidz
11	MAXILLIANUS DHOFA PANDHU BINTORO	9 Tahfidz
12	MEIRA SEKAR SANJAYA	9 Tahfidz
13	MUHAMMAD AYUB AL BUKHORI	9 Tahfidz
14	MUHAMMAD YUSRON BABA	9 Tahfidz
15	MUNAYA UMDATUN NISA	9 Tahfidz
16	NAGHVI RAZAN FATHIR HABSY	9 Tahfidz
17	NAURA SALSABILA	9 Tahfidz
18	RAFIDIA KHAIRUNNISA MUASSIS	9 Tahfidz
19	RAHMANI AULIA PRATIWI	9 Tahfidz
20	REXANDIKA MICHELLE PEBRUWANTARA	9 Tahfidz
21	SETYA WAHYU PUTRA WARDANA	9 Tahfidz
22	SURBIAN HIKAM CAHYA PARLINDUNGAN	9 Tahfidz
23	ZULFAN RAMADHAN	9 Tahfidz

Appendix 2 Instrument of the Research 1

WRITING TEST

Subject : English Writing

Time allocation : 60 minutes

Read the instruction for the ninth-grade students!

1. Choose one of the topics below!
 - How to make a food.
 - How to make a drink.
 - How to create a document in Ms. Word.
2. Write your identity on the piece of paper!
3. Write the outline of your writing text based on your topic!
4. Write a procedure text that should be composed based on the generic structures (Min 100 words)!

*Appendix 2 Instrument of the Research 2***QUESTIONNAIRE**

Name :

Id. No :

Class :

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?

.....

.....

.....

.....

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?

.....

.....

.....

.....

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?

.....

.....

.....

.....

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?

.....

.....

.....

.....

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

.....

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

.....

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

.....

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

- im' a studen
- chuse ripe mangoes to make mango juice.
- Buy green aples in the city of malang becaus they are delicious.
- puor two spoons of sugar into the bowel,
- Fry the banan until goldn brown?

Appendix 3 Students Worksheet

STUDENTS WORKSHEET OF WRITING PROCEDURE TEXT

SAMPLE

Nama : Naura Salsabila
 Kelas : IX Tahfidz

No. _____
 Date: _____

Procedure Text

"How to make strawberry chocolate"

Ingredients = - strawberry
 - chocolate
 - Oil

Equipments = - Bowl
 - Plate

Steps = 1. Prepare the equipments and the ingredients
 2. Wash the strawberry
 3. Melt the chocolate into the bowl
 4. Freeze strawberry in the fridge
 5. Pour the chocolate into the bowl
 6. take it of the strawberry in the fridge
 7. dip strawberry in melt the chocolate
 8. Then, strawberry chocolate ready to be enjoy

<input type="checkbox"/> 1. Spelling	<input type="checkbox"/> 7. Punctuation	<input type="checkbox"/> 13. Capitalization
<input type="checkbox"/> 2. Spelling	<input type="checkbox"/> 8. Punctuation	<input type="checkbox"/> 14. Spelling
<input type="checkbox"/> 3. Spelling	<input type="checkbox"/> 9. Spelling	<input type="checkbox"/> 15. Punctuation
<input type="checkbox"/> 4. Punctuation	<input type="checkbox"/> 10. Punctuation	<input type="checkbox"/> 16. Spelling
<input type="checkbox"/> 5. Punctuation	<input type="checkbox"/> 11. Capitalization	<input type="checkbox"/> 17. Punctuation
<input type="checkbox"/> 6. Spelling	<input type="checkbox"/> 12. Punctuation	<input type="checkbox"/> 18.

(3)

(2)

Farah Karima D

X Tahfidz . / 11.

How to make pancake

Ingredient- ⁽¹⁾ egg ⁽¹¹⁾ Butter
 ⁽²⁾ flour ⁽⁸⁾ Honey
 ⁽³⁾ sugar ⁽⁹⁾ Water

Equipments: ⁽⁴⁾ Frying pan
 - Spatula
 - Bowl
 - Spoon

Steps: 1. Prepare the equipments and the ingredient ⁽⁵⁾
 2. Break the egg ⁽⁶⁾ pour the flour ⁽⁷⁾ and the water ⁽¹⁰⁾ into the bowl ⁽¹²⁾
 3. Mix Ingredients ⁽¹¹⁾
 4. Pour the ingredients into the Frying pan ⁽⁹⁾.

1. Capitalization	7. Punctuation
2. Capitalization	8. Punctuation
3. Capitalization	9. Capitalization
4. Spelling	10. Punctuation
5. Punctuation	11. Spelling
6. Spelling	12. Capitalization

Surbiya Kiran CP
No. 25

No. 3
Date: _____

① How to make Pop ice maker

Ingredients: - Pop ice maker - Ice
- Water
- Sugar

Equipment - cup

- Paper

① How to make Fried brade ②

Ingredients: - Flour Sugar
- ~~Spatula~~ brade ③
- Oil

④ Equipment - frying pan - Spoon

- spatula - bowl ⑤
- knife ⑥

① Step 1 Prepare the equipment and the ingredients ②

- 2 peel the brade ③ ④
- 3 slice the brade ⑤ ⑥
- 4 put the flour and the water into the bowl ⑦
- 5 pour the brade into the bowl ⑧
- 6 fry the brade ⑨ ⑩

- | | | |
|---------------------------|---------------------------------------|-------------------|
| 1 Capitalization | 8 Capitalization | 15 Capitalization |
| 2 Capitalization/Spelling | 9 Spelling | 16 Spelling |
| 3 Spelling/Capitalization | 10 Punctuation | 17 Punctuation |
| 4 Spelling/Capitalization | 11 Spelling | 18 Spelling |
| 5 Spelling | 12 Punctuation | 19 Punctuation |
| 6 Spelling | 13 Capitalization Spelling | 20 Capitalization |
| 7 Punctuation | 14 Punctuation | |

① No. Athiya Putri . S
 Date: 1 x Tonfidz

① ② ③
 "How To make Fried rice "

Ingredients = - rice - seasoning - egg
 - oil - Chili Powder - Salt

Equipments = - Plate - Spoon - Spatula
 - Frying Pan - Bowl

- Step =
1. Broke the egg in bowl ⑥
 2. Pour salt in egg ⑦
 3. Stir egg ⑧
 4. Pour oil in the Frying Pan ⑨
 5. wait until hot ⑩
 6. Pour rice in the Frying Pan ⑪
 7. add seasoning and chili powder in the rice ⑫
 8. Stir rice with spatula until the fried ⑬
 9. After that rice is ripe ⑭
 9. then lift the rice in plate ⑮
 10. after that add oil ⑯
 11. after that Pour egg in frying Pan ⑰
 12. Stir egg ⑱
 13. then lift egg in fried rice ⑲

- | | | |
|-------------------|-------------------|--------------------|
| 1. Capitalization | 5. Capitalization | 9. Punctuation |
| 2. Capitalization | 6. Punctuation | 10. Punctuation |
| 3. Capitalization | 7. Punctuation | 11. Punctuation |
| 4. Capitalization | 8. Punctuation | 12. Capitalization |

Priscilla Vireck S.
NO 003

No. 5
Date:

How to make Ice tea

Ingredients :
 - lemon
 - water
 - Ice
 - Sugar

~~Equipments~~ Equipments :
 - ~~Blender~~

~~Step~~

How to make Fried Potato

Ingredients :
 - Potato
 - Oil
 - water

Equipments :
 - Frying Pan
 - Spatula
 - knife
 - ~~best bowl~~

Step

1. Prepare the equipments and the ingredients
2. Peel the potato
3. Slice the potato
4. Pour the water into the bowl
5. Pour the Potato into the bowl
6. Fry the Potato

- | | | |
|--|--|---|
| <input type="checkbox"/> 1. Capitalization | <input type="checkbox"/> 6. Punctuation | <input type="checkbox"/> 11. Capitalization |
| <input type="checkbox"/> 2. Spelling | <input type="checkbox"/> 7. Spelling | <input type="checkbox"/> 12. Capitalization |
| <input type="checkbox"/> 3. Capitalization | <input type="checkbox"/> 8. Punctuation | |
| <input type="checkbox"/> 4. Punctuation | <input type="checkbox"/> 9. Punctuation | |
| <input type="checkbox"/> 5. Punctuation | <input type="checkbox"/> 10. Punctuation | |



