ERRORS IN STUDENTS' WRITING ON NARRATIVE TEXT AT THE

SECOND GRADE OF SMP AL-ISLAM 1 SURAKARTA IN THE

ACADEMIC YEAR OF 2023/2024

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr.Wb.

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

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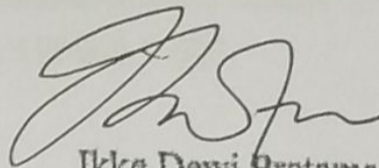
Has already fulfilled the requirements to be presented before The Board of Examination (munaqosyah) to gain undergraduate degree in English Language Education.

Thank you for the attention.

Wasssalamualaiku Wr.Wb.

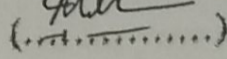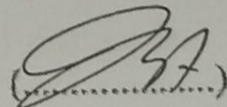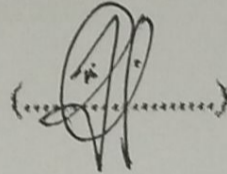Sukoharjo, 7th March 2024

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sugeng and Mrs. Isnatul Mauroh, thank you for your love and support for my dream come true to finish my study.

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MOTTO

"Don't let your dream just be a dream."

-Jack Johnson-

"Work hard in silence. Success becomes your noise."

-Frank Ocean-

PRONOUNCEMENT

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I hereby sincerely state the thesis **"Errors in Students' Writing on Narrative Text at the Second Grade of SMP Al-Islam 1 Surakarta in the Academic Year of 2023/2024"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later prove that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 15th February 2024

Dina Aprilia

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

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ABSTRACT

Dina Aprilia. 2023. *Errors in Students' Writing on Narrtive Text at the Second Grade of SMP Al-Islam 1 Surakarta in the Academic Year of 2023/2024.* Thesis. English Education Department, Cultures and Languages Faculty.

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This thesis discusses about the errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024. The purposes of this study are to find out: (1) the types of errors in students' writing on narrative text at the second grade, and (2) the sources of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the Academic Year of 2023/2024.

This study uses a descriptive research method. The population of this study are the students at the second grade of SMP Al-Islam 1 Surakarta in class B in the Academic Year of 2023/2024. There are 31 students as the research subject. The data were obtained through the students' written tests in order to analyze the types of errors committed by the students. The researcher also conducted interviews to know the sources of errors in students' writing on narrative text.

The findings indicated that there were 337 errors in total, which were classified into fourteen categories. These included errors in verb tense, punctuation, capitalization, spelling, add a word (omission), omit a word (addition), word choice, meaning not clear, word form (misformation), singular-plural, word order (misoredering), incomplete sentence, article, and run on sentence. Verb tenses had the highest percentage of errors among all other categories with a total of 115 errors or 34.12%. The run-on sentence had the least amount of errors with a total of 1 error or 0.29%. Errors appeared from a variety of sources, including interlingual transfer, intralingual transfer, communication strategy, and context of learning. In order to be more proficient in writing narrative texts, students are required to more practice in using the simple past tense.

CHAPTER I

INTRODUCTION

A. Background of Study

English is recognized as an international language and it is extensively spoken throughout many parts of the world. In Indonesia, English is taught in schools as part of the curriculum. The pupils are obligated to acquire English skills beginning in kindergarten and continuing through their college years. The four abilities that students need to master in order to acquire English are speaking, listening, reading, and writing. According to Jeremy Harmer (2007:265), states that speaking and writing are considered as productive skills because they include language creation, but reading and listening are classified as receptive skills since they require the reception of messages. English students are commonly to make errors while learning process. Errors can occur in any sort of English proficiency, especially in writing.

Writing is one of the language abilities that learners must be able to master when learning English. Tiwari (2005:120), writing can be described as the transformation of ideas into written language. In other words, writing is the process of conveying ideas and feelings using words on a sheet of paper. In the process of writing, the students need to have good ideas, effectively arrange those ideas, and express them using suitable language style. For students at all levels of education, writing in English tends to be the most difficult skill. Writing is not just about arranging and turning words into

written text, but also involves our ideas, both before composing and revising the text. Steve Graham (2019), argues that writing is complex skill that does not have a natural development process.

Referring to the explanation above, it can be inferred that writing is not easy for students. In the process of composing written text, they need to possess a strong knowledge base and engage in deep critical thinking while produce words, sentences, and paragraphs at the same time with a good grammar and proper mechanics. Basically, grammar is utilized to denote the structure of language. Fauziati (2010:79), grammar refers to the rules that indicate how words can be structured, combined or changed to convey specific types of meanings. In addition, Batstone (2013:60), states that a language without grammar would lead to chaos and give rise to identical communication issues, grammatical mistakes in both speech and writing. Meanwhile, Hughes (2013:13), defines mechanics as the fundamental rules of spelling, capitalization, and punctuation. The students will face a big problem when they do not have a good understanding while writing a text. Understanding the grammatical and mechanic rules are crucial for individuals to effectively communicate their ideas, messages, and feeling to both their audience of listeners or readers. So, that is why grammar and mechanics are interconnected and cannot be separated from each other because they play a crucial role in one's writing proficiency.

Some students face difficulty in mastering English grammar and mechanics, and these are particularly evident among Indonesian students who

are common to make errors, especially in writing a text. Students frequently make errors owing to a lack of comprehension about the English grammar and mechanics. These errors are difficult to avoid because they usually occur during the learning process. Using tense and mechanics incorrectly in writing paragraphs or compositions can lead to errors because proper tense and mechanics usage are essential to produce the correct meaning. According to Fitria (2019), errors are indications that a student has not understood the rules of English. Errors and mistakes are typically perceived by the second language learners as being similar. Actually, mistakes are not same as errors. Brown (2020:13) defines a mistake as the failure to employ a known system, which can be random guesses or lapses. Furthermore, errors can not be self-corrected due to learners' limited language target ability, while mistakes can be self-corrected.

The teacher can determine the kinds of errors made by students using error analysis. Brown (2020:14), argues that error analysis as a systematic method of identifying, analyzing, and categorizing the deviations of the second language before revealing the systems used by learners. According to Richard (2017:3), analysis the error of the second language learner is well known as error analysis. It signifies that error analysis is the process of identifying errors in writing a text. Because error analysis is essential for understanding the process of acquiring a foreign language, English teachers should be familiar with it. Through error analysis activity, teachers can

enhance their teaching strategies and address students' issues by systematically analyzing and addressing these issues.

On August 26th 2023, the researcher had been conducted pre-research by observing students at the second grade of SMP Al-Islam 1 Surakarta in writing text. Based on the researcher's interview with English teacher, there was a certain problem or phenomena that had never been researched before. There were many students who made errors in writing a text. So, it became consideration for conducting research in SMP Al-Islam 1 Surakarta. This study only focused in one class. The researcher chose VIII B as the research subject since the students in this class were capable of creating narrative text. Although they were capable of producing narrative text, they frequently ignored the grammatical and mechanical rules. As a result, when they composed an English text, they made numerous errors. Aside from that, the class of VIII B was *tahfidz* program. It was forbidden for the teachers to give homework in order to the students more focused with memorizing the Qur'an. But, the students could not manage their time to develop other skills such as in English ability.

In accordance syllabus *Merdeka Curriculum* in Indonesia, students are needed to become proficient in a variety of text format. In secondary school, students learn how to write five different types of text, including narrative, recount, procedure, descriptive, and report text. The researcher draws a conclusion based on the observation that students had trouble in composing text. The trouble happened due to their limited understanding of grammar

rules, mechanics rules, and vocabularies. Students often asked to the teacher about English vocabularies. Most of the students also had difficulties in transforming simple present into past tense and distinguishing between regular and irregular verb. For instance: the student wrote '*begined*' as the past tense of '*begin*', that should be '*began*'. These occurred due to their lack of comprehension regarding the verb tense. Another student wrote '*mine book'* as an example. The student made an error because they were confused to distinguish the kinds of pronouns; it should be 'mine'. Due to these problems, the teacher had difficulties to comprehend the message generated by the students.

The novelty is to compare this research to the earlier research. Angela (2023), conducted a previous research with descriptive qualitative design. The finding revealed that there were 344 errors across fourteen different types. These errors encompassed singular-plural issues, word form, word choice, verb tense, word addition, word omission, word order, incomplete sentences, spelling, punctuation, and capital. Grammatical errors comprised verb tense, capitalization, and punctuation. Nur Jama'ah (2019) did another earlier study. According to the research's finding, there were several errors in students' procedure writing. Omission errors were the most dominant error type among the students with percentage 45,2%. The last study conducted by Nurwahyuni (2017). Comma omissions were found to be dominant errors committed by students, accounting for 504 of commas errors.

This study is similar to the prior studies above because it focuses on analyzing the students' errors in writing text. Moreover, the research location and subject selected were different from the prior studies. The researcher attempted to carry out a new study with additional theory in classifying the errors. The researcher combined the theories of Betty S. Azar and Dulay's to classify the types of error as the novelty of the previous studies, meanwhile the previous research only used Betty S. Azar theory in classifying the types of errors.

This research focused on narrative text. Narrative text is one of the genres of writing that must be learnt in Junior and senior High School. In making narrative text, the students should be aware on the simple past because it is widely utilized tense in this genre of writing. Therefore, narrative text plays a role to make students more challenging in composing a text. The researcher is interested in analyzing the errors in students' writing on narrative text that require them to write many English words based on what they know. Those are the factors for the researcher interests in conducting research entitled "Errors in Students' Writing on Narrative Text at the Second Grade of SMP Al-Islam 1 Surakarta in the Academic Year of 2023/2024."

B. Identification of the Problem

According to pre-research conducted by researcher and the background of the problem above, the researcher identifies the problem as the following:

1. The students at the second grade B lack proficiency in English grammar.

2. The students at the second grade B are still having trouble incorporating English words in writing text.

3. The students at the second grade B have a vocabulary deficiency.

4. The students at the second grade B are still making errors in their writing.

C. Limitation of the study

According to the problems mentioned above, it is preferable for the researcher to limit the problem in order to more focus on a specific problem. This study focused on analysis the types of errors and the sources of errors in students' writing on narrative text at the second grade B students of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024. The theories of Dulay's and Betty S. Azar were combined to classify the types of errors, while Brown's theory was used to describe the sources of errors.

D. Formulation of the Study

In accordance with background study and identification of problems that have been put forward, the researcher finds the important problems to be studied in this study, include:

1. What are the types of errors in students' writing on narrative text at the second grade of SMP Al- Islam 1 Surakarta in the academic year of 2023/2024?

2. Why do the students make errors in writing narrative text?

E. Objective of study

Based on the research problem, the research objectives are arranged as follows:

1. To find out the types of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024.

2. To describe the sources of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024.

F. Benefits of the Study

This research is expected to give a good contribution to the students of SMP Al-Islam 1 Surakarta, English teachers of SMP Al-Islam 1 Surakarta, and the researcher's herself.

1. Practical Benefits

   a. For the students

   Students of SMP Al-Islam 1 Surakarta will learn the common errors that they have made. Students have to be more careful when writing a text, because writing is not only about conveying their ideas on the sheet of paper but also needs to pay more attention to grammar in order to produce high-quality text.

b. For the Teachers

For the teachers, the research is expected to be beneficial. Teachers may be aware of common errors that the students made. Therefore, they are able to assess their method in teaching English.

c. For the other researchers

The researchers will gain several advantages from this study. This research can be utilized as reference to conduct a further investigation into a similar research. Additionally, this research is to understand the various writing errors commonly made by students.

2. Theoretical Benefits

This research is to deliver various advantages to both readers and the researcher. It will give important details regarding students' grammatical and technical faults in their writing. It is hoped that this study can increase the students' understanding of grammatical concepts and their understanding of English words should be written appropriately.

G. Definition of the Key Terms

To prevent misunderstanding in this study, it is required to define the terms used in this study as follow:

1. Error

According to Corder (2018:2), error refers to the systematic deviance of learners that allows us to restructure their linguistic knowledge.

2. Error Analysis

Harmer (2021:4), emphasizes that error analysis aims to identify the occurrence, characteristics, causes, and patterns of language errors.