Appendix 4 The Error Identification

Name : Naura Salsabila

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to Make Strawberry <u>Chocolatte</u> ¹	1. Spelling	1. In the word “Chocolatte”, it should write “Chocolate” because the writer intends to use the word to talk about cooking material. The correct writing for the text is "How to Make Strawberry Chocolate”	✓	
2.	<u>²Srawberry</u>	2. Spelling	2. In the word “Srawberry”, it should write “Strawberry” because the writer intends to use the word to talk about cooking material.	✓	

			The correct writing for the text is "Strawberry"		
3.	<u>Chocolatte</u> ³	3. Spelling	3. In the word "Chocolatte", it should write "Chocolate" because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Chocolate"	✓	
4.	Prepare the equipments and the ingredients ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the ingredients."	✓	
5.	Wash the strawberry ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Wash the strawberry."	✓	

6.	Melt the <u>chocolatte</u> ⁶ into the bowl ⁷	6. Spelling 7. Punctuation	6. In the word “Chocolatte”, it should write “Chocolate” because the writer intends to use the word to talk about cooking material. 7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Melt the chocolate into the bowl.”	✓	
7.	Freeze strawberry in the fridge ⁸	8. Punctuation	8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Freeze strawberry in the fridge.”	✓	
8.	Pour the <u>chocolatte</u> ⁹ into the bowl ¹⁰	9. Spelling 10. Punctuation	9. In the word “Chocolatte”, it should write “Chocolate” because the writer intends to use the word to talk about cooking material.	✓	

			<p>10. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Pour the chocolate into the bowl.”</p>		
9.	<p>¹¹take it of the strawberry in the fridge ¹²</p>	<p>11. Capitalization</p> <p>12. Punctuation</p>	<p>11. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>12. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Take it of the strawberry in the fridge.”</p>	✓	
10.	<p>¹³dip strawberry in melt the <u>chocolatte</u>^{14 15}</p>	<p>13. Capitalization</p> <p>14. Spelling</p> <p>15. Punctuation</p>	<p>13. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p>	✓	

			<p>14. In the word “Chocolatte”, it should write “Chocolate” because the writer intends to use the word to talk about cooking material.</p> <p>15. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Dip strawberry in melt the chocolate.”</p>		
11.	<p>Then, strawberry <u>chocolatte</u>¹⁶ ready to be enjoy ¹⁷</p>	<p>16. Spelling 17. Punctuation</p>	<p>16. In the word “Chocolatte”, it should write “Chocolate” because the writer intends to use the word to talk about cooking material.</p> <p>17. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Then, strawberry chocolate ready to be enjoy.”</p>	✓	

Name : Farah Kania

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to ¹ <u>m</u> ake ¹² <u>p</u> ancake	1. Capitalization 12. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. 12. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title for the text is " How to Make Pancake”	✓	
2.	² <u>e</u> gg	2. Capitalization	2. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Egg”	✓	

3.	<u>h</u> oney ³	3. Capitalization	3. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Honey"	✓	
4.	<u>F</u> raying ⁴ pan	4. Spelling	4. In the word "Fraying pan", it should write "Frying pan" because the writer intends to use the word to talk about cooking tools. The correct writing for the text is "Frying pan"	✓	
5.	Prepare the equipments and the ingredient ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the ingredient."	✓	
6.	<u>B</u> rok ⁶ the egg ⁷ pour the flour and the water into bowl ⁸	6. Spelling 7. Punctuation 8. Punctuation	6. In the word "Brok", it should write "Broke" because the writer intends to use the word to talk about cooking step. 7. The sentence should be using a comma (,), because comma used to separate items in a list or clauses in a sentence.	✓	

			<p>8. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Broke the egg, pour the flour and the water into bowl."</p>		
7.	<p>Mix</p> <p>⁹Ingredients ¹⁰</p>	<p>9. Capitalization</p> <p>10. Punctuation</p>	<p>9. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>10. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Mix ingredients."</p>	✓	
8.	<p>Pour the ingredients into</p> <p><u>fraying</u>¹¹ pan.</p>	11. Spelling	<p>11. In the word "fraying", it should write "frying" because the writer intends to use the word to talk about cooking tool.</p> <p>The correct writing for the text is "Pour the ingredients into frying pan."</p>	✓	

Name : Surbian Hikam C. P.

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	<u>h</u> ow to Make Fried <u>brade</u> ²	1. Capitalization 2. Capitalization, Spelling	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. 2. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. In the word “brade”, it should write “Bread” because the writer intends to use the word to talk about food. The correct writing for the text is "How to Make Fried Bread”	✓	

2.	³ <u>brade</u>	3. Capitalization, Spelling	3. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “brade”, it should write “Bread” because the writer intends to use the word to talk about food. The correct writing for the text is "Bread"	✓	
3.	⁴ <u>equipment</u>	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Equipment"	✓	
4.	<u>Fraying</u> ⁵ pan	5. Spelling	5. In the word “Fraying pan”, it should write “Frying pan” because the writer intends to use the word to talk about cooking tools. The correct writing for the text is "Frying pan"	✓	
5.	Stce ⁶	6. Spelling	6. In the word “Stce”, it should write “Steps” The correct writing for the text is "Steps."	✓	

6.	Prepare the equipments and the ingredients ⁷	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Prepare the equipments and the ingredients."	✓	
7.	⁸ peel the <u>brade</u> ⁹ <u>10</u>	8. Capitalization 9. Spelling 10. Punctuation	8. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 9. In the word "brade", it should write "Bread" because the writer intends to use the word to talk about food. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Peel the bread."	✓	
8.	Slice the <u>brade</u> ^{11 12}	11. Spelling 12. Punctuation	11. In the word "brade", it should write "Bread" because the writer intends to use the word to talk about food.	✓	

			<p>12. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Slice the bread."</p>		
9.	<p><u>Por</u>¹³ the flour and the water in to the bowl ¹⁴</p>	<p>13. Spelling 14. Punctuation</p>	<p>13. In the word "Por", it should write "Pour" because the writer intends to use the word to talk about a step.</p> <p>14. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " Pour the flour and the water in to the bowl."</p>	✓	
10.	<p>¹⁵<u>pour</u> the <u>brade</u>¹⁶ into the bowl ¹⁷</p>	<p>15. Capitalization 16. Spelling 17. Punctuation</p>	<p>15. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>16. In the word "brade", it should write "bread" because the writer intends to use the word to talk about food.</p>	✓	

			<p>17. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " Pour the bread into the bowl."</p>		
11.	<p>Fry the <u>brade</u>¹⁸</p> <p>¹⁹</p>	<p>18. Spelling</p> <p>19. Punctuation</p>	<p>18. In the word "brade", it should write "bread" because the writer intends to use the word to talk about food.</p> <p>19. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Fry the bread."</p>	✓	
12	²⁰ <u>bowl</u>	<p>20.</p> <p>Capitalization</p>	<p>20. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Bowl"</p>	✓	

Name : Athiya Putri S.

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How ¹ To ² make Fried ³ rice	1. Capitalization 2. Capitalization 3. Capitalization	1. Prepositions should not be capitalized even though they are in the title. 2. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. 3. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Fried Rice"	✓	
2.	⁴ rice	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			The correct writing for the text is "Rice"		
3.	⁵ egg	5. Capitalization	5. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Egg"	✓	
4.	Broke the egg in bowl ⁶	6. Punctuation	6. The sentence does not use a period (.), whereas period should be used to end a sentence. The correct writing for the text is "Broke the egg in bowl."	✓	
5.	Pour salt in egg ⁷	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour salt in egg."	✓	
6.	Stir egg ⁸	8. Punctuation	8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Stir egg."	✓	

7.	Pour oil in the frying pan ⁹	9. Punctuation	9. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour oil in the frying pan.”	✓	
8.	Wait until hot ¹⁰	10. Punctuation	10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Wait until hot.”	✓	
9.	Pour rice in the frying pan ¹¹	11. Punctuation	11. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour rice in the frying pan.”	✓	
10.	<u>add</u> ¹² seasoning and chili powder in the rice ¹³	12. Capitalization 13. Punctuation	12. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 13. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is “Add seasoning and chili powder in the rice.”		
11.	Stir rice with spatula until the fried rice ripe ¹⁴	14. Punctuation	14. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Stir rice with spatula until the fried rice ripe.”	✓	
12.	¹⁵ than ¹⁶ lift the rice in plate ¹⁷	15. Spelling, Capitalization 16. Punctuation 17. Punctuation	15. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. In the word “than”, it should write “Then” because the writer intends to use the word to talk about the next stage. 16. The sentence does not use a comma (,) after the word "than" which should be written "Then", because commas are used to pause sentences that begin with transition words.	✓	

			<p>17. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Then, lift the rice in plate."</p>		
13.	<p>¹⁸<u>after</u> that ¹⁹</p> <p>add oil²⁰</p>	<p>18. Capitalization</p> <p>19. Punctuation</p> <p>20. Punctuation</p>	<p>18. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>19. The sentence does not use a comma (,) after the word "After that", because commas are used to pause sentences that begin with transition words.</p> <p>20. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "After that, add oil"</p>	✓	
	<p>²¹<u>after</u> that ²²</p> <p>pour egg in</p>	<p>21. Capitalization</p> <p>22. Punctuation</p> <p>23. Capitalization</p>	<p>21. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p>	✓	

	²³ Frying ²⁴ Pan ²⁵	24. Capitalization 25. Punctuation	22. The sentence does not use a comma (,) after the word "After that", because commas are used to pause sentences that begin with transition words. 23. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 24. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 25. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "After that, pour egg in frying pan."		
	Stir egg ²⁶	26. Punctuation	26. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Stir egg."	✓	

	<p><u>27</u>than²⁸ lift egg in fried rice ²⁹</p>	<p>27. Spelling, Capitalization 28. Punctuation 29. Punctuation</p>	<p>27. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. In the word “than”, it should write “Then” because the writer intends to use the word to talk about the next stage.</p> <p>28. The sentence does not use a comma (,) after the word "than" which should be written "Then", because commas are used to pause sentences that begin with transition words.</p> <p>29. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is ”Then, lift egg in fried rice.”</p>	✓	
--	--	---	--	---	--

Name : Alvin Varick

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to ¹ <u>m</u> ake Fried Potato	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title for the text is " How to Make Fried Potato"	✓	
2.	¹¹ <u>b</u> wol ²	2, Spelling 11. Capitalization	2. In the word "bwol", it should write "Bowl" because the writer intends to use the word to talk about the equipment. 11. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Bowl"	✓	

3.	Prepare the equipments and the ³ Ingredients 4	3. Capitalization 4. Punctuation	3. In writing must use capital letters in the first letter, while other characters must be in lowercase. 4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Prepare the equipments and the ingredients."	✓	
4.	Peel the potato 5	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Peel the potato."	✓	
5.	Slice the potato 6	6. Punctuation	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the potato."	✓	

6.	<u>Pouor</u> ⁷ the water ¹² <u>I</u> nto the bowl ⁸	7. Spelling 8. Punctuation 12. Capitalization	7. In the word “Pouor”, it should write “Pour” because the writer intends to use the word to talk about cooking step. 8. The sentence does not use a period (.), whereas a period should be used to end a sentence. 12. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is " Pour the water into the bowl.”	✓	
7.	Pour the potato ¹¹ <u>I</u> nto the bowl. ⁹	9. Punctuation 11. Capitalization	9. The sentence does not use a period (.), whereas a period should be used to end a sentence. 11. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is " Pour the potato into the bowl.”	✓	
8.	Fry the potato <u>10.</u>	10. Punctuation	10. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is "Fry the potato."		
--	--	--	---	--	--

Name : Khaylila Ficha

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How <u>To</u> ¹ Make Vegetable Salad	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title for the text is " How to Make Vegetable Salad"	✓	
2.	<u>Ingrediens</u> ²	2, Spelling	2. In the word "Ingrediens", it should write "Ingredients" because the writer intends to use the word to talk about the materials. The correct writing for the text is "Ingredients"	✓	

3.	<u>Tomatoes</u> ³ <u>sauce</u>	3. Spelling	3. In the word “Tomatoes sauce”, it should write “Tomato Sauce” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Tomato Sauce”	✓	
4.	<u>Mayonaise</u> ⁴	4. Spelling	4. In the word “Mayonaise”, it should write “Mayonnaise” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Mayonnaise”	✓	
5.	<u>Kebage</u> ⁵	5. Spelling	5. In the word “Kebage”, it should write “Cabbage” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Cabbage”	✓	
6.	First, wash the carrot, cucumber, <u>kebage.</u> ⁶	6. Spelling	6. In the word “kebage”, it should write “cabbage” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "First, wash the carrot, cucumber, cabbage.”	✓	

7.	Second, peel the carrot, cucumber, and <u>kebage</u> . ⁷	7. Spelling	7. In the word “kebage”, it should write “cabbage” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Second, peel the carrot, cucumber, and cabbage.”	✓	
8.	After that, give the <u>tomatoes</u> ⁸ sauce and <u>mayonaise</u> ⁹ on the <u>Bowl</u> ¹⁰ .	8. Spelling 9. Spelling 10. Capitalization	8. In the word “tomatoes sauce”, it should write “tomato sauce” because the writer intends to use the word to talk about cooking materials. 9. In the word “mayonaise”, it should write “mayonnaise” because the writer intends to use the word to talk about cooking materials. .10. In writing must use capital letters in the first letter, while other characters must be in lowercase	✓	

			The correct writing for the text is " After that, give the tomato sauce and mayonnaise on the bowl."		
9.	After that, mix the <u>tomatoes</u> ¹¹ sauce, <u>mayonaise</u> ¹² , and vegetable.	11. Spelling 12. Spelling	11. In the word "tomatoes sauce", it should write "tomato sauce" because the writer intends to use the word to talk about cooking materials. 12. In the word "mayonaise", it should write "mayonnaise" because the writer intends to use the word to talk about cooking materials. The correct writing for the text is " After that, mix the tomato sauce, mayonnaise, and vegetable."	✓	

Name : Setya Wahyu

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to Make ¹ <u>b</u> anana Juice	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title writing for the text is "How to Make Banana Juice"	✓	
2.	² <u>i</u> ngredients	2. Capitalization	2. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ingredients"	✓	
3.	³ <u>b</u> anana	3. Capitalization	3. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			The correct writing for the text is "Banana"		
4.	⁴ ice	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ice"	✓	
5.	⁵ equipments	5. Capitalization	5. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Equipments"	✓	
6.	⁶ glass	6. Capitalization	6. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Glass"	✓	
7.	Prepare the equipments and ingredients ⁷	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is "Prepare the equipments and ingredients."		
8.	Peel off the banana ⁸	8. Punctuation	8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Peel off the banana."	✓	
9.	Slice the banana ⁹	9. Punctuation	9. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Slice the banana."	✓	
10.	Pour the piece banana and sugar into the blender ¹⁰	10. Punctuation	10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour the piece banana and sugar into the blender."	✓	

11.	<p><u>11</u>after that ¹⁸</p> <p>push the power</p> <p>button off the ¹²</p>	<p>11. Capitalization</p> <p>12. Punctuation</p> <p>18. Punctuation</p>	<p>11. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>12. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>18. The sentence does not use a comma (,) after the word "after that" which should be written "After that", because commas are used to pause sentences that begin with transition words.</p> <p>The correct writing for the text is "After that, push the power button off the."</p>	✓	
12.	<p>Finally ¹⁹ pour</p> <p>the juice in the</p> <p>glass ¹³</p>	<p>13. Punctuation</p> <p>19. Punctuation</p>	<p>13. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>19. The sentence should be used a comma (,) after the word "Finally", because commas are used to pause sentences that begin with transition words.</p>	✓	

			The correct writing for the text is "Finally, pour the juice in the glass."		
13.	¹⁴ the ¹⁵ Juice ready to ²⁰ enJoyed ¹⁶	14. Capitalization 15. Capitalization 16. Punctuation 20. Capitalization	14. In writing must use capital letters in the first letter, while other characters must be in lowercase. 15. In writing must use capital letters in the first letter, while other characters must be in lowercase. 16. The sentence does not use a period (.), whereas a period should be used to end a sentence. 20. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "The juice ready to enjoyed."	✓	
14.	¹⁷ blender	17. Capitalization	17. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

Name : Yusron

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to Make Fried ¹ tofu	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Fried Tofu"	✓	
2.	<u>Seasening</u> ²	2. Spelling	2. In the word "Seasening", it should write "Seasoning" because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Seasoning"	✓	
3.	³ bowl	3. Capitalization	3. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Bowl"	✓	