3. Writing

Troia (2014:30), writing is a way to enable the students to extend their opportunities for thinking, manipulating, and transforming ideas, as well as reflecting on the knowledge, beliefs, and confusion in written form.

4. Narrative text

Susanti (2017:15), narrative can be defined as a text or essay that deliver story or something chronological happened that is not factual. It means that narrative is used to tell a fictional story in the past.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Errors and Mistakes

The second foreign language learners frequently make errors and mistakes. Absolutely, errors and mistakes are not the similar thing. Many English learners who lack a deep understanding often tend to perceive errors and mistakes as being similar. So, it is an important thing to provide a clear definition of what the errors and mistakes are. According to Bell (2015:10), error shows that students have not comprehended the target language's code. An error in learner's competency will occur when students cannot effectively utilize the language system. Corder (2018:2), argues that error is a systematic deviance in the learner that allows us to reconsider what learners' understanding of the language. Based on the theories outlined above, errors arise when deviations happen due to an absence of information and are beyond the capability of the learner to correct. In other words, errors are a result of pupils' ignorance of the linguistic system in their second language.

Brown (2020:13), argues that a mistake is described as the inability to utilize a known system, encompassing performance errors that can be either random guesses or "slip." Slip occurs due to processing problems or lack of attention. Generally, native English speakers have the capability to acknowledge and correct these "lapses" or mistakes, which do not arise

from a deficiency in competence but instead result from temporary interruptions or defect in the speech production process. Hence, mistakes in language production can happen in both native speakers and second language learners.

Mourtaga in (Abushihab, 2014) emphasizes that errors and mistakes are not similar. This is due to the fact that errors are unable to be self-corrected because consequence of the learners' limited ability in the language's target, while a mistake are able to be self-corrected. When the English student asks, *"Do you can accompany me?"* an example of an error made by a second language learner can be noticed. It most likely suggests that the speaker reflects a level of skill in which they believe that all verbs necessitate the inclusion of a "do" auxiliary verb before them in all question formulations. It can be inferred that English learner likely lacks proficiency in producing English.

Commonly, the English learners do not have enough capability to self-correct their errors, which is why they require teachers to provide corrections. Corder (2018:2), asserts that errors are typically the result of individuals who are beginners in a foreign language and have not yet attained a complete mastery of the language system. Therefore, English learners may make errors, possibly due to their incomplete understanding of English grammar. From the theories mentioned above, it may be inferred that learners cannot avoid the errors in writing process. As the second language learners, we may sometimes lack proficiency in the target

language. We are unable to identify the errors and unaware of how to fix errors.

2. Error Analysis

In the process of language acquisition, learners frequently make errors. In the learning language, particularly in writing cannot be separated from errors. Error analysis can be utilized to observe students' errors during the learning process. Brown (2020:14), defines that error analysis is a method that involves observing, analyzing, and categorizing of the errors made by students as they learn a foreign language. In addition, Johansen (2019:45), argues that analysis of the students' errors offer proof to the teacher about the students' proficiency in a foreign language. It means the teacher will be shown some of the difficulties that students face when learning a language. The teacher will receive information regarding students' problems at different proficiency levels.

Furthermore, error analysis is required when teaching English as foreign language. Error analysis serves as a key to understand the process of a learning foreign language, thus English teachers should be familiar with it. English teacher should be aware of the method used to learn or acquire the language's target, as well as the appropriate technique for teaching students to master it. By conducting a systematic analysis error, they can develop their teaching strategy and attempt to overcome the problems encountered by students.

According to the explanation given above, error analysis is a way for assessing learners' proficiency in acquiring a foreign language. It can be utilized to identify the possible mistakes or errors committed by the students.

3. **The Types of Errors**

Errors are categorized into four types according to Dulay, Burt, and Krashen (2021:11). There are the types of error based on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this study, the researcher only focused on surface strategy taxonomy.

Surface strategy taxonomy is the second type of errors classification. Dulay, Burt and Krashen (2021:11), propose the existence of four additional subtypes within this category, as follows:

a. **Omission**

Omission arises when a learner fails to include the necessary morphemes in their sentence. Lexical morphemes and grammatical morphemes are two main of morphemes. Lexical morphemes encompass words in a sentence that carry referential meaning, such as noun, verb, adjective, and adverb. Meanwhile, grammatical morphemes involve noun and verb inflections and have a lesser role in conveying the overall meaning of the sentence. For example:

1) **"My name Dina."** (Grammatical morpheme *'is' omitted*). The sentence should be **"My name is Dina."**

2) **"Dea is a new"** (Omission of lexical morpheme *'student').* The sentence should be **"Dea is a new student."**

b. Addition

This error occurs when some elements are present that should not be included. In other words, addition refers to excessive or redundant use of specific elements within a sentence. There are three kinds of addition errors, as follows:

1) Double Marking

It happens when two things are marked with a similar feature. Students frequently combine the tense of auxiliary verbs and verb tense in a sentence, which results in double marking.

For Example: "She **does not invites** us, we **did not went** to her party." The sentence should be "She **does not invite** me & we **did not go** to the party."

2) Regularization

Regularization is changing an item by equating an irregular rule with a regular rule, for instance:

Table 2.1 The Examples of Regularization errors

No	Regularization Errors	Correction
1.	Putted	Put
2.	Mouses	Mice
3.	Writed	Wrote
4.	Sheeps	Sheep

3) Simple Addition

Simple addition refers to an addition error that does not include double marking and regularization.

Table 2.2 The Examples of Simple Addition Errors

Linguistic Item Added	Example of Simple Addition Errors
The addition of 's' to third person singular	The crocodile**s** is not dangerous
Irregular past tense	The bus is going to **left** me
Addition of article 'a'	*A* that picture
Preposition	The restaurant is **in** over there

c. Misformation

Misformation errors are caused by the usage of incorrect morphemes or structures. It is classified into three types, as follows:

1) Regularization Errors

Regularization is a marker that states regular placed in an irregular. For examples:

a) **mousses** for **mice**

b) **runned** for **run**

c) **childs** for **children**

d) **gooses** for **geese**

2) Archi-Forms

Archi-forms are errors in choosing a form to convey something else, such as errors in determiners (this, that, these, those) in a sentence. For examples:

a) **"This books** are mine." It should be **"These books** are mine."

b) **"These cat** is cute." It should be **"This cat** is cute."

3) Alternating Forms

This error is identified by an incorrect choice of words. It typically occurs as second language learners in the early stages of developing vocabulary and grammar. For example: "You love **I**." The sentence should be "You love **me.**"

d. Misoredering

It occurs when a morpheme or group of morphemes is placed incorrectly inside an utterance.

For instance: "She does not know who **are they."** The sentence should be "she does not know **who they are."**

On the other hand, Betty Schrampfer Azar defines fourteen types of errors, with the following explanation:

a. Singular-Plural

Based on Cambridge dictionary, defines that singular noun refers to one person, animal, place, and thing. For example, "She has **one bird.**" Meanwhile, plural noun refers to more than one person, place, animal, and thing. For example "She has **three birds.**" Moreover, the

use of article 'an' or 'a' before noun might indicate whether it is singular noun. E.g. "I have **an English book**." Plural nouns are typically created by appending –s or –es to the end of noun. In addition, there are several different sorts of plural irregular nouns such as mouse-mice, child-children, woman-women, and so on.

b. **Word Form**

Word form refers to the sound or written representation of word, which can be utilized to characterize or recognize something. A stem and list of possible inflections can be used to indicate a word's inflected forms. It indicates that word forms is the modification of word according to grammatical principles such as careful (adjective), carefully (adverb of manner). For example a sentence of "I drive my car **careful.**" It should be "I drive my car **carefully.**"

c. **Word Choice**

Effective diction depends on selecting words that are suitable for the intended audience and purpose, ensuring that they accurately and easily deliver the message. Word selection involves using the most appropriate word for the context of expression. For example, "I am **looking at you**."

d. **Verb tense**

Verb tense signifies the connection between an action, condition, and the progression of time. It signifies that, verb tense is a change the

form of a verb as a symbol that states or tells about activities, situations, and statements that occurred in the past, present, and future.

e. **Add a word**

The concept of add a word is a bit similar to the concept of omission. According to Betty S. Azzar, add a word refers to the absence of an essential morpheme in a sentence or speech. For example, "She wants **go to** Surabaya" is considered an error of 'add a word' because the preposition 'to' should be included.

f. **Omit a word**

The concept of omitting a word can be seen as similar to 'addition' on surface strategy taxonomy. Betty S. Azzar illustrates the error of omitting a word e.g. "He entered **to** the classroom." Where the preposition 'to' is unnecessary and should be removed. According to Dulay, the sentence of "He entered **to** the classroom." is classified as 'addition error' because the preposition 'to' should not be included to the sentence.

g. **Word Order**

Word order is the study of language arrangement and variety with a focus on linguistically correct word placement, emphasizing the significance of proper word placement. For example: "I eat **four times noodle**." It should be "I eat **noodle four times."**

h. Incomplete Sentence

Incomplete sentences occur when fundamental morphemes of words or phrases are missing from a sentence or speech.

i. Spelling

Spelling standards apply to a small number of words, and almost all of these rules include exceptions. However, a couple of these guidelines can help students to spell popular words correctly, especially with suffixes.

According to Bestgen and Granger's (2011), the types of spelling errors are divided into nine categories, as follow:

Table 2.3 Types of Spelling Errors

Types of spelling error	Students' spelling error	Corrected of spelling error
Omission of letter	a. She takes a <u>bat</u> b.Preparing <u>yoursel</u> c. She wears <u>vel</u> d.He does his <u>homewok</u>	a. She takes a <u>bath</u> b. Preparing <u>yourself</u> c. She wears <u>veil</u> d. He does his <u>homework</u>
Addition of letter	a. <u>Afther</u> that b. <u>Aftere</u> that c. I <u>yuse</u> d. My <u>batheroom</u>	a. <u>After</u> that b. <u>After</u> that c. I <u>use</u> d. My <u>bathroom</u>
Single of letter	a. After<u>non</u> b. Di<u>ner</u> c. Clas<u>room</u>	a. After<u>noon</u> b. Di<u>nner</u> c. Class<u>room</u>

	d. A<u>ri</u>ve	d. A<u>rri</u>ve
Double letter	a. He<u>ll</u>p	a. He<u>l</u>p
Substitution of letter	a. B<u>a</u>d	a. B<u>e</u>d
	b. H<u>a</u>lp	b. H<u>e</u>lp
	c. L<u>a</u>nch	c. L<u>u</u>nch
Interchange of two adjacent	a. W<u>hit</u>	a. W<u>ith</u>
	b. Unif<u>ro</u>m	b. Unif<u>or</u>m
	c. I t<u>ek</u>a	c. I <u>take a</u>
Involving apostrophe	a. I<u>am</u>	a. I<u>'am</u>
	b. My <u>fried's</u>	b. My f<u>riends</u>
	c. <u>Oclock</u>	c. <u>O'clock</u>
Erroneous splitting or	a. <u>Motor cycle</u>	a. <u>Motorcycle</u>
	b. <u>Home work</u>	b. <u>Homework</u>
	c. <u>Break fast</u>	c. <u>Breakfast</u>
	d. <u>My self</u>	d. <u>Myself</u>
	e. <u>Class room</u>	e. <u>Classroom</u>
Two or more errors	a. <u>Scholl</u>	a. <u>School</u>
	b. <u>Hame work</u>	b. <u>Homework</u>
	c. <u>Lanc</u>	c. <u>Lunch</u>

j. Punctuation

Punctuation helps readers to understand the differences or relationships between sentences and their parts by pointing out these distinctions or connections. According to Stanley, there are twelve different types of punctuation. There are period (.), question mark (?), exclamation point (!), comma (,), semicolon (;), colon (:), dash (-or-), parentheses (( )), brackets ([ ]), ellipsis (…), quotation mark (""), and apostrophe (')

k. Capitalization

The first letter should be capitalized. There are several rules for utilizing capital letters in English.

Table 2.4 Capitalization Rules

No.	Rule	Example
1.	The first word in a sentence	**You** are very beautiful.
2.	The pronoun *I*	My mother and **I** go to restaurant.
3.	Abbreviations and acronyms are created from the first letter of words.	IDN, NASA, CEO
4.	All proper nouns	**D**aniel, **R**ussia**, B**urger **K**ing

l. Article

The articles *a, an, and the* are used to modify nouns. Article *a* and *an* are indefinite. Indefinite articles refer to any of the nouns they modify, for example, "**a car** could be any car**."** On the other hand, article *the* is definite and indicates a specific noun, for example **the car** which refers to a particular car. Article *a* is used before nouns that begin with a consonant sound, such as **a book.** Meanwhile article *an* is used before nouns that start with vowel sound, such as **an umbrella.**

m. Meaning Not Clear

A sentence or statement becomes unclear in meaning when it cannot be easily interpreted, such as "He **borrowed some smoke.**"

n. Run-On Sentence

A run-on sentence occurs when two complete thoughts are merged without appropriate punctuation to indicate a separation. In merged sentences, the two thoughts are blended together, making them appear as a single idea. Essentially, a run-on sentence results from combining two simple sentences without the use of a comma or a connecting word.

Table 2.5 Types of errors based on Betty Schrampfer Azar

No	Types of Errors	Example
1.	Singular-plural	a. Incorrect: I _has_ been here for two _hour._ b. Correct: I **have** been here for two **hours.**
2.	Word form	a. Incorrect: I have seen a _beauty_ scenery. b. Correct: I have seen a **beautiful** scenery.
3.	Word choice	a. Incorrect: I get _on_ the bus. b. Correct: I get **in to** the bus.
4.	Verb tense	a. Incorrect: I' _am in Solo_ since May. b. Correct: I **have been in Solo** since May.
5.	Add a word	a. Incorrect: She wants ^ go to Bali.

		b. Correct: She wants **to** go to Bali.
6.	Omit a word	a. Incorrect: We entered <u>to</u> the classroom. b. Correct: We entered the classroom.
7.	Word order	a. Incorrect: I eat <u>*four times salmon.*</u> b. Correct: I eat **salmon four times.**
8.	Incomplete sentence	a. Incorrect: <u>*I went to bed. Because I was tired.*</u> b. Correct: **I went to bed because I was tired.**
9.	Meaning not clear	a. Incorrect: he <u>*borrowed*</u> some smoke.
10.	Run-on sentence	a. Incorrect: <u>*My friend was busy, I didn't want to bother her.*</u> b. Correct: **My friend was busy. I didn't bother her.**
11.	Article	a. Incorrect: I have <u>*a*</u> umbrella. b. Correct: I have **an** umbrella.
12.	Spelling	a. Incorrect: she does her <u>*home work.*</u> b. Correct: she does her **homework.**
13.	Punctuation	a. Incorrect: what are you <u>*doing.*</u> b. Correct: what are you **doing?**
14.	Capitalization	a. Incorrect: I love <u>*surabaya.*</u> b. Correct: I love **Surabaya.**

4. The Procedure of Error Analysis

A variety of procedural stages are needed to do error analysis systematically. According Ellis (2008:15), there are several procedures for error analysis as follows:

a. Identifying the errors

The initial stage of error analysis in language learners involves is error identification which is actually more challenging than it may seem. To identify errors, we must compare the sentences produced by the learner with those that appear to correct sentences in the target language that match them.

b. Describing the errors

After identifying all of the errors, they can be described and categorized into several types. There are some ways to do this, and one of them entails categorizing errors according to their grammatical groups.

c. Explaining the errors

It is focused in determining the cause of the error with explaining why it occurs.

d. Evaluating error

To make principled decisions in teaching, errors must be evaluated in terms of their impact on the individual addressed as well as the severity of each error.

5. **Sources of Errors**

Brown (2007), classifies the source of errors into four categories. There are inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategy.

a. **Interlingual Transfer**

Because of interference from the first language or mother tongue, this occurs at the earliest stages of learning second language. For example, **"The phone of Hendra."** It should actually be expressed as **"Hendra's phone."**

b. **Intralingual transfer**

Beyond simple interlingual errors, there is a persistent problem in the second language acquisition. The main problem is learners' propensity to overgeneralize, when they incorrectly patterns from their first language, interfering with the structure of the target language and their general understanding of it.

c. **Context of learning**

Teacher provides inaccurate explanations with incorrect structure, or event encouraging rote memorization without fostering contextual comprehension. For instance, when a teacher introduces **'point at'** and **'point out'** simultaneously, they are presented without clear differentiation during the lesson or the teacher incorrectly defines certain words and oversimplifies grammar rules.

d. Communication strategies

This is related to learning styles because of the method that learner employs in the development of knowledge, which may result in errors when conveying their ideas.

6. Writing

a. Definition of writing

In language teaching, writing is one of the four language skills besides speaking, listening, and reading. Tiwari (2005:120), writing is defined as the transformation of ideas into written language through words. In other words, writing is the process of expressing ideas, thinking or feeling in words on the paper. In writing, the pupils must have enough ideas, organize them well and express them in suitable style. Nunan (2003: 88), states that writing is the mental process of developing ideas, deciding how to communicate them, and structuring them into statements and paragraphs that are understandable to the readers.

Gaith (2002:1), defines that writing is a challenging process that allows writers to explore their thoughts and ideas, and make them visible and concrete on the piece of paper. Writing gives an opportunity to explore ideas and acquire information. Writing allows someone to communicate his ideas more communicable to other.

According to the explanation above, it can be concluded that writing is a complex process of changing thoughts and ideas, thinking

how to communicate them and organizing them into statement and paragraph to make them visible and concrete on the piece of paper.

b. **The Importance of Writing**

The process of writing is complex. So in writing, the pupils have to consider many factors. Based on Harmer (2004:31-33), learning to write is important for several reasons:

1) Writing is typically not constrained by time limits. Compared to speaking exercises, students can reflect for longer amounts of time while doing writing activities. Students even have the choice to use dictionary, grammar guides, or other reference material for assistance in effectively communicating their ideas and existing knowledge.

2) Students are encouraged to concentrate on precise language use when they write. When students write down their thoughts or accurately convey their ideas, it helps them to strengthen their language skills.

3) Writing is frequently used to reinforce previously conceived words. When learning writing, the students are frequently asked to create a sentence or paragraph utilizing previously learned grammar. While the learning process is taking place, students should take notes on what they have learnt. It enables to comprehend the language that has been studied.

4) Writing is commonly used to prepare for another activity.

5) Writing can be integrated into a more comprehensive activity when the primary emphasis is on different aspects like language practice, acting out, or speaking. For instance, when students compose a brief dialogue, they can practice and act it out in oral exercises.

6) In the questions and answers activities, writing is usually used. During the teaching writing, the teacher often asks questions to the students, which can pertain to their knowledge or their previously covered material. The students typically begin by preparing to find answers, then write it down their answers and report it in front of the class. Students are also requested to provide written answers throughout the assessment.

The writer can draw the conclusion that learning to write well is important based on the reasoning provided above. Writing enables someone to express their opinions, emotions, and thoughts in written form. Aside from that, it helps someone in solving and improving other skill in learning language.

c. **The Steps of Writing**

According Harmer (2004:4-5), the writing process consists of 4 steps. There are planning, drafting, editing and final versions.

1) Planning

Planning is an important step in the writing process. In this step, the writer has to think about three main issues. The writers have to consider about:

2) The purpose of writing

It is important to understand the purpose of writing, as it has a significant impact on the quality of the written outcome. When we have a clear understanding of the writing's purpose, it will help us to select the most appropriate style. As a result, the outcome will be effective in accomplishing the goal.

3) The target audiences

The target audience here is the readers of writing. The target audiences will have an impact on language use, diction, paragraph structure, etc.

4) The writings' content structure

The writings' content structure includes how they arrange the facts, ideas, or arguments.

5) Drafting

Drafting is the process of putting ideas on the paper in words and paragraph. Drafting is crucial for guiding the writer in expressing their ideas and determining the sequence from the beginning to the end.

6) Editing

In editing process, the writer read again what they have written as a draft. Another reader's comment will assist the author to make suitable revision. Here, the writer may change what the writer has written if they find something bad. For example, the information is not understandable, the grammar is fault, the diction is not suitable, etc. The writers can change or correct it, if they find those conditions.

7) Final Versions

Final version is the last stage of writing. This may not similar from the previous draft due to there are many changes in editing processes. However, the writer is ready to send the written text to the readers.

d. Components of Writing

A student must possess an extensive vocabulary, good grammar skill, and strong comprehension to create high-quality text. According to Nurgiantoro (2001:306-308), there are several components involved in the process of writing, as follows:

1) Content

Content is defined as a collection of information that provides support for the specific issue being discussed. In terms of content, the writer has opportunity to elaborate on specific ideas to give a more detailed description of the main topic.

2) Organization

Organization refers to how the students arrange their opinions. The text is organized with clarity of concepts, good structure, logic, sequence and coherence.

3) Vocabulary

In writing, it is essential to select and use the appropriate vocabulary.

4) Grammar

Grammar refers to the regulation governing the arrangement of words in a language. In order to make writing more meaningful, grammar can be used in all types of sentence structures.

5) Mechanic

Mechanic refers to the way students compose their writing. Paragraph is made up of several sentences that require proper spelling and punctuation. The text will be incomprehensible when punctuation is not used correctly.

e. **Purposes of Writing**

In the academic context, writing plays a crucial role for both teachers and students. Absolutely, writing is a fundamental ability that can be utilized to convey ideas or messages through written language. Mastering writing skill empowers students to achieve success in academic writing.

According to Grenville (2001), there are three primary purposes of writing. Those are to entertain, inform, and persuade.

1) To entertain

   Writing for entertainment typically involves creative or imaginative forms of writing, requiring the writer to draw into their creativity. Its purpose is not just to make the readers laugh, but also to emotionally involve them in various ways.

2) To inform

   Writing for the purpose of providing information aims to convey knowledge to the reader about a particular subject. This sort of writing can be about anything, including objects, locations, process, and events. It is commonly found in various forms such as newspapers, articles, scientific, or business reports, instructional materials, and academic essays designed for educational purposes ranging from schools to universities.

3) To persuade

   By providing the fact or data, the writer attempts to persuade the readers that point of view is credible and they should agree with it. In conclusion, writing serves a variety of objectives beyond simply expressing thoughts, feelings, or ideas in written form, including those entertaining, informing, and persuading.

7. **Narrative Text**

a. **Definition of Narrative text**

Anderson (2003), defines narrative as a text that tells a fictional stories with the function of entertaining the readers chronologically. It means that a narrative is telling a non-factual story of the past which has purpose to amuse the readers. In addition, according to Rebecca (2003), a narrative text can be described as a form of written expression that presents a sequence of events that are chronologically connected, and these events are influenced due to various factors. Narrative serves as a source of fascination and amusement for human, sparking our curiosity, and bringing us closer to the storyteller. Cahyono (2015), also states that narration typically involves the act of storytelling. Based on the explanation of narrative text, it can be inferred that narrative text is a text that tells a series of fictional story in the past which aims to entertain the readers.

b. **Kinds of Narrative Text**

Based on Keraf (2001), there are several types of narrative text;

1) Expository narrative

An expository narratives commonly talks about a factual events. The objective of this narrative is to provide a more detailed explanation of the story's subject.

2) Suggestive narrative

This narrative is not similar with expository narrative. The goal of this narrative is to provide an explicit message while also stimulating the readers' imagination.

3) Fiction and non-fiction

Traditional stories and folktales are examples of narrative fiction, whereas non-fiction tells about a historical event. The genre of narrative fiction encompasses fables, myths, legends, and fairy tales. Autobiography, biography, history, and anecdotes are example of narrative non-fiction.

In addition Knap (2005), there are three kinds of narrative text:

1) Personal narrative text

This narrative discusses about the writer's personal stories or experiences. It is categorized as a personal narrative text.

2) Imaginative narrative

The authors write fiction stories in which they usually construct unusual scenarios or events that would never happen in real life.

3) Narrative essay

The point of view in a narrative essay is always clear. A narrative essay always uses vivid verb and modifiers, and it is also quite specific when describing the characters.

c. Generic Structure of Narrative Text

Gerot and Wignell (2017:4), suggests the generic structure of narrative text as follows:

1) Orientation

This part is typically used to describe the troubling occurrences or the situation. It also explains the setting and characters who were involved.