4.	⁴ gas	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Gas"	✓	
5.	⁵ prepare the equipments and the ⁶	5. Capitalization 6. Punctuation	5. In writing must use capital letters in the first letter, while other characters must be in lowercase. 6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the."	✓	
6.	Slice the tofu ⁷	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the tofu."	✓	
7.	Pour the water ⁸ Into the bowl ⁹	8. Capitalization 9. Punctuation	8. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			<p>9. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Pour the water into the bowl.”</p>		
8.	Pour the tofu into the bowl ¹⁰	10. Punctuation	<p>10. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Pour the tofu into the bowl.”</p>	✓	
9.	Fry the tofu ¹¹	11. Punctuation	<p>11. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Fry the tofu.”</p>	✓	

Name : Afif Khoirul

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	<u>ingredents</u> ¹	1. Spelling, Capitalization	1. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “ <u>ingredents</u> ”, it should write “Ingredients” because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Ingredients"	✓	
2.	<u>equipmentsi</u> ²	2. Spelling, Capitalization	2. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “ <u>equipmentsi</u> ”, it should write “Equipments” because the writer intends to use the word to talk about cooking tools.	✓	

			The correct writing for the text is "Equipments"		
3.	<u>Fryng³ pan</u>	3. Spelling	3. In the word "Fryng", it should write "Frying" because the writer intends to use the word to talk about cooking tool. The correct writing for the text is " Frying pan"	✓	
4.	Prepare the equipments and the <u>ingredints^{4 5}</u>	4. Spelling 5. Punctuation	4. In the word "ingredints", it should write "Ingredients" because the writer intends to use the word to talk about cooking material. 5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the ingredients."	✓	
5.	Peel the banana <u>.</u>	6. Punctuation	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Peel the banana."	✓	

6.	Slice the banana ⁷	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the banana."	✓	
7.	Pou <u>R</u> ⁸ the <u>flaur</u> ⁹ and the water into the bowl ¹⁰	8. Capitalization 9. Spelling 10. Punctuation	8. In writing must use capital letters in the first letter, while other characters must be in lowercase. 9. In the word "flaur", it should write "flour" because the writer intends to use the word to talk about cooking material. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour the flour and the water into the bowl."	✓	
8.	Pou <u>R</u> ¹¹ the banana into the bowl ¹²	11. Capitalization 12. Punctuation	13. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			14. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour the banana into the bowl.”		
9.	Fry the banana <u>13</u>	13. Punctuation	13. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Fry the banana.”	✓	

Name : Anam Misi

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to Make Fried <u>Chiken</u> ¹	1. Spelling	1. In the word “Chiken”, it should write “Chicken” because the writer intends to use the word to talk about cooking material.	✓	

			The correct writing for the text is "How to Make Fried Chicken"		
2.	<u>Chiken</u> ²	2. Spelling	2. In the word "Chiken", it should write "Chicken" because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Chicken"	✓	
3.	<u>Sesining</u> ³	3. Spelling	3. In the word "Sesining", it should write "Seasoning" because the writer intends to use the word to talk about cooking material. The correct writing for the text is " Seasoning"	✓	
4.	<u>prepare</u> the equipments and the ingredients ⁵	4. Capitalization 5. Punctuation	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. 5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the ingredients."	✓	

5.	Peel the <u>chiken</u> ⁶ z	6. Spelling 7. Punctuation	6. In the word “chiken”, it should write “chicken” because the writer intends to use the word to talk about cooking material. 7. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Peel the chicken.”	✓	
6.	<u>Slive</u> ⁸ the <u>chiken</u> ^{9 10}	8. Spelling 9. Spelling 10. Punctuation	8. In the word “Slive”, it should write “Slice” because the writer intends to use the word to talk about cooking material. 9. In the word “chiken”, it should write “chicken” because the writer intends to use the word to talk about cooking material. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the chicken.”	✓	
7.	Pour the flour and the water	11. Spelling 12. Punctuation	11. In the word “bawl”, it should write “bowl” because the writer intends to use the word to talk about cooking material.	✓	

	into the <u>bawl</u> ¹¹ 12		12. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour the flour and the water into the bowl.”		
8.	Pour the <u>chiken</u> ¹³ into the bowl ¹⁴	13. Spelling 14. Punctuation	13. In the word “chiken”, it should write “chicken” because the writer intends to use the word to talk about cooking material. 14. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour the chicken into the bowl.”	✓	
9.	Fry the <u>chiken</u> ¹⁵ <u>16</u>	15. Spelling 16. Punctuation	15. In the word “chiken”, it should write “chicken” because the writer intends to use the word to talk about cooking material. 16. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is “Fry the chicken.”		
--	--	--	--	--	--

Name : Dhofa

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How ¹ To Make ² lemon ³ tea	1. Capitalization 2. Capitalization 3. Capitalization	1. Prepositions should not be capitalized even though they are in the title. 2. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. 3. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Lemon Tea"	✓	

2.	⁴ l <u>e</u> mon	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Lemon"	✓	
3.	⁵ <u>S</u> pon	5. Spelling	5. In the word "Spon", it should write "Spoon" because the writer intends to use the word to talk about cooking tools. The correct writing for the text is "Spoon"	✓	
4.	⁶ <u>g</u> as	6. Capitalization	6. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Gas"	✓	
5.	<u>T</u> ipot ⁷	7. Spelling	7. In the word "Tipot", it should write "Tea pot" because the writer intends to use the word to talk about drink container. The correct writing for the text is " Tea pot."	✓	
6.	⁸ <u>g</u> lass	8. Capitalization	8. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			The correct writing for the text is "Glass"		
7.	⁹ prepare equipments and the ingredients ¹⁰	9. Capitalization 10. Punctuation	9. In writing must use capital letters in the first letter, while other characters must be in lowercase. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare equipments and the ingredients."	✓	
8.	Boil the <u>watel</u> ^{11 12}	11. Spelling 12. Punctuation	11. In the word "watel", it should write "water" because the writer intends to use the word to talk about cooking material. 12. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Boil the water."	✓	

9.	Pour the sugar into glass ¹³	13. Punctuation	13. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Pour the sugar into glass.”	✓	
10.	Pour the ¹⁹ <u>H</u> ot water and tea into glass ¹⁴	14. Punctuation 19. Capitalization	14. The sentence does not use a period (.), whereas a period should be used to end a sentence. 19. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is “Pour the hot water and tea into glass.”	✓	
11.	Stir the sugar until ¹⁵	15. Punctuation	15. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is “Stir the sugar until.”	✓	
12.	Slice the lemon ¹⁶	16. Punctuation	16. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is "Slice the lemon."		
13.	Pour lemon in to glass <u>eveli</u> ^{17 18}	17. Spelling 18. Punctuation	17. In the word "eveli", it should write "evenly mixed" because the writer intends to use the word to talk about the instruction. 18. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour lemon in to glass evenly mixed."	✓	

Name : Rexandika

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to Make <u>Coffe</u> ¹ Milk	1. Spelling	1. In the word “Coffe”, it should write “Coffee” because the writer intends to use the word to talk about material. The correct writing for the text is "How to Make Coffee Milk”	✓	
2.	<u>Coffe</u> ²	2. Spelling	2. In the word “Coffe”, it should write “Coffee” because the writer intends to use the word to talk about material. The correct writing for the text is "Coffee”	✓	
3.	<u>g</u> lass ³	3. Capitalization	3. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			The correct writing for the text is "Glass"		
4.	<u>ice</u> ⁴	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ice"	✓	
5.	<u>Staberry</u> ⁵	5. Spelling	5. In the word "Staberry", it should write "Strawberry" because the writer intends to use the word to talk about cooking material. The correct writing for the text is "Strawberry"	✓	
6.	<u>Staw</u> ⁶	6. Spelling	6. In the word "Staw", it should write "Straw" because the writer intends to use the word to talk about adding tool. The correct writing for the text is "Straw"	✓	
7.	One ²³ pour <u>coffe</u> ⁷ go to glass ⁸	7. Spelling 8. Punctuation 23. Punctuation	7. In the word "coffe", it should write "coffee" because the writer intends to use the word to talk about cooking materials. 8. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			23. The sentence does not use a comma (,) after the word "One", because commas are used to pause sentences that begin with transition words. The correct writing for the text is "One, pour coffee go to glass."		
8.	<u>two</u> ²⁴ pour milk and sugar ¹⁰	9. Capitalization 10. Punctuation 24. Punctuation	9. In writing must use capital letters in the first letter, while other characters must be in lowercase. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. 24. The sentence does not use a comma (,) after the word "Two", because commas are used to pause sentences that begin with transition words. The correct writing for the text is " Put on mango in the blender then add the water."	✓	
9.	<u>tree</u> ^{11 25} pour ²⁶ <u>Hot</u> <u>watter</u> ^{12 13}	11. Spelling, Capitalization 12. Spelling	11. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word "tree", it should write	✓	

		<p>13. Punctuation</p> <p>25. Punctuation</p> <p>26.</p> <p>Capitalization</p>	<p>“Three” because the writer intends to use the word to talk about next step.</p> <p>12. In the word “watter”, it should write “water” because the writer intends to use the word to talk about cooking material.</p> <p>13. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>25. The sentence does not use a comma (,) after the word "Two", because commas are used to pause sentences that begin with transition words.</p> <p>26. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Three, pour hot water."</p>		
10.	<p>Stir <u>atil</u>¹⁴ the</p> <p><u>miset</u>^{15 16}</p>	<p>14. Spelling</p> <p>15. Spelling</p> <p>16. Punctuation</p>	<p>14. In the word “atil”, it should write “until” because the writer intends to use the word to talk about cooking instruction.</p>	✓	

			<p>15. In the word “miset”, it should write “mixed” because the writer intends to use the word to talk about cooking instruction.</p> <p>16. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Stir until mixed."</p>		
11.	<p><u>nexs</u>^{17 27}</p> <p>pour ice ¹⁸</p>	<p>17. Spelling, Capitalization</p> <p>18. Punctuation</p> <p>27. Punctuation</p>	<p>17. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “nexs”, it should write “Next” because the writer intends to use the word to talk about next stage.</p> <p>18. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>27. The sentence does not use a comma (,) after the word "nexs" which should be written "Next", because commas are used to pause sentences that begin with transition words.</p>	✓	

			The correct writing for the text is “Next, pour ice.”		
12.	¹⁹ the <u>coffe</u> ²⁰ milk <u>Readtdy</u> ²¹ to enjoyed ²²	19. Capitalization 20. Spelling 21. Spelling, Capitalization 22. Punctuation	19. In writing must use capital letters in the first letter, while other characters must be in lowercase. 20. In the word “coffe”, it should write “coffee” because the writer intends to use the word to talk about cooking material. 21. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “Readtdy”, it should write “ready” because the writer intends to use the word to talk about the step. 22. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "The coffee milk ready to enjoyed.”	✓	

Name : Arvian

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	¹ how to <u>noke</u> ² <u>manggo</u> ³ ²³ juice	1. Capitalization 2. Spelling, Capitalization 3. Spelling, Capitalization 23. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. 2. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. In the word “noke”, it should write “Make” because the writer intends to use the word to talk about title goal. 3. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. In the word	✓	

			<p>“manggo”, it should write “Mango” because the writer intends to use the word to talk about cooking materials.</p> <p>23. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions.</p> <p>The correct writing for the text is "How to Make Mango Juice"</p>		
2.	<u>Manggo</u> ⁴	4. Spelling	<p>4. In the word “manggo”, it should write “Mango” because the writer intends to use the word to talk about cooking materials.</p> <p>The correct writing for the text is " Mango"</p>	✓	
3.	<u>equipments</u> ⁵	5. Capitalization	<p>5. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Equipments"</p>	✓	
4.	<u>blander</u> ⁶	6. Capitalization, Spelling	<p>6. In writing must use capital letters in the first letter, while other characters must be in lowercase. In the word “blander”, it should</p>	✓	

			<p>write “Blender” because the writer intends to use the word to talk about cooking equipment.</p> <p>The correct writing for the text is " Blender”</p>		
5.	<u>Seps</u> ⁷	7. Spelling	<p>7. In the word “Seps”, it should write “Steps” because the writer intends to use the word to talk about the step/instruction.</p> <p>The correct writing for the text is " So that, we can take that on the dough, and then pour mayonnaise on it”</p>	✓	
6.	Prepare the equipments and the ingredients ⁸	8. Punctuation	<p>8. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Prepare the equipments and the ingredients.”</p>	✓	
7.	Peel the <u>manggo</u> ^{9 10}	9. Spelling 10. Punctuation	<p>9. In the word “manggo”, it should write “Mango” because the writer intends to use the word to talk about cooking materials.</p>	✓	

			<p>10. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Peel the mango."</p>		
8.	<p>Put on</p> <p><u>manggoes</u>¹¹</p> <p>in the</p> <p>blender then</p> <p><u>at</u>¹² the water</p> <p>¹³</p>	<p>11. Spelling</p> <p>12. Spelling</p> <p>13. Punctuation</p>	<p>11. In the word “manggoes”, it should write “mango” because the writer intends to use the word to talk about cooking material.</p> <p>12. In the word “at”, it should write “add” because the writer intends to use the word to talk about cooking step.</p> <p>13. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " Put on mango in the blender then add the water."</p>	✓	
9.	<p>Pour the</p> <p>sugar ¹⁴</p>	<p>14. Punctuation</p>	<p>14. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Pour the sugar."</p>	✓	

10.	<p>¹⁵after that ¹⁶</p> <p>push the</p> <p>power button</p> <p>of the</p> <p><u>blander</u>^{22 17}</p>	<p>15. Capitalization</p> <p>16. Punctuation</p> <p>17. Punctuation</p> <p>22. Spelling</p>	<p>15. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>16. The sentence does not use a comma (,) after the word "after that" which should be written "after that", because commas are used to pause sentences that begin with transition words.</p> <p>17. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>22. In the word “blander”, it should write “Blender” because the writer intends to use the word to talk about cooking equipment.</p> <p>The correct writing for the text is "After that, push the power button of the blender.”</p>	✓	
11.	<p><u>Finaly</u>^{18 24}</p> <p>pour the</p>	<p>18. Spelling</p> <p>19. Punctuation</p> <p>24. Punctuation</p>	<p>18. In the word “Finaly”, it should write “Finally” because the writer intends to use the word to talk about last stage.</p>	✓	

	juice in to glass ¹⁹		<p>19. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>24. The sentence does not use a comma (,) after the word "Finaly" which should be written "Finally", because commas are used to pause sentences that begin with transition words.</p> <p>The correct writing for the text is “Finally, pour the juice in to glass.”</p>		
12.	<u>20</u> the juice ready to enjoyed ²¹	<p>20. Capitalization</p> <p>21. Punctuation</p>	<p>20. In writing must use capital letters in the first letter, while other characters must be in lowercase.</p> <p>21. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "The juice ready to enjoyed.”</p>	✓	

Name : Meira Sekar

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to <u>make</u> a French Fries	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct title for the text is " How to Make a French Fries"	✓	
2.	Prepare the equipments and the <u>ingredents</u> ^{2 3}	2. Spelling 3. Punctuation	2. In the word “ingredents”, it should write “ingredients” because the writer intends to use the word to talk about cooking material. 3. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is " Prepare the equipments and the ingredients."		
3.	Peel the potato ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Peel the potato."	✓	
4.	Slice the potato ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Slice the potato."	✓	
5.	Fry the potato ⁶	6. Punctuation	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Fry the potato."	✓	

Name : Rafidia

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	<u>Ingrediens</u> ¹	1. Spelling	1. In the word “Ingrediens”, it should write “Ingredients” because the writer intends to use the word to talk about the materials. The correct writing for the text is "Ingredients"	✓	
2.	<u>Mayonaise</u> ²	2. Spelling	2. In the word “Mayonaise”, it should write “Mayonnaise” because the writer intends to use the word to talk about cooking materials. The correct writing for the text is " Mayonnaise"	✓	
3.	First, prepare the <u>ingrediens</u> ³	3. Spelling 4. Punctuation	3. In the word “Ingrediens”, it should write “Ingredients” because the writer intends to use the word to talk about the materials.	✓	

	and equipments, ⁴		<p>4. The sentence should be used a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " First, prepare the ingredients and equipments, after that, pouring the flour in bowl."</p>		
4.	After that, pour the flour in bowl, ⁵	5. Punctuation	<p>5. The sentence should be used a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is " After that, pour the flour in bowl."</p>	✓	
5.	So that ⁶ we can take that on the dough, and <u>than</u> ⁷ pour <u>mayonaise</u> ⁸ on it.	<p>6. Punctuation</p> <p>7. Spelling</p> <p>8. Spelling</p>	<p>6. The sentence does not use a comma (,) after the word "So that", because commas are used to pause sentences that begin with transition words.</p> <p>7. In the word "than", it should write "then" because the writer intends to use the word to talk about the next stage.</p> <p>8. In the word "Mayonaise", it should write "Mayonnaise" because the writer intends to use the word to talk about cooking materials.</p>	✓	