2) Evaluation

This part included the sequences of events, which are talked about the past activities or events.

3) Complication

Complication is a paragraph that describes the star of the problem. The beginning of this problem also begins a series of plots that will lead to the story's conflict, climax, and anti-climax. Generally, complications contain interactions between event actors. This interaction creates a conflict or contradiction. There are 3 types of conflict that may occur in complications, namely natural conflict, social conflict, and psychological conflict. As the name suggests, natural conflict is a problem between actors and nature, social conflict is a problem between actors, while psychological conflict is a problem between actors and themselves.

4) Resolution

This aspect is part of an event that talks about the crisis is resolved (problem solving); even it is for better or worse.

5) Re-Orientation

This element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

d. Language Features of Narrative Text

The language features of narrative text are suggested by Gerot and Wignell (2017:4).

1) It concentrates on particular and typically personalized individuals. e.g. Snow White, Cinderella, and Sangkuriang.

2) Using past tense e.g.: lived, and was, didn't.

3) Using a relational or linking verb e.g. Cinderella was sad

4) Using temporal conjunctions and circumstances e.g. once upon a time, a few years ago, long time ago.

5) Using action verb (material process) e.g. began, ran, called

e. Example of Narrative Text

Orientation: Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

Evaluation: One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to

America and they didn't have enough money to take Snow White with them.

Complication: Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods.

Resolution: She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work.

Re-orientation: There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

B. Previous Study

There are several references to conduct the research. The references are helpful in making it easier for the researcher to conduct the investigation. In this study, the researcher refers to the previous study.

The title of the first previous study is "The Analysis of Grammatical Error in Students' Recount Text Made by the Eighth Grade Students of SMPN 1 Gombong in the Academic Year of 2016/2017." The research was conducted by Shaila (2017). The objectives of this research were to identify

the types of errors and dominant errors on writing recount text made by the eighth Grade Students of SMPN 1 Gombong in the academic year of 2016/2017. The result showed that there were four types errors occurred in this research. From the research above, the researcher finds some similarities of this research with previous study. This research and previous research are same because these research use descriptive qualitative as the research design and discuss about error analysis. The subject of these studies is different. The research's subject above is SMPN 1 Gombong. Meanwhile, this research takes students in SMP Al-Islam 1 Surakarta. Additionally, the genre of the text is also different. The previous research is about recount text and this research is about narrative text.

The second is a journal article from Banika (2022). The title is "Grammatical Errors Committed by Students of MTS Nurul Huda Sawo in Writing Descriptive Text". The study aimed to know the types of grammatical errors and the most common errors committed by students in writing descriptive text. The instruments used in this study were analysis and writing test. The finding of this research indicated that there were 67 grammatical errors committed by the students. Misformation was the highest percentage with 57.98%. The research design is similar to the previous research. These studies use descriptive qualitative. Both of the studies discuss about analysis errors in writing text. The focuses of the study are different. The previous study only focuses on grammatical errors. Meanwhile, this research focuses on analysis the grammatical and mechanic errors in writing text. The research

subject above is the students of MTS Nurul Huda Sawo, while this research takes students in SMP Al-Islam 1 Surakarta.

The third, a journal from Evi, Tiur,and Bambang (2022). The title is "A Review of Error Analysis in Teaching English Structure". The purpose of this study was to determine the role of error analysis in teaching English as a foreign language, especially English Structure. This study used descriptive qualitative as the method. The samples in this study were 100 students of English Department at State Polytechnic of Sriwajaya Palembang. The findings were four main stages of error analysis simplified in this study. They were detecting, locating errors, describing the errors, and classifying the errors. From the research above, it can be concluded the similarity of this research with previous study is the research design. The previous research discusses the error analysis stages in teaching English structure, meanwhile in this study discusses the grammatical and mechanic errors of writing text.

The fourth is a journal from Rohdearni Wati Sipayung and Benarita (2023). The title is "An Analysis of Grammatical Errors in Writing Descriptive Text." The goal of this study was to know the grammatical errors that happened in writing class of the second semester. The results of this study revealed that there were 6 kinds of grammatical errors. Tense error was the most common errors which had total occurrences of 26.31%. From the research above, it can be concluded that the research design is similar because both of the studies uses descriptive qualitative. The prior study uses descriptive text and this study uses narrative text.

Table 2.6 Previous Related Studies

No	Previous Study	Similarities	Differences
1.	Shaila (2017), "The Analysis of Grammatical Error in Students' Recount Text Made by the Eighth Grade Students of SMPN 1 Gombong in the Academic Year of 2018/2017."	This study is similar to the earlier study, because it also focuses on the students' error analysis. The research design is also using descriptive qualitative.	The subject of this research is different. The subject of this research is SMPN 1 Gombong, meanwhile this research's subject is students of SMP Al-Islam 1 Surakarta. The earlier study uses recount text. Meanwhile this research uses narrative text.
2.	Banika (2022), "Grammatical Errors Committed by Students of MTS Nurul Huda Sawo in Writing Descriptive Text."	The similarity of this research with previous study is about analysis errors in writing text and descriptive qualitative.	The prior study only focuses on grammatical errors, meanwhile in this research focuses on analysis grammatical and mechanic errors. Additionally, research subject is difference.

3.	Evi, Tiur, and Bambang (2022), "A Review of Error Analysis in Teaching English Structure."	The research design is similar. This research also uses descriptive qualitative.	This study focuses on grammatical and mechanic errors in writing text, following the previous study on error analysis stages in teaching English structure.
4.	Rohdearni Wati Sipayung and Benarita (2023), "An Analysis of Grammatical Errors in Writing Descriptive Text".	The research design is similar. This study also uses descriptive qualitative.	The previous study focuses on grammatical errors in descriptive text , while this study focuses on grammatical and mechanical errors in narrative text

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design is utilized in a study to determine how to present the data. Creswell (2012) claims that the research design is the particular process of the study that includes data collecting, data analysis, and the creation of the study's final report. The research design is aimed to provide precise evidence that may be used to answer the original question as clearly as feasible. Qualitative research are divided into five types, there are descriptive research, grounded theory, ethnography, case study, and narrative research.

In this research, the descriptive qualitative method was used as the research design. According to Adetia (2014), the qualitative descriptive method is research method which characterized by its precise examination of current phenomena at a particular time and its focus on producing an accurate description of the observed aspects. It means that, descriptive qualitative research is a problem formulation that directs research to examine or capture the social phenomena that will be researched extensively, precisely, and in-depth.

According to Bodgan and Taylor as cited in Setiyadi (2006:192), qualitative research draws its descriptive data from the individuals' own words and actions that can be seen. Additionally, Creswell (2009), claims that qualitative research is a way for gaining a greater understanding of the

significance of individuals or groups who have human and social problems. It may be concluded that qualitative research uses written words and actions from the individual to gather descriptive data, improving the comprehension of the significance of personal or group dealing with human and social problems.

Personal records or documents, field notes, respondents' behavior, and documentation can be used to collect the descriptive data. Using the appropriate method is very essential thing, as it simplifies the researcher' comprehension of the problem that necessitates a thorough examination. The choice of using descriptive qualitative research is proper to this study because the focus of this study is to find out the information about the types of students' errors and the reasons why errors occur in students' writing on narrative text at the second grade students of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024.

B. **Research Setting**

1. Place of Research

    Choosing the right place was important because it affected the results of the research. So, this research was conducted at SMP Al-Islam 1 Surakarta, which is located at Jl. Moh. Yamin No 125, Tipes, Kecamatan Serengan, Kota Surakarta, Jawa Tengah 57154.

2. Time of Research

The research schedules included pre-research, making proposal, proposal examination, data collection & analysis, and thesis exam. The research schedules are explained in the following table.

Table 3.1 Research Timeline

NO	Activity	2023-2024				
		Aug	Sep	Oct	Nov	Feb
1.	Pre-research	■				
2.	Make proposal		■			
3.	Proposal seminar			■		
4.	Data collection & Analysis				■	
6.	Thesis examination					■

C. Research Subject

The second grade students of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024 served as the research subjects. The subject was chosen because the narrative text material was taught at the second grade of junior high school. There were six classes at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024. The researcher took only one class of the second grade students as the subject of this research. The researcher chose VIII B as the subject and it consisted of 31 students. There were 10 male and 21 female students. The researcher chose this class because

VIII B was tahfidz program. The teachers were not allowed to give homework. The students were only focused on memorization of the Qur'an at home. As a result, the students of this class had lower English proficiency than other classes.

Table 3.2 The Number of the VIII B Students

Class	Gender	Number of Students
Students' of VIII B	Male	10
	Female	21
Total		31

Arikunto (2010), if there are less than 100 students, all of them can be taken; if there are more than 100 students, 10-15 % or 20-25% of them can be taken. Because the number of students in this population was less than 100, so the researcher used all the population as the sample in this study.

D. Data and Source of the Data

Data is an essential thing in all types of research particularly in qualitative research, because it contains the answers related to the research questions. The research data included of students' writing outcomes. It was specifically about the various students' errors on writing narrative text created by the second grade students of SMP Al-Islam 1 Surakarta. The results of students' writing were analyzed by researcher as a source for this study.

According to Maryadi et al. (2011), data sources encompass the phenomena, individuals, activities, documents, files, and other information

reservoirs. Data source of this research was the documentation of students' written tests, encompassing various errors on writing narrative text. The second grade students played a role as informants to provide some additional information about the types of errors that made by the students, and causes of errors.

E. Research Instrument

The researcher used instruments to assist the data collection in doing research. Therefore, the instruments simplified the research process, making it more convenient for the researcher to complete the study. Sugiyono (2015:59), argues that in a research, the key of instrument is the researcher itself. The researcher needs to have more understanding about qualitative research and the procedures. As a key instrument in qualitative research, the researcher has the capability to decide the topic, select the subject, collect the data, conduct the data analysis, and draw a conclusion of the results. In this research, the researcher used a checklist and interview blueprint as research instruments. The research instruments were used to classify the types and sources of students' errors in writing narrative text. The checklist was based on Dulay and Betty S. Azar's theories. While the question items of interview which were adapted from Angela (2023).

Table 3.3 Research Instruments of Errors Classification

Samples	The Types of Students' Errors in Writing Narrative Text														Total
	Sp	M	Wc	V	O	Ad	Wo	Is	S	P	C	A	Mnc	Ros	
Total															

Notes:

1. Sp : Singular-plural   8. Is : Incomplete Sentence

2. M : Misformation   9. S : Spelling

3. Wc : Word choice   10. P : Punctuation

4. V : Verb tense   11. C : Capitalization

5. O : Omission   12. A : Article

6. Ad : Addition   13. Mnc : Meaning not clear

7. Wo : Word order   14. Ros : Run on sentence

Table 3.4 Interview Blueprint

No	Aspect	Questions
1.	Memory aspect	1) What do you know about narrative text?
		2) Do you remember the kinds of narrative text? Mention!
		3) What are the generic structures of narrative

		text?
		4) What are the language features of narrative text?
2.	Cognitive aspect	1) Have you practiced making narrative text well?
3.	Metacognitive aspect	1) What do you think about learning English? Is it difficult?
		2) What are the difficulties you face when making narrative text?
		3) Why do you make errors when writing narrative text?

F. Techniques of Collecting the Data

The following data collection methods are used for this study, as follows:

1. Documentation

   The researcher used documentation to collect the data. Sugiyono (2015), states that picture, diary, examination score, result of report, and official letter are well-known as documentation. The researcher took the data from the students' worksheets of writing narrative text from class VIII B of SMP Al-Islam 1 Surakarta in the academic year of 2022/2023. The researcher took 31 students' worksheets. There were some steps in doing the documentation:

   a. The researcher prepared the worksheet test;

   b. The researcher came to the class;

c. The researcher observed the process of teaching and learning activities on narrative text;

d. The researcher gave the worksheet to the students;

e. The researcher gave sixty minutes to do the test;

f. The researcher analyzed the students' error in writing narrative text after getting the data;

g. The researcher calculated the total errors into percentages table;

2. Interview

One of the most popular and fundamental techniques for acquiring qualitative data is interview. Interview is a technique used to get data from individuals, allowing them to share their opinions, convictions, and emotions about several situations using their own language. According to Riyanto (2010), interview is a technique of data collection that requires a direct interaction between researcher and participants. Afifuddin (2009), claims that interview is the process of collecting data that involves asking questions to an individual who takes a role as an informant. In this study, the researcher asked 8 questions to the students in class VIII B of SMP Al-Islam 1 Surakarta in the academic year of 2022/2023. Interview was utilized to know the difficulties that students' have in writing narrative text.