			The correct writing for the text is " So that, we can take that on the dough, and then pour mayonnaise on it"		
6.	⁹ take risoles on frying pan with oil.	9. Capitalization	9. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Take risoles on frying pan with oil."	✓	
7.	¹⁰ last, take ¹¹ Risoles from frying pan <u>than</u> ¹² take the risoles on a bowl or plate.	10. Capitalization 11. Capitalization 12. Spelling	10. In writing must use capital letters in the first letter, while other characters must be in lowercase. 11. In writing must use capital letters in the first letter, while other characters must be in lowercase. 12. In the word "kebage", it should write "cabbage" because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Last, take risoles from frying ✓pan than take the risoles on a bowl or plate."	✓	

--	--	--	--	--	--

Name : Rahmani

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	<u>l</u> tempe	1. Capitalization	1. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Tempe"	✓	
2.	Slice the tempe ²	2. Punctuation	2. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Slice the tempe."	✓	

3.	Pour water, salt, and tempe ³	3. Punctuation	3. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour water, salt, and tempe."	✓	
4.	Pour oil in the frying pan, wait until hot ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Pour oil in the frying pan, wait until hot."	✓	
5.	Pour tempe in frying pan ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Pour tempe in frying pan."	✓	

6.	Stir tempe with spatula ⁶	6. Punctuation	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Stir tempe with spatula."	✓	
7.	If the tempe was brown, <u>than</u> ⁷ lift and drain ⁸	7. Spelling 8. Punctuation	7. In the word "than", it should write "then" because the writer intends to use the word to talk about next step. 8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " If the tempe was brown, then lift and drain."	✓	

Name : Naghvi Razan

Class : IX Tahfidz

No.	Error Classification	Explanation	Validity
-----	----------------------	-------------	----------

	Error Identification			Yes	No
1.	How ¹ To Make Fried Tempe	1. Capitalization	1. Prepositions should not be capitalized even though they are in the title. The correct title for the text is "How to Make Fried Tempe"	✓	
2.	<u>Seasening</u> ²	2. Spelling	2. In the word "Seasening", it should write "Seasoning" because the writer intends to use the word to talk about cooking materials. The correct writing for the text is "Seasoning"	✓	
3.	Prepare the equipments and the ingredients ³	3. Punctuation	3. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Prepare the equipments and the ingredients."	✓	

4.	Slice the tempe ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Slice the tempe."	✓	
5.	Pour the flour and the water into the bowl ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour the flour and the water into the bowl."	✓	
6.	<u>p</u> our the tempe into the bowl ⁶	6. Punctuation 9. Capitalization	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. 9. In writing a sentence must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Pour the tempe into the bowl."	✓	

7.	Fry the tempe ⁷	7. Punctuation	8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Frying the tempe."	✓	
8.	⁸ ingredients	8. Capitalization	8. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ingredients."	✓	
9.	¹⁰ owl	10. Capitalization	10. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Bowl."	✓	

Name : Zulfan

Class : IX Tahfidz

No.	Error Classification	Explanation	Validity
-----	----------------------	-------------	----------

	Error Identification			Yes	No
1.	How to Make Ice ¹ <u>ice</u>	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Ice Tea"	✓	
2.	² <u>ingredients</u>	2. Capitalization	2. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ingredients"	✓	
3.	³ <u>tea</u>	3. Capitalization	3. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Tea"	✓	
4.	⁴ <u>equipment</u>	4. Capitalization	4. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Equipment"	✓	

5.	Stofe ⁵	5. Spelling	5. In the word “Stofe”, it should write “Stove” The correct writing for the text is "Stove.”	✓	
6.	glass ⁶	6. Capitalization	6. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is " Glass.”	✓	
7.	Tipot ⁷	7. Spelling	7. In the word “Tipot”, it should write “Tea pot” because the writer intends to use the word to talk about drink container. The correct writing for the text is "Tea pot.”	✓	
8.	<u>Staw</u> ⁸	8. Spelling	8. In the word “Staw”, it should write “Straw” because the writer intends to use the word to talk about adding tools. The correct writing for the text is "Straw.”	✓	
9.	Prepare the equipment	9. Punctuation	9. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

	and the ingredient ⁹		The correct writing for the text is "Prepare the equipment and the ingredient."		
10.	Boil the water ¹⁰	10. Punctuation	10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Boil the water."	✓	
11.	Pour the sugar in to glass ¹¹	11. Punctuation	11. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour the sugar in to glass."	✓	
12.	¹² pour the ¹³ Hot water in to glass ¹⁴	12. Capitalization 13. Capitalization 14. Punctuation	12. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 13. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase.	✓	

			<p>14. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Pour the hot water into glass."</p>		
13.	<p>¹⁵pour the tea in to glass ¹⁶</p>	<p>15. Capitalization</p> <p>16. Punctuation</p>	<p>15. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>16. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Pour the tea into glass."</p>	✓	
14.	<p>Stir the sugar until <u>eveli</u>^{17 18}</p>	<p>17. Spelling</p> <p>18. Punctuation</p>	<p>17. In the word "eveli", it should write "evenly mixed" because the writer intends to use the word to talk about the instruction.</p> <p>18. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Stir the sugar until evenly mixed."</p>	✓	

15.	Pour the ice in to glass ¹⁹	19. Punctuation	19. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is ” Pour the ice in to glass.”	✓	
16.	²¹ the ice tea ²² Ready to enjoyed ²⁰	20. Punctuation 21. Capitalization 22. Capitalization	20. The sentence does not use a period (.), whereas a period should be used to end a sentence. 21. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. 22. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase. The correct writing for the text is ” The ice tea ready to enjoyed.”	✓	

Name : Munaya Umdatun

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	Prepare the ingredients and the equipments ¹	1. Punctuation	1. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct title for the text is "Prepare the ingredients and the equipments."	✓	
2.	Peel the guava ²	2. Punctuation	2. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Peel the guava."	✓	

3.	Slice the guava ³	3. Punctuation	3. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the guava."	✓	
4.	Wash the guava ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Wash the guava."	✓	
5.	Prepare the blender ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Prepare the blender."	✓	
6.	Pour the guava, water, sugar ⁶ and ice ⁷	6. Punctuation 7. Punctuation	6. The sentence should be marked with a comma (,), because according to the rule of writing it is correct to use a comma before the word "and" in more than two detail words. 7. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			The correct writing for the text is " Pour the guava, water, sugar, and ice."		
7.	Close the blender and <u>then</u> ¹⁵ on the blender ⁸	8. Punctuation 15. Spelling	8. The sentence does not use a period (.), whereas a period should be used to end a sentence 15. In the word "then", it should write "turn" because the writer intends to use the word to talk about cooking step. The correct writing for the text is "Close the blender and turn on the blender."	✓	
8.	Wait until smooth ⁹	9. Punctuation	9. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Fry the potato."	✓	
9.	Prepare the glass and	10. Punctuation	10. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

	pour the milk 10		The correct writing for the text is "Prepare the glass and pour the milk."		
10.	Pour the juice 11	11. Punctuation	11. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Pour the juice."	✓	
11.	Mix the juice 12	12. Punctuation	12. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Mix the juice."	✓	
12.	¹³ i <u>ce</u>	13. Capitalization	13. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is "Ice"	✓	
13.	¹⁴ <u>bl</u> ender	14. Capitalization	14. In writing must use capital letters in the first letter, while other characters must be in lowercase.	✓	