G. Trustworthiness of the Data

Triangulation is applied to make sure the data are accurate. According to Denzin in Lexy (2010), there are four kinds of triangulation. They are source

triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

1. Source triangulation

    Source triangulation suggests that the researcher needs to confirm and double-check the reliability of data gathered from both documentation and interviews.

2. Investigator triangulation

    The researcher will investigate the trustworthiness of the research data and data sources. Investigator triangulation involves employing multiple investigators, observers, or data analysts in a research.

3. Methodological triangulation

    The researcher will utilize this triangulation to check back the credibility of her own data or other researcher's study.

4. Theoretical triangulation

    Theoretical triangulation is a strategy for evaluating data by making the comparison based on analytical conclusion to provide a valid evidence for research conclusion.

    In this study, the researcher used investigator triangulation. The research data findings were evaluated and discussed with other people who were expert in the relevant subject. The researcher reviewed and discussed the data findings with the English teacher of SMK Yayasan Pendidikan Colomadu, Mrs. Anis Febriana Sita Hidayati, S.Pd. The teacher reviewed and rechecked the data that had been analyzed by the researcher before. Then, the results

were described and discussed in the research report if the data had been verified by the English teacher.

H. Technique of Analyzing the Data

The researcher intended to analyze the data in several steps. The thesis was not included all of the collected data. All data had to be presented in a clear and logical manner, ensuring that the significance and sequence of each event were readily understandable and free from ambiguity. According to Miles and Huberman (2009:244), there are some steps of analyzing the data, as follows:

1. Data Reduction

    Data reduction involves the act of choosing, concentrating, simplifying, abstracting, and changing the data contained in written field notes or transcription to required specific standard criteria. Additionally, it should be known that data reduction can be carried out in various forms, including selection, summarization, paraphrasing, and incorporation into larger patterns. Following data collection, the researcher continued the research carefully and simplified the collected data.

2. Data Display

    After data reduction, the researcher systematically arranged and prepared the data for analysis. The researcher used Dulay, Burn, Kreshen and Betty S. Azzar theories to closely examine the students' errors in writing narrative text. These data display technique were created to make

data succinct, clear, and well-organized. The researcher also offered codes to make it easier to classify the data analysis for each dataset.

In this research, the researcher aimed to simplify the data analysis process by assigning specific codes to each piece of data. According to Miles and Huberman (2009:244), states that these codes serve as markers to attribute meaning to the information gathered in the study. The researcher had established a set of codes for coding the data, which included:

a. The letter Sa was used before the numbers of 1-31. Sa 1 indicated that the data was sample 1.

b. The datum number of a sentence was represented by the numbers 1,2,3,4,5….

c. For example, 1 for the sentence of datum number, 2 for the second sentence of datum number, and so on.

d. The datum number of error was expressed as (1), (2), (3), etc. As an illustration, (1) omission, (2) addition, etc.

Here was illustration of reading coding data:

Sa2/1(2) indicates that the sample number 2 with the number sentence of 1 makes an addition error.

3. Drawing and Verifying Conclusions

After the data was presented, the researcher could proceed to analyze and draw a conclusion. The researcher utilized the data displayed in the tables to describe and interpret it. This step was crucial for drawing

conclusions and verifying the error analysis in the narrative text written by the students.

In analyzing the types of errors, the researcher used the percentage technique. The researcher used formula by Anas Sudijono (2018), as follows:

$$P = \frac{F}{N} \; x \; 100 \;\%$$

Where:

P = Percentage of the error

F = Frequency of the error

N = Total number of item test

Table 3.5 The Frequencies of Students' Errors

No	Types of Errors	Number of Errors	Relative Frequency (Percentage)
1.	Verb tense		
2.	Punctuation		
3.	Capitalization		
4.	Spelling		
5.	Add a word (Omission)		
6.	Omit a word (Addition)		

7.	Word choice		
8.	Meaning not clear		
9.	Word form (Misformation)		
10.	Singular-plural		
11.	Word order (Misoredering)		
12.	Incomplete sentence		
13.	Article		
14.	Run on sentence		
	Total		

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research Findings**

In this chapter, the researcher shows the study's findings, which have derived from analyzing the error in students' worksheets on narrative text and conducting interview to the 31 students of eighth B at SMP Al-Islam 1 Surakarta in the academic year of 2023/2024 concerning with the sources of errors. The researcher conducted the research for two meetings from 21th October 2023 until 28th October 2023. In order to effectively display the research's outcome, the following categories of findings are made in accordance with the research questions as follows:

1. **The types of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024**

The researcher used Dulay and Azar's theories to identify the errors that students committed. This table below is the percentage of the errors in students' writing on narrative text.

Table 4.1 The Frequencies of Students' Errors

No	Types of Errors	Number	Percentage $P = \frac{F}{N} \, x \, 100 \, \%$
1.	Verb tense	115	34.12%
2.	Punctuation	87	25.81%

3.	Capitalization	50	14.83%
4.	Spelling	30	8.90%
5.	Add a word (Omission)	11	3.26%
6.	Omit a word (Addition)	9	2.67%
7.	Word choice	8	2.37%
8.	Meaning not clear	7	2.07%
9.	Word form (Misformation)	6	1.78%
10.	Singular-plural	4	1.18%
11.	Word order (Misoredering)	4	1.18%
12.	Incomplete sentence	3	0.89%
13.	Article	2	0.59%
14.	Run on sentence	1	0.29%
Total of Errors		337	100%

a. **Verb Tense**

There were 115 errors in verb tense usage. This error occurred because verbs in English should be changed from present to past or future tense. The difference between regular and irregular past tense verbs can be very confusing for students because it is a concept that does not exist in Indonesian. This error can occur when students learn a particular grammar rule and apply it incorrectly to all other rules. This was known as intralingual transfer. An instance was found in

Sa4/1(1) *"I will enter 7th grade."* Because narrative text talked about the story in the past, so students should use v2. It should be *"I entered 7th grade."*

Another example was in **Sa6/3(1)** *"I study at SMP Al-Islam 1 Surakarta."* The student did not use v2 in the sentence. That should be *I studied at SMP Al-Islam 1 Surakarta."*

b. **Punctuation**

The students committed 87 punctuation errors. An example was in **Sa17/1(2)** *"My first day at school I already know someone of my friends because I live in a hostel."* The student omitted **comma.** Comma should be included after 'school'.

The other example was in **Sa22/6(2)** *"At that time I felt very sad and I started to hate my friend."* Comma should be included after 'time'. That should be *"At that time, I felt very sad and I started to hate my friend."*

c. **Capitalization**

The students committed 50 capitalization errors. An example was in **Sa24/1(3)** *"the name of my junior high school was SMP Al-Islam 1 Surakarta."* In the first word in a sentence, should be capitalized. It should be **"The."**

Another example was in **Sa31 /1(3)** *"On Wednesday, i visited the Keratin for MPLS."* Pronoun I should be capitalized. It should be *"On Wednesday, I visited the Keratin for MPLS."*

d. Spelling

The students had made 30 spelling errors. One of the examples was in **Sa15/4(4)** *"My firsl friend was Dyah."* That should be *"My first friend was Dyah."*

Another example was in **Sa16/1(4)** *"I intered the school SMP Al-Islam 1 Surakarta."* It should be **entered.**

e. Add a word (Omission)

The students omitted 11 add a word errors. The concept of add a word is a bit similar to the concept of omission. Those happened due to the absence of an essential morpheme in a sentence or speech. An instance of this error was found in **Sa3/3(5)** *"The first day of school was ^ July 15."* The grammatical morpheme was omitted. The preposition **'on'** should be included before month.

Another example was in **Sa16/3(5)** *"We started ^ class."* Article **'the'** should be included before class. It should be ”We started **the** class.”

f. Omit a word (Addition)

There were 9 errors of omit a word (addition) in the students' writing on narrative text. The concept of omitting a word can be seen as similar to 'addition' on surface strategy taxonomy. This error happened as a result of students adding some elements in one or several parts in the sentence which must not be included. An instance was in **Sa10/4(6)** *"My teacher continued to attend to my friend."* The

preposition **'to'** should not be included. It should be *"My teacher continued __to attend__ my friend."*

Another instance was in Sa25/1(6) <u>"One year **agoes**"</u> The student added 'es' and it should be **<u>ago</u>**.

g. Word Choice

There were 8 word choice errors made by the students. When the students did not know the words to use in their paragraphs, they frequently made these errors. This unfamiliarity appeared their straight translation of errors from Indonesian to English.

Furthermore, students often overgeneralized rules because they had not mastered the language, Interlingual transfer may also result in similar errors. The instance was in **Sa10/2(7)** *"Than my teacher __took__ my name and my teacher asked me about my hobbies*." Because the word **'took'** was not suitable for the sentence above. It should be *"Then, my teacher __called__ my name and my teacher asked me about my hobbies."*

Another instance was in **Sa16/5(7)** *"I made __friends__ with him."* The word **'friends'** was not suitable for the sentence. *It should be "I made __friendship__ with him."*

h. Meaning Not Clear

There were 7 meaning not clear errors. An example was in **Sa14/4(8)** *"after that __I received news that I received news that__ I was*

accepted to enter middle school.'' A statement became unclear in meaning and it could not be easily interpreted.

The other instance was in **Sa25/2(8)** *''<u>Her step mother my school</u> was in SMP Al-Islam 1 Surakarta.''* The meaning was not clear (ambiguity). It should be *''<u>My school</u> was in SMP Al-Islam 1 Surakarta.''*

i. **Word Form (Misformation)**

In word form, the students made 6 errors. These errors were caused by intralingual transfer because the students used a rule that they had mistakenly generalized to other word classes. This happened because the students had not fully understood the grammatical rule. The instance of this error was in **Sa20/3(9)** *''I meet <u>her </u>when I was go for a walk to go to the canteen.''* Because in the sentence, the student talked about Haidar. It should be **<u>him </u>**because Haidar was male.

The other example was in **Sa21/2(9)** *''I met my friend named Zahra, <u>he</u> is a good person.''* The sentence talked about Zahra. It should be **<u>she</u>** because Zahra was female.

j. **Singular-Plural**

Four errors in singular and plural usage were made by the students. These errors happened as a result of their native language. Unlike English, Indonesian does not discriminate between singular and plural nouns. While, English distinguishes itself from Indonesian by

categorizing singular and plural nouns as regular and irregular plural nouns, as well as countable and uncountable plural nouns.

The singular-plural error example was found in **Sa7/4(10)** *"I do not have **any friend** there yet."* That should be *"I do not have **any friends** there yet."* Because any is typically used with plural and countable nouns, as well as singular and uncountable nouns. Because friend is a countable noun, we must put 's' at the end of the word.

Another example was in **Sa28/7(10)** *"One of my **friend** call me."* It should be **friends.**

k. Word Order (Misoredering)

There were 4 errors of word order (misoredering). Those occurred when a morpheme or group of morphemes was placed incorrectly inside an utterance. The instance was in **Sa26/4(11)** *"**I first** went to Al-Islam middle school."* It occurred because a morpheme was placed incorrectly. It should be *"**First, I** went to Al-Islam middle school."*

Another example was in **Sa30/3(11)** *"**First my** friend was Alisha Keysha Ghaisani."* It happened because a morpheme was placed incorrectly. It should be *"**My first** friend was Alisha Keysha Ghaisani."*

l. Incomplete Sentence

The students committed 3 incomplete sentence errors. An example was in **Sa4/7(12)** *"He was calling an enemy, __that would."__* It occurred because morphemes of phrases were missing from a sentence.