			The correct writing for the text is "Blender"		
--	--	--	---	--	--

Name : Adila

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	Prepare chicken and <u>than</u> ¹ washing, after than washing prepare bowl on table, <u>than</u> ²	1. Spelling 2. Spelling	1. In the word “than”, it should write “then” because the writer intends to use the word to talk about next step. 2. In the word “than”, it should write “then” because the writer intends to use the word to talk about next step. The correct title for the text is "Prepare chicken and then washing, after than washing prepare bowl on table, then pour flour and water in bowl.”	✓	

	pour flour and water in bowl.				
2.	⁸ than ³ ⁷ mix chicken and <u>dove</u> ⁹ in bowl.	3. Spelling 7. Punctuation 8. Capitalization 9. Spelling	3. In the word “than”, it should write “then” because the writer intends to use the word to talk about next step. 7. The sentence does not use a comma (,) after the word “than” that should be write "then", because commas are used to pause sentences that begin with transition words. 8. In writing must use capital letters in the first letter, while other characters must be in lowercase. 9. In the word “dove”, it should write “dough” because the writer intends to use the word to talk about the material. The correct writing for the text is "Then, mix chicken and dough in bowl.”	✓	

3.	<u>After than</u> ^{4 5} pour the chicken in frying pan.	4. Spelling 5. Punctuation	4. In the word “After than”, it should write “After that” because the writer intends to use the word to talk about next step. 5. The sentence does not use a comma (,) after the word “after that”, because commas are used to pause sentences that begin with transition words. The correct writing for the text is "After that, pour the chicken in frying pan.”	✓	
4.	<u>Than</u> ^{6 10} lift and drain.	6. Spelling 10. Punctuation	6. In the word “Than”, it should write “Then” because the writer intends to use the word to talk about next step. 10. The sentence does not use a comma (,) after the word “Then”, because commas are used to pause sentences that begin with transition words. The correct writing for the text is "Then, lift and drain.”	✓	

Name : Celistia Evelin Inka Z.

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How to ¹ <u>make</u> Fruit Juice	1. Capitalization	1. All the first letters of each word in the title should be capitalized except for prepositions, articles, and conjunctions. The correct writing for the text is "How to Make Fruit Juice"	✓	
2.	Prepare the equipments and the ingredients ²	2. Punctuation	2. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Prepare the equipments and the ingredients."	✓	

3.	Take the avocado in the blender ³	3. Punctuation	3. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Take the avocado in the blender."	✓	
4.	Pour the water, the sugar into the blender ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas period should be used to end a sentence. The correct writing for the text is " Pour the water, the sugar into the blender."	✓	
5.	Blend the avocado until become the juice ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Blend the avocado until become the juice."	✓	

6.	Prepare a glass on the table ⁶	6. Punctuation	<p>6. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is “Prepare a glass on the table.”</p>	✓	
7.	<u>than</u> ⁷ pour the juice into the glass ⁸	<p>7. Capitalization, Spelling</p> <p>8. Punctuation</p>	<p>7. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. In the word “than”, it should write “Then” because the writer intends to use the word to talk about the next stage.</p> <p>8. The sentence does not use a comma (,) after the word "than" which should be written "Then", because commas are used to pause sentences that begin with transition words. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is ”Then, pour the juice into the glass.”</p>	✓	

8.	<p><u>and than</u>^{9 10}</p> <p><u>at</u>¹⁴ the milk</p> <p>¹¹</p>	<p>13. Capitalization</p> <p>9. Spelling</p> <p>10. Punctuation</p> <p>14. Spelling</p> <p>11. Punctuation</p>	<p>13. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>9. In the word “than”, it should write “then” because the writer intends to use the word to talk about the next stage.</p> <p>10. The sentence does not use a comma (,) after the word "than" which should be written "then", because commas are used to pause sentences that begin with transition words.</p> <p>14. In the word “at”, it should write “add” because the writer intends to use the word to talk about adding ingredient.</p> <p>11. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is ”And then, add the milk.”</p>	✓	
----	---	--	---	---	--

Name : Davin R.

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How <u>To</u> ¹ Make Hot Tea	1. Capitalization	1. Prepositions should not be capitalized even though they are in the title. The correct writing for the text is "How to Make Fruit Juice"	✓	
2.	Sugas ²	2. Spelling	2. In the word "Sugas", it should write "Sugar" The correct writing for the text is " Sugar."	✓	
3.	Tipot ³	3. Spelling	3. In the word "Tipot", it should write "Tea pot" because the writer intends to use the word to talk about drink container. The correct writing for the text is " Tea pot."	✓	
4.	Stofe ⁴	4. Spelling	4. In the word "Stofe", it should write "Stove"	✓	

			The correct writing for the text is " Stove."		
5.	gas ⁵	5. Capitalization	5. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is " Gas."	✓	
6.	glass ⁶	6. Capitalization	6. In writing must use capital letters in the first letter, while other characters must be in lowercase. The correct writing for the text is " Glass."	✓	
7	<u>21</u> prepare the equipments and the ingredients ⁷	7. Punctuation 21. Capitalization	7. The sentence does not use a period (.), whereas a period should be used to end a sentence. 21. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. The correct writing for the text is "Prepare the equipments and the ingredients."	✓	

8.	<u>22</u> boil ⁸ <u>The</u> water ⁹	8. Capitalization 9. Punctuation 22. Capitalization	8. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase. 9. The sentence does not use a period (.), whereas a period should be used to end a sentence. 22. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase. The correct writing for the text is "Boil the water."	✓	
9.	²³ <u>pour</u> ¹⁰ <u>The</u> sugar into <u>glaps</u> ^{11 12}	10. Capitalization 11. Spelling 12. Punctuation 23. Capitalization	10. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase. 11. In the word "glasp", it should write "glass" because the writer intends to use the word to talk about drink container. 12. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

			<p>23. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Pour the sugar into glass."</p>		
10.	<p>²⁴<u>p</u>our ¹³<u>T</u>he</p> <p>¹⁴<u>H</u>ot water</p> <p>into glass ¹⁵</p>	<p>13. Capitalization</p> <p>14. Capitalization</p> <p>15. Punctuation</p> <p>24. Capitalization</p>	<p>13. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>14. Capital letters only use in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>15. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>24. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Pour the hot water into glass."</p>	✓	
11.	<p>²⁵<u>p</u>our the tea</p> <p>into glass ¹⁶</p>	<p>16. Punctuation</p> <p>25. Capitalization</p>	<p>16. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p>	✓	

			<p>25. In writing sentence must use capital letters in the first letter in the first sentence, while other characters must be in lowercase.</p> <p>The correct writing for the text is "Pour the tea into glass."</p>		
12.	<p>Stir the sugar until <u>eveli</u>^{17 18}</p>	<p>17. Spelling 18. Punctuation</p>	<p>17. In the word "eveli", it should write "evenly mixed" because the writer intends to use the word to talk about the instruction.</p> <p>18. The sentence does not use a period (.), whereas a period should be used to end a sentence.</p> <p>The correct writing for the text is "Stir the sugar until evenly mixed."</p>	✓	

Name : Ayub

Class : IX Tahfidz

No.	Error Identification	Error Classification	Explanation	Validity	
				Yes	No
1.	How <u>tow</u> ¹ Make Bakwan	1. Spelling	1. In the word “tow”, it should write “to” because the writer intends to write a preposition. The correct writing for the text is "to”	✓	
2.	<u>Ingrediens</u> ²	2. Spelling	3. In the word “Ingrediens”, it should write “Ingredients” because the writer intends to use the word to talk about the materials. The correct writing for the text is "Ingredients”	✓	
3.	Frying <u>pen</u> ³	3. Spelling	3. In the word “Frying pen”, it should write “Frying pan” because the writer intends to use the word to talk about cooking tools. The correct writing for the text is "Frying pan”	✓	

4.	Prepare the equipments and the ingredients ⁴	4. Punctuation	4. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Prepare the equipments and the ingredients."	✓	
5.	Peel the carrot ⁵	5. Punctuation	5. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Peel the carrot."	✓	
6.	Slice the carrot ⁶	6. Punctuation	6. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is "Slice the carrot."	✓	
7.	Pour the flour and the water	7. Punctuation	7. The sentence does not use a period (.), whereas a period should be used to end a sentence.	✓	

	into the bowl 7		The correct writing for the text is "Pour the flour and the water into the bowl."		
8.	Pour the carrot into the bowl ⁸	8. Punctuation	8. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Pour the carrot into the bowl."	✓	
9.	<u>FRY THE</u> <u>BAKWAN</u> ^{9 10}	9. Capitalization 10. Punctuation	9. In writing must use capital letters in the first letter, while other characters must be in lowercase. 10. The sentence does not use a period (.), whereas a period should be used to end a sentence. The correct writing for the text is " Fry the bakwan."	✓	

Appendix 5 External Validator Statement

DATA VALIDATION

This thesis data entitled "Mechanical Errors in Procedure Texts Written by the Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in the Academic Year of 2023/2024", has been validated by Rika Uswatun Khasanah, S.Hum. in:

Day : Monday

Date : November 20th, 2023

Boyolali, 20th November 2023

Validator



Rika Uswatun Khasanah, S.Hum.