The other example was in Sa30/6(12) *"She always follows Alia wherever she goes, __that friends__."* The sentence was not complete and **'that friends'** should not be included.

m. Article

There were 2 article errors. The example was in **Sa5/3(13)** *"There was __an__ MPLS activity at the Keraton museum.* The word of MPLS was noun that begined with consonant sound. So it should be *"There was __a__ MPLS activity at the Keraton museum."*

Another example was in **Sa28/6(13)** *"I am __a__ introvert person."* Article 'a' was used before noun that begined with a consonant sound. While the word of 'introvert' was noun that begined with vowel sound. It should be *" I am __an__ introvert person."*

n. Run-on Sentence

A run-on sentence occurred when two complete thoughts were merged without appropriate punctuation to indicate a separation. In merged sentences, the two thoughts were blended together. In the pupils' worksheets, the researcher discovered only one run-on sentence error. This error was found in **Sa18/2(14)** *"I had a problem with the guidance counselor __because I was late for coaching because I__*

finished the daily hadiths test. " The punctuation should be included in the sentence.

Based on the combination of Dulay and Betty Schrampfer Azar theories, the study's findings indicated that there were 337 errors in total, which were classified into fourteen categories. These included errors in verb tense, punctuation, capitalization, spelling, add a word (omission), omit a word (addition), word choice, meaning not clear, word form (misformation), singular-plural, word order (misoredering), incomplete sentences, article, and run on sentence.

2. **The sources of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024**

The researcher interviewed 31 students from class VIII B at SMP Al Islam 1 Surakarta. The research findings of the interview were reduced to determine the focus of the research. The purpose of the second meeting was to know the sources of errors detected in the narrative text. Some sources of errors were found when students created narrative text. According to Brown (2007), the sources of errors are classified into four. Those are intralingual transfer, interlingual transfer, context of learning, and communication strategies.

a. **Intralingual Transfer**

Intralingual transfer happens when students get difficulty in learning the second language. When pupils learned new language rules,

they had to remember the information. The problems will be occurred if they can not apply the rules due to a lack of target language. As can be seen from the transcript of the student interviews below:

Sa1: "I **do not understand how to apply the tenses of English** such as transforming the simple present tense into simple past tense."

*("Saya **tidak mengerti cara menerapkan tenses bahasa Inggris,** seperti mengubah simple present tense menjadi past tense.")*

Sa8: "I **do not understand about the English grammar**, my **vocabulary is still limited** so I **use google translate** to compose English text."

*("Saya **tidak mengerti tentang apa itu tata bahasa** dalam bahasa Inggris, **kosa kata saya juga masih terbatas** sehingga saya **menggunakan google translate** untuk membuat teks bahasa Inggris.")*

Sa12: "My **English vocabulary is still extremely limited,** so I just arraged the words based on what I know. But, **I also ask to the teacher and use google translate."**

*("Penguasaan **kosa kata bahasa Inggris saya masih sangat sedikit,** jadi saya hanya menyusun kata-kata sesuai dengan apa yang saya tahu, **tapi terkadang saya juga bertanya kepada guru dan menggunakan google translate.")*

Sa21: "Because I **do not know the difference between v1 and v1**, so I just write a bit."

*("Karena **saya tidak tahu perbedaan antara v1 dan v2,** jadi saya hanya menulis sekedarnya.")*

Sa30: "I **do not understand the rules in English**."

*("Saya **kurang paham aturan dalam bahasa Inggris**.")*

Sa15: "I **can not differentiate between regular verb and irregular verb.**"

*("Saya masih **belum bisa membedakan antara kata kerja beraturan dan kata kerja tidak beraturan**.")*

According to the students' explanation above, intralingual transfer appeared as a result of their inability to understand their acquired second language.

b. **Interlingual Transfer**

Interlingual transfer is a cause of errors that are influenced by the interference of second language learners' mother tongue. The students still appllied Indonesian pattern into English when they translate the sentences. As may be seen from the transcript of the student interview below:

Sa1: "I make spelling errors in English. **I think the pronunciation and writing are almost the same.**"

*("Saya salah menulis suatu ejaan dalam bahasa Inggris. **Menurut saya pengucapan dan penulisannya hampir sama**.")*

Sa8: "In composing a sentence, I am o**ften influenced by the Indonesian language** and guided by the meaning in Indonesian."

*("Dalam menyusun sebuah kalimat, **saya sering terpengaruh oleh bahasa Indonesia,** dan saya sering berpedoman pada artinya dalam bahasa Indonesia.")*

Sa21: "I think that if the sounds are same, so the meanings are same."

("Saya **pikir jika bunyinya sama, artinya juga sama**.")

We could draw the conclusion that the learners' first language influenced the errors committed by the students.

c. **Context of Learning**

A teacher's explanation, the contents of the textbook, and the students themselves can influence the context of learning. Errors can be occurred when the teacher delivers explanations that are incorrectly aligned with the context offered in the textbook. This discrepancy between the teacher's classroom explanations and the textbook information can make it difficult for pupils to understand the patterns. Furthermore, the textbook may contain explanations that are difficult for pupils to understand. Furthermore, students may form misconceptions based on the teacher's explanations or the resources offered, which can lead to errors in their comprehension and application of the subject matter. It can be seen below:

Sa1: **"I do not really understand when the teacher explaines the material about narrative text,** because **there is a lot of material and it is quite confusing."**

*("Saya **kurang paham saat guru menjelaskan materi tentang narrative text,** karena **materinya sangat banyak** dan cukup **membuat bingung**.")*

Sa8: "**I had difficulty to understand the material presented by the teacher,** because **the teacher explained the material too quickly.**"

*("Saya **sulit untuk mencerna materi yang disampaikan oleh guru**, karena guru **menjelaskan materinya terlalu cepat**.")*

Sa21: "The **teacher explains the material too quickly** so **it is difficult to understand.**"

*("Gurunya **menjelaskan materi terlalu cepat** sehingga **sulit untuk dipahami**.")*

According to the previously mentioned interview, the students stated that their teacher had introduced the topic, but the teacher's delivery style was not clear and boring that they did not understand.

d. **Communication strategy**

Communication strategy was related to learning styles because of the method that students employed in the development of knowledge, which might result in errors when conveying their ideas. It can be seen in below:

Sa8: "**My learning style influences the mistakes I make in writing English texts.** I also pay less attention to my writing."

*("**Gaya belajar** saya **mempengaruhi kesalahan yang saya buat dalam menulis teks bahasa Inggris.** Saya juga kurang memperhatikan lagi tulisan saya.")*

Sa21: "**My learning style is very bad** and I also do not pay attention to my writing."

*("**Gaya belajar saya sangat buruk** dan saya juga kurang memperhatikan tulisan saya."*

B. Discussion

This section discusses the interpretation of the results of the analysis on the types and sources of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in class B in the academic year of 2023/2024.

1. Types of errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in class B in the academic year of 2023/2024

According to the research findings above, it could be said that there were 337 errors in students' writing on narrative text at the second grade of SMP Al-Islam 1 Surakarta in class B in the academic year of 2023/2024. The students' errors were classified into fourteen categories based on the combination of Betty Schrampfer Azar and Dulay's theories. The students made 115 errors of verb tense, 87 errors of punctuation, 50 errors of capitalization, 30 errors of spelling, 11 errors of add a word (omission), 9 errors of omit a word (addition), 8 errors of word choice, 7

errors of meaning not clear, 6 errors of word form (misformation), 4 errors of singular-plural, 4 errors of word order (misoredering), 3 errors of incomplete sentence, 2 errors of article, and 1 error of run-on sentence.

Furthermore, based on the table frequencies of students' errors indicated that the most frequent error was verb tense. The students made 115 errors of verb tense or 34.12%. This is different from previous research carried out by Shaila (2017). Her research is about the analysis of grammatical error in students' recount text made by the eighth grade students of SMPN 1 Gombong in the academic year of 2016/2017. Shaila (2017) revealed that the most frequent error was omission with 89 errors or 47.8%. The reason why most of the students made dominant error in verb tense was they lack of understanding of tenses. Because the narrative text discusses previous experiences, students are required to use the past tense in their text. Simple past tense is the suitable verb tense to use in a narrative writing, which often discusses the past occurrences. Tense is significant since it is used to indicate when events occur. To accurately portray the sequence of events in the past, the verb tenses must be constant. The students consistently committed errors while changing verbs from the present to the past tense, for instance; *writed* instead of *wrote*, *eated* instead of *ate,* and *buyed* instead of *bought.* The researcher inferred that the students did not have a strong comprehension of the past tense.

In addition, this study showed that the second frequent error was punctuation. There were 87 errors of punctuation or 25.81%. This is

different from the earlier research of Rohdearni Wati Sipayung and Benarita (2023). The research is about an analysis of grammatical errors in writing descriptive text. It indicated that the second frequent error was verb tense with 66 occurrences or 23.15%. In this research, there were still a lot of punctuation errors made by students, for instance; missing of punctuation and addition of punctuation. Students often neglected proper punctuation due to a lack of awareness about its importance in writing, leading to occasional omissions, misapplications, or complete disregard. From the students' worksheet of writing narrative text indicated that students prioritized particular elements because they focused on writing indications such as suitable vocabulary, grammar, and verbs. As a result, they frequently undervalue the significance of appropriate mechanics, particularly punctuation. For instance in Sa7; *"The first day ^ we held the ceremony."* Comma should be included after 'day'. That shuld be *"The first **day,** we held the ceremony."*

The third frequent error of this study was capitalization. There were 50 errors of capitalization or 14.83%. This is not similar with the research of Banika (2022). The research is about grammatical errors committed by students of MTS Nurul Huda Sawo in Writing Descriptives Texts. The study indicated that the third frequent error was addition with 3 occurrences or 4.35%. In this study, the student made error in capitalization due to a lack of awareness about the necessity of capitalization in writing, students frequently made errors in capitalization,

such as pronoun *I* and the first word in a sentence. The students mostly focused on writing indications such as verbs, grammar, and vocabulary while forgetting correct mechanics, particularly in capitalization. For instance in Sa7; *"So, **i** lent him a pen and we got to know each other."* Pronoun *'i'* should be capitalized. It should be "*So, **I** lent him a pen and we got to know each other."*

Run-on sentence was the least prevalent error in this study. It could be seen in the table of frequencies of students' errors. There was only 1 error of run-on sentence or 0.29%. While in earlier study of Shaila (2017) showed that the last error was addition with 12 occurrences or 6.5%. In this case, the student could not comprehend how to properly connect one sentence to the others, which results in run-on sentences.

2. **The sources of errors in student's writing on narrative text written at the second grade of SMP Al-Islam 1 Surakarta in the academic year of 2023/2024**

According to data analysis from the students' interviews, there were several reasons why students committed errors when composing narrative text. Brown (2007), defines four types of causes errors. These include intralingual transfer, interlingual transfer, context of learning, and communication strategy.

First, intralingual transfer is linked to students' low command of the target language, limited vocabulary, word selection, and difficulties interpreting or expressing ideas. Aside from that, the students were

struggled with using the simple past tense while creating narrative text. This aligns with the earlier research by Angela (2023). She expressed that it is mirrored the common features of rule learning including incorrect generalization, insufficient rule application, and the inability to understand the situations in which rules are applicable. For instance in Sa31/9; *"I eat with my friends outside of class."* It should use v2 in the sentence. The sentence should be changed into *"I ate with my friends outside of class."*

Second, the students' narrative texts were influenced by interlingual transfer, which was related to their mother tongue. Learning a second language in its early stages is particularly dangerous because of interlingual transfer or interference from the native tongue. During the early stages before the second language system is well-understood, the learner's mother tongue serves as the exclusive linguistic system of reference. This is supported by the prior study conducted by Angela (2023). She stated that it is caused by the influence of the students' first language. Word order, omission, and addition errors were among the several kinds of errors covered. For instance; *"I put my book **near from** my bag."* The preposition *'from'* should not be included in the sentence. It should be *"I put my book **near** my bag."*

Third, the context of learning was related to the students' inability to comprehend the teacher's explanation. The errors occurred because the content was hard to understand, inaccurate explanations, disorganized textbooks, and improperly contextualized patterns. This aligns with the

earlier research by Shaila (2017). She expressed that pupils often make errors as a result of a teacher's incorrect explanation, improper presentation or word drill in a textbook. For instance; the word of *"enterd"* was spelling error, the student committed the vowel *e*. It should be written as *"entered."*

Last, communication strategy was related to students' learning styles. Although students' lack of interest is typically related to their motivation, educators are aware that mismatches in the materials, presentation methods, and students' preferences can all contribute to students' disinterest. This is supported by Shaila (2017) in the earlier study. She stated that on of the reasons why students committed errors in making narrative text is students' lack of attention to their writing.

The students committed errors since they were not master in the target language and failed to use the English rules. In writing a text, the students are hoped to obey the English grammatical rules. The students have to follow all written instructions if they want to learn how to utilize English grammar correctly. If the students write badly, the reader will not understand the topic and the writing will be ineffective. To develop good writing, the students have to comprehend the grammatical rules.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study has collected some information from students at the second grade of SMP Al- Islam 1 Surakarta in class B in the academic year of 2023/2024. Based on the research findings and discussion, the researcher drew the conclusion that:

After counting and categorizing the errors based on the combination theories of Dulay and Betty Schrampfer Azar, the researcher found 337 errors consisting of 115 errors of verb tense or 34.12%, 87 punctuation errors or 25.81%, 50 capitalization errors or 14.83%, 30 spelling errors or 8.90%, 11 add a word (omission) errors or 3.26%, 9 omit a word (addition) errors or 2.67%, 8 word choice errors or 2.37%, 7 meaning not clear errors or 2.07%, 6 word form (misformation) errors or 1.78%, 4 singular-plural errors or 1.18%, 4 word order (misoredering) errors or 1.18%, 3 incomplete sentence errors or 0.89%, 2 article errors or 0.58%, and 1 run-on sentence error or 0.29%.

According to Brown's theory, the researcher identified 4 sources of errors committed by students at the second grade of SMP Al- Islam 1 Surakarta in class B in the academic year of 2023/2024. They were intralingual transfer, interlingual transfer, context of learning, and communication strategy. Intralingual transfer is the source of errors because the pupils have insufficient knowledge about the target language. Interlingual transfer is a cause of students' errors, as evidence by mother tongue

interference. The context of learning includes deceptive teachers' explanations and inaccurate textbook word structure presentations. Communication strategy is a source of errors due to pupils' lack of attention.

B. Suggestion

A research is not only looking for answers but also providing suggestions. After analyzed data and drawn conclusions, the researcher provides suggesstions:

1. Students

It is imperative that students stay focused and get motivated by the teacher's explanations when participating in teaching and learning activities. They ought to maximize their time in order to deepen their comprehension of English grammar and practice regularly in order to improve their text-writing abilities.

2. Teachers

It is desirable to provide students with extensive material on crucial writing structures, particularly in composing narrative texts.

3. For the other researchers

It may be more beneficial for other researchers to observe at different subjects, investigate different language skills, analyze different kinds of texts, and compare their findings with alternative error analysis theories if they are interested in carrying out research similar to the one focused on writing errors covered in the current study.

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APPENDICES

APPENDIX 1

Students' Attendance at the Second Grade of SMP Al-Islam 1
Surakarta in the Academic Year of 2023/2024

Class: VIII B

NO	NIS	STUDENTS' NAME	F/M
1.	14594	Aisyah Faza Amalia	F
2.	14595	Alisha Keysha Ghaisani	F
3.	14596	Almira Hasnasri Rafida	F
4.	14597	Almira Sanika Qurrotu'ain	F
5.	14598	Almira Zelda Fiky Nur. Q	F
6.	14599	Apuila Lu'ay Wirawan Ariqoh	F
7.	14600	Azzahra Khairunnisa	F
8.	14601	Azzahra Nur Habibah	F
9.	14602	Daffa Bakhitah Hilmi	M
10.	14603	David Muslim Yusfranta	M
11.	14604	Dyah Renaning Pinasti	F
12.	14605	Farysa Adelio Setiawan	M
13.	14606	Garneta Althafunnisa	F
14.	14607	Haidar Ahmad Khoiry	M
15.	14608	Haura Afif Abdat	F
16.	14609	Hilmi Alia Sakhi	F
17.	14610	Humaira Kanaka Lituhayu	F
18.	14611	Inas Nabilah Azhar	F
19.	14612	Jaskhima Jaazin Al Ghaniyah	F
20.	14613	Kafi El-Azzam Maulana Afif	M
21.	14614	Kansa Adara Elvaretta	F
22.	14615	Keyla Krisnida Kusuma Dewi	F
23.	14616	Kynthia Luvena Putri	F
24.	14617	Lentiek Labiba Taqiyya	F

25.	14618	Muhammad Azzam	M
26.	14619	Muhammad Ismail Zada Ramadhan	M
27.	14620	Muhammad Raihan Ulumuddin	M
28.	14621	Nakesiha Ilse Fidelia Faustine	F
29.	14622	Narendra Chahil Prasetyo	M
30.	14623	Octavia Nur Anifa	F
31.	14624	Zizi Nur Azatil 'Isma	F

The Types of Students' Errors in Writing Narrative Text

Samples	The Types of Errors														Total
	Singular-plural	Word form (Misformation)	Word choice	Verb tense	Add a word (Omission)	Omit a word (Addition)	Word order (Misoredering)	Incomplete sentence	Spelling	Punctuation	Capitalization	Article	Meaning not clear	Run on sentence	
Sa1	0	0	0	3	0	0	0	0	1	3	0	0	0	0	7
Sa2	1	1	0	15	0	0	0	0	3	0	4	0	0	0	24
Sa3	0	0	1	1	1	0	0	0	1	1	1	0	1	0	7
Sa4	0	0	0	4	0	1	0	1	1	3	2	0	1	0	13
Sa5	0	0	0	8	0	0	0	0	0	1	0	1	0	0	10
Sa6	0	0	0	2	0	0	0	0	1	0	1	0	0	0	4
Sa7	1	0	0	2	0	0	0	0	1	6	3	0	0	0	13
Sa8	0	0	0	4	0	0	0	0	0	4	1	0	0	0	9
Sa9	0	0	0	0	0	1	0	0	0	5	0	0	0	0	6
Sa10	0	0	1	1	0	2	0	0	1	2	7	0	1	0	15
Sa11	0	0	0	1	1	0	0	0	0	5	1	0	0	0	8
Sa12	0	0	0	1	0	0	0	0	0	1	1	0	1	0	4
Sa13	0	0	0	0	0	1	0	0	0	4	1	0	0	0	6
Sa14	0	0	0	0	0	0	0	0	0	3	0	0	1	0	4
Sa15	0	0	0	2	0	0	0	0	4	2	2	0	0	0	10
Sa16	0	1	2	5	1	0	1	0	1	5	5	0	0	0	21
Sa17	0	0	0	6	0	2	0	0	0	4	0	0	0	0	12

Sa18	0	0	0	1	0	1	0	0	1	4	1	0	0	1	9
Sa19	1	0	1	3	0	0	0	0	0	7	1	0	0	0	13
Sa20	0	1	0	4	0	0	1	0	0	0	0	0	0	0	6
Sa21	0	1	1	7	1	0	0	0	2	2	0	0	0	0	14
Sa22	0	1	0	2	2	0	1	0	0	5	0	0	0	0	11
Sa23	0	0	0	9	0	0	0	0	1	1	0	0	0	0	11
Sa24	0	0	0	3	1	0	0	0	1	1	3	0	0	0	9
Sa25	0	0	0	0	0	1	0	1	3	1	3	0	1	0	10
Sa26	0	0	1	1	0	0	0	0	0	2	0	0	0	0	4
Sa27	0	0	0	0	1	0	0	0	0	4	0	0	0	0	5
Sa28	1	1	0	15	2	0	0	0	7	1	5	1	0	0	33
Sa29	0	0	0	0	0	0	0	0	1	2	3	0	1	0	7
Sa30	0	0	1	11	0	0	1	1	0	3	1	0	0	0	18
Sa31	0	0	0	4	1	0	0	0	0	5	6	0	0	0	16
Total	**4**	**6**	**8**	**115**	**11**	**9**	**4**	**3**	**30**	**87**	**50**	**2**	**7**	**1**	**337**

APPENDIX 3

INSTRUMENTS OF THE RESEARCH

Test of Writing Narrative Text

Name   :

Class / Number :

Activity: Write a narrative text about your first day of school! Remember about the generic structures of narrative text: orientation, complication, resolution.and re-orientation.

....

....

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The Guideliness of Interview for Students

Questions:

1. What do you think about learning English? Is it difficlult?

2. What do you know about narrative text?

3. Do you remember the kinds of narrative text? Mention!

4. What are the generic structures of narrative text?

5. What are the language features of narrative text?

6. Have you practiced making narrative text well?

7. What are the difficulties you face when making narrative text?

8. Why do you make errors when writing narrative text?

APPENDIX 4

Students' Worksheets of Writing Narrative Text
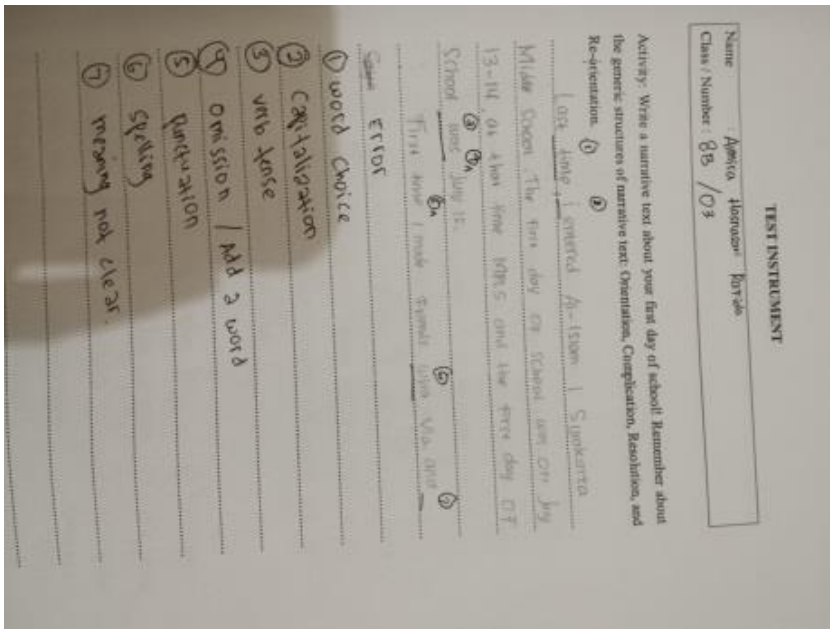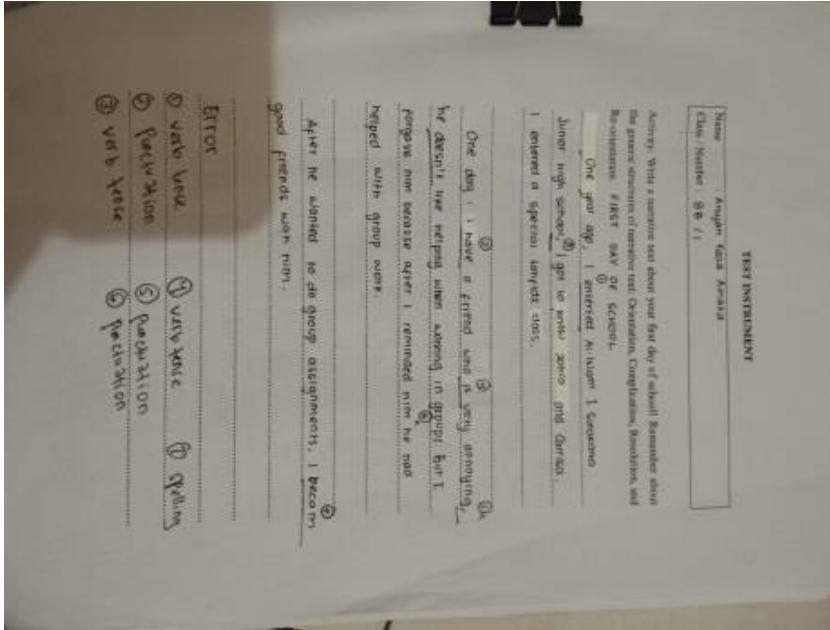
TEST INSTRUMENT

Name   : Humaira Kanaka L

Class / Number : 8B / 17

Activity: Write a narrative text about your first day of school! Remember about the generic structures of narrative text: Orientation, Complication, Resolution, and Re-orientation.