Appendix 6 Questionnaire Response

QUESTIONNAIRE RESPONSE SAMPLE

QUESTIONNAIRE

Name : Athiya putri syaicha

Id. No : 06

Class : IX Tahfidz

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?

ketrampilan bahasa inggris = Bisa berbahasa inggris, menulis
bahasa inggris dan mengucapkan bahasa inggris dengan
berucap dengan orang asing

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?

Bisa untuk mengerjakan soal bahasa inggris

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?

kata - kata nya , kata kerja, Peletakan huruf dll

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?

unsur - unsur nya , aturannya dan tata bahasanya

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

.....
 untuk mengetahui dimana kita berhenti membaca
 teks bahasa Inggris tersebut

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

.....
 Huruf kapital digunakan untuk bulan, awal kalimat
 Tempat dan nama

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

.....
 untuk mengetahui bagaimana cara membaca bahasa
 Inggris dan menulisnya

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

- (im) (studen) ("studen" Seharusnya "student")
- (chuse) ripe mangoes to make mango juice. (Pengejaan kata "chuse" yang benar adalah "choose")
- Buy green (aples) in the city of Malang (becaus) they are delicious. (Pengejaan kata "APles" yg benar adalah "apples")
- (puor) two spoons of sugar into the (bowel)
- Fry the (banan) until (goldn) brown?

QUESTIONNAIRE

Name : Sarah Karima dhi-yaulhaq

Id. No : 11

Class : IX Tahfidz

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?
 listening, speaking, writing, reading.....

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?
 Kemampuan seseorang dalam menulis teks bahasa Inggris.....

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?
 Pengolahan kosa kata.....

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?
 Pemilihan kosa kata dan susunan kata/kalimat.....

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

tanda tanya digunakan untuk kalimat tanya
 tanda titik digunakan untuk akhir kalimat

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

Huruf kapital digunakan untuk awal kalimat

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

Penulisan bahasa Inggris harus menggunakan kosa kata yang tepat, agar arti dan makna juga tepat

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

• (im)'a (studen) = I'm a student

• (chuse) ripe mangoes to make mango juice. = penjelasan kata chause

• Buy green (aples) in the city of malang (becaus) they are delicious.

• (puor) two spoons of sugar into the (bowl).

• Fry the (banan) until (goldn) brown?

→ Apples, because, delicious

→ pour, bowl

→ banana, Golden

QUESTIONNAIRE

Name : surban huda ef

Id. No : 25

Class : Ix T f

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?

trampil dngn berbahasa Inggris dengan membaca Menulis
dan berea bahasa Inggris

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?

trampil Menulis dalam bahasa Inggris yaitu kemampuan
setiap orang dalam menulis TEXT bahasa Inggris

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?

mempertahankan huruf
mempertahankan kalimat

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?

tulisan bahasa Inggris dapat dikatakan memiliki
kualitas danda tanda baca yg jdn

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

Penggunaan tanda koma (,) dipakai digunakan
 merpae sang kat

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

huruf la pital digunakan untuk awal kata
 nama dan bagay

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

ejaan menulis huruf satu sesuai

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

- i~~is~~ a stude~~n~~ → i~~s~~ a stude~~n~~
- ch~~use~~ ripe mangoes to make mango juice.
- Buy green ap~~le~~s in the city of malang becau~~s~~ they are deliciu~~s~~.
- pu~~t~~ two spoons of sugar into the bow~~el~~.
- Fry the banan until go~~ldn~~ brown?

QUESTIONNAIRE

Name : Alvin Kerick S.

Id. No : 03

Class : X TF

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?

~~Penut~~ Berasa menulis.....

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?

~~Penut~~ Setelah kenal dan seseorang teks menulis teks
 bahasa Inggris.....

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?

~~Setif~~ Lambat baca huruf kapital, menulis teks.....

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?

~~Setif~~ Susunan kalimat.....

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

~~menah~~ titik untuk beranti, beranti, sehanur

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

A huruf besar

B

C

D

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

~~Set~~ dalam bahasa Inggris kita harus menggunakan ejaan bahasa Inggris

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

- im'a studen
- chuse ripe mangoes to make mango juice.
- Buy green aples in the city of malang becaus they are delicious.
- puor two spoons of sugar into the bowel.
- Fry the banan until goldn brown?

QUESTIONNAIRE

Name : Naura Saisabila

Id. No : 19

Class : IX TAHFID₂

1. Apa yang kamu ketahui tentang keterampilan berbahasa Inggris?
Speaking, listening, reading, writing

2. Apa yang kamu ketahui tentang keterampilan menulis dalam bahasa Inggris?
Kemampuan seseorang dalam menulis teks bahasa Inggris

3. Jelaskan hal apa saja yang perlu diperhatikan dalam menulis teks berbahasa Inggris?
Pengolahan kosa kata

4. Menurutmu apa yang membuat sebuah tulisan dalam teks berbahasa Inggris mempunyai kualitas bagus?
Pemilihan kosa kata dan susunan kalimatnya

5. Jelaskan apa yang kamu ketahui tentang penggunaan tanda baca dalam menulis teks berbahasa Inggris?

Tanda tanya digunakan Untuk kalimat tanya,
Titik digunakan Untuk akhiran kalimat.

6. Jelaskan apa yang kamu ketahui tentang penggunaan huruf kapital dalam menulis teks berbahasa Inggris?

Huruf kapital digunakan untuk awal kalimat

7. Jelaskan apa yang kamu ketahui tentang penulisan ejaan dalam menulis teks berbahasa Inggris?

Penulisan bahasa Inggris harus menggunakan
kosa kata yang tepat, agar arti dan makna
juga tepat

8. Lingkarilah kesalahan yang terdapat dalam kalimat berikut, kemudian jelaskan mengapa hal tersebut dikatakan salah!

• (im) a (studen) = i'm a student

• (chuse) ripe mangoes to make mango juice. = Pengejaan kata "chuse"

• Buy green (aples) in the city of malang (becaus) they are (delicious)

• (puor) two spoons of sugar into the (bowel)

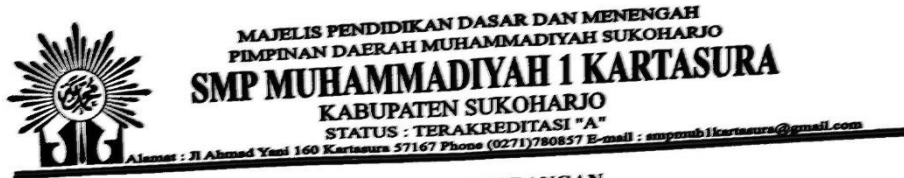
• Fry the (banan) until (goldn) brown?

→ Apples, because, delicious

→ Pour, bowl

→ Banana, Golden

Appendix 7 Letter of Completion of Research



SURAT KETERANGAN
Nomor : 210/KET/IV/4.AU/F/2024

Yang bertanda tangan dibawah ini :

Nama : Yayuk Nur Rahayu, S.Pd
NIP : -
Jabatan : Kepala Sekolah
NPSN : 20310731

Dengan ini menerangkan bahwa :

Nama : Rosyiana Mutmainnah
NIM : 206121051
Perguruan Tinggi : Universitas Islam Negeri Raden Mas Said Surakarta
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Adab dan Bahasa

Telah melakukan Penelitian di SMP Muhammadiyah 1 Kartasura dengan judul :
"Mechanical Errors in Procedure Texts Written by The Ninth Grade Students at SMP Muhammadiyah 1 Kartasura in The Academic Year of 2023/2024"
Penelitian dilakukan pada tanggal 18 Oktober 2023 berjalan dengan BAIK.
Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Kartasura, 06 Maret 2024
Kepala Sekolah

Yayuk Nur Rahayu, S.Pd.
NIP.



Appendix 8 Photo Documentation

PHOTO DOCUMENTATION