My first day at school I already know someone of my

friends because I live in a hostel.

The problem I have friend who is annoying. like to lie.

and has a face. There were many ups and downs

while I was in the hostel

Error :

1.) Punctuation   8.) verb tense
2.) Verb tense   9.) verb tense
3.) verb tense   10.) Addition
4.) Punctuation.   11.) Addition
5.) Punctuation   12.) Punctuation
6.) verb tense
7.) verb tense

APPENDIX 5

The Students' Errors of Writing Narrative Text

Sample 1

No	Error	Type of Error	Explanation	Correction	Discussion
Sa1/1	One year ago, I [1]enter Al-Islam 1 Surakarta Junior high school,[2] I got to know Zahra and Carissa.	1.Verb tense	1. Verb tense of 'enter' should be v2 'entered'.	One year ago, I **entered** Al-Islam 1 Surakarta Junior high **school.** I got to know Zahra and Carissa.	This sentence contains two errors. Those are verb tenses and punctuation. Those errors happened due to the student's lack of English grammar and mechanical knowledge.
		2. punctuation	2. Comma is not suitable. It should be period punctuation.		
Sa1/3	One day, I [3]**have** a friend who [4]**is** annoying [5]**^** He didn't like to help in doing group assignment.	3. Verb tense	1. Verb tense of 'have' should be v2 "had".	One day, I **had** a friend who **was annoying.** He didn't like to help in doing group assignment.	3 errors can be found in this sentence. There are 2 verb tenses and punctuation error. The student's ignorance of English grammar and
		4. verb tense	4. Verb tense of 'is' should be v2 "was".		

		5. punctuation	5. Students omit punctuation in the sentence.		mechanics is what caused such errors.
Sa1/4	But, I forgave him because after I reminded him [6]^ he had helped with group's work.	6. Punctuation	6. Students omit punctuation in the sentence. Comma should be included.	But, I forgave him because after I reminded **him,** he had helped with groups' work.	There is one error in the sentence. It happened because the student does not master the mechanic rules.
Sa1/5	After he wanted to do group assignments, I [7]**becam** a good friend with him.	7. Spelling	6. Student makes spelling error of "becam"	After he wanted to do group assignments, I **became** a good friend with him.	In the sentence, there is one error. Due to the student's lack of mastery of the mechanical rules, it occurred.

Sample 2

No	Error	Type of error	Explanation	Correction	Discussion
Sa2/1	[1]<u>the</u> last, [2]<u>I'm join</u> [3]<u>ta</u> school SMP Al-Islam 1 Surakarta.	1. Capitalization	1. Letter of the first sentence should be capitalized.	<u>**The**</u> last, <u>**I joined to**</u> school SMP Al-Islam 1 Surakarta.	There are 3 errors in the sentence. They are capitalization, verb tense, and spelling. Those errors happened due to the student's lack of English grammar and mechanical knowledge.
		2. Verb tense	The verb tense is not suitable, because narrative tells about the story in the past.		
		3. Spelling	Student made spelling error		
Sa2/2	[4]<u>**I'm**</u> so happy and [5]<u>exited</u>.	4. Verb tense	4. V2 should be used in the sentence.	I **was** so happy and **excited.**	There are 2 errors in the sentence. They are verb

		5. Spelling	5. Spelling of English word.		tense, and spelling.
Sa2/3	**⁶I'm** join **⁷ta** class 8B	6. Verb tense	6. V2 should be used in the sentence.	I **joined to** class 8B	2 errors can be found in the sentence. They are verb tense, and spelling.
		7. Spelling	7. Spelling error of 'to'		
Sa2/4	**⁸in** my class, **⁹I'm have** friends. My friends **¹⁰are** Alia, Via, and Almira. .	8. Capitalization

9. Verb tense | 8. Letter in the first sentence should be capitalized
9. In the narrative text, past tense should be used. | **In** my class, **I had** friends. My friends **were** Alia, Via, and Almira. | There are three errors can be found in the sentence. It happened due to the student's lack of mastery of the mechanical rules. Student recognized that |

		10. Verb tense	10. To be was/were should be used.		it was difficult to change v1 into v2.
Sa2/5	**[11]I'm have** problems with my friends.	11. Verb tense	11. V2 should be used in the sentence.	I **had** problems with my friends.	There is one error in the sentence. It is a verb tense error.
Sa2/6	She **[12]is** Almira.	12. Verb tense	12. The sentence should use past tense.	She **was** Almira	The sentence contains a single error. It's a verb tense mistake.

Sa2/7	She [13]**don't** like me because [14]**I'm always** with Alia.	13. Verb tense 14. Verb tense	Past tense should be used in sentence.	She **didn't** like me because I **was** always with Alia.	There are 2 verb tenses errors in the sentence. Student still confuses to change verb tense.

Sa2/8	She [15]**don't** like me because she [16]**think** [17]**I'm take** [18]**she** friend.	15. Verb tense 16. Verb tense 17. Verb tense 18. Word form / misformation	15. The sentence should use past tense 16. The sentence should use v2 17. The sentence should use v2 18. The sentence should use subject pronoun her.	She **didn't** like me because she **thought** I took **her** friend.	The sentence contains 3 errors in verb tenses and 1 error in word form (misformation). Continues to struggle with verb tense subject pronoun transformation

Sa2/9	[19]**but** now, [20]**I'm have** so many [21]**friend,** [22]**there is** Alia, Via, Zelda, Nakeisha, Keyla, and Faza.	19. Capitalization	19. In the first sentence, letter must be capitalized.	**Bu**t now, I **had** so many **friends.** There **were** Alia, Via, Zelda, Nakeisha, Keyla, and Faza.	There are 4 errors in the sentence. Student still confuses to change verb tense.
		20. Verb tense	20. The sentence should use past tense.		
		21. Singular-plural	21. The word of 'firend' should use plural.		
		22. Verb tense	22. The sentence should use past tense.		

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Sa2/10	[23]**now** [24]**I'm** very happy and I didn't care my problem in the last.	23. Capitalization 24. Verb tense	23. First letter should be capitalized. 24. The sentence should use past tense.	**Now,** I **was** very happy and I didn't care my problem in the last.	There are 2 errors in the sentence. They are capitalization and verb tense errors.

Sample 3

No	Error	Type of error	Explanation	Correction	Discussion
Sa3/1	Last [1]**time,** [2]**i** entered Al-Islam 1 Surkarta Middle School.	1. Word choice 2. Capitalization	1. Time is not suitable word. 2. Pronoun I should be capitalized.	Last **year, I** entered Al-Islam 1 Surkarta Middle School.	There are 2 errors in the sentence. They are word choice and capitalization.
Sa3/3	The first day of school [3]**is** [4]**^** July 15th .	3. Verb tense 4. Add a word (omission)	3. It should be past tense. 4. The preposition 'on' should be included.	The first day of school **were on** July 15th .	There are 2 errors in the sentence. They are verb tense and add a word (omission). .

Sa3/4	First time [5]^ I made friends [6]**whit** Via [7]**andied** Almira.	5. Punctuation 6. Spelling 7. Meaning not clear	5. Comma should be included. 6. Student made spelling error 7. The word is not clear.	First **time,** I made friends **with** Via **and** Almira.	In the sentence, there are three errors. They are punctuation, spelling, and meaning not clear.

Sample 4

No	Error	Type of error	Explanation	Correction	Discussion
Sa4/1	In 2022, I [1]**will enter** 7th grade.	1. Verb tense	1. The sentence should be past tense.	In 2022, I **entered** 7th grade.	There is a single error. It is verb tense error. The student confused to determine present tense and past tense.
Sa4/2	On the first day, I came in [2]^ I got to know my friends.	2. Punctuation	2. Comma should be included.	On the first day, I came **in,** I got to know my friends.	There is one error. It is punctuation error.

Sa4/3	**³after** studying for a while in the 7ᵗʰ grade, I had friends who were diverse in nature.	3. Capitalization	3. The first letter in the first sentence must be capitalized.	After studying for a while in the 7ᵗʰ grade, I had friends who were diverse in nature.	There is one error. It is capitalization. Student ignored the mechanical rule.
Sa4/4	Of all the friends who **⁴are** close to me **⁵^** I had a problem only **⁶whit** this **⁷I person.**	4. Verb tense 5. Punctuation 6. Spelling 7. Meaning not clear	4. The sentence should use past tense 5. Comma should be included 6. Student made spelling error 7. The word is not clear.	Of all the friends who **were** close to **me,** I had a problem only **with** this **person.**	There are four errors. They are verb tense, punctuation, spelling, and meaning not clear.
Sa4/5	He **⁸has** such a selfish and annoying nature.	8. Verb tense	8. The sentence should use past tense.	He **had** such a selfish and annoying nature.	Student confused to use past tense.
Sa4/6	**⁹at** that time **¹⁰^** he was calling his parents **¹¹but** in a	9. Capitalization 10. Punctuation 11. Omit a word	9. The letter 'a' should be capitalized. 10. Comma should be	**At** that **time,** he was calling his **parents in a** shouting and impolite	3 errors can be found in the sentence. There are capitalization,

No	Error	Type of error	Explanation	Correction	Discussion
	shouting and impolite tone.	(addition)	included 11. The word of 'but' should not be included	tone.	punctuation, and omit a word (addition).
Sa4/7	I reminded him that if he called his parents, he [12]**don't** use a shouting and impolite tone like he was calling enemy, [13]**that would**	12. Verb tense 13. Incomplete sentence	12. Student should use v2 13. The sentence is not complete	I reminded him that if he called his parents, he **didn't** use a shouting and impolite tone like he was calling enemy.	There are 2 errors. They are verb tense and incomplete sentence.

Sample 5

No	Error	Type of error	Explanation	Correction	Discussion
Sa5/1	One year ago [1]_^_ I entered Al-Islam Middle School.	1. Punctuation	1. Comma should be included.	One year **ago,** I entered Al-Islam Middle School.	There is a single error in the sentence. It is punctuation.

Sa5/3	One day, after registering at SMP Al-Islam 1 Surakarta, there was **²an** MPLS activity at the Kraton museum.	2. Article	2.Article 'an' is not correct.	One day, after registering at SMP Al-Islam 1 Surakarta, there was **a** MPLS activity at the Kraton museu.	There is one error in the sentence. It is article error. Student couldn't determine between article 'a' and 'an'.

Sa5/4	There **³are** many items there from ancient kingdoms.	3. Verb tense	3.The sentence should use past tense.	There **were** many items there from ancient kingdoms.	The sentence contains a single verb tense error.
Sa5/7	4-5 days in the class, I **⁴can make** friends with my friends.	4. Verb tense	4.The auxiliary verb should be past tense.	4-5 days in the class, I **could make** friends with my friends.	One verb tense error can be found in the sentence.

Sa5/8	There [5]**are** friends who [6]**are** angry, kind, smart, etc.	5. Verb tense 6. Verb tense	5. Simple past should be used. 6. Simple past sould be used.	There were friends who were angry, kind, smart, etc.	Students made error in verb tense. There 2 verb tense errors.
Sa5/9	I [7]**chat** with him and [8]**ask** "why [9]**are** you angry?" and I [10]**will** advise him not to get angry or misunderstand anymore.	7. Verb tense 8. Verb tense 9. Verb tense 10. Verb tense	The sentence should past tense, because narrative text tells about story in the past.	I **chatted** with him and **asked** "why **were** you angry?" and I **would** advise him not to get angry or misunderstand anymore.	Four errors in verb tense can be found in the sentence. Student didn't understand about the past tense.

Sample 6

No	Error	Type of error	Explanation	Correction	Discussion
Sa6/2	[1]**let** me introduce myself, my name [2]**is** Apuila Wirawan.	1. Capitalization 2. Verb tense	1. Letter 'l' should be capitalized 2. To be 'is' should be past	L**et** me introduce myself, my name was Apuila Wirawan.	There are 2 errors in the sentence. They are capitalization and verb tense.

Sa6/2	[1]**let** me introduce myself, my name [2]**is** Apuila Wirawan.	1. Capitalization 2. Verb tense	1. Letter 'l' should be capitalized 2. To be 'is' should be past	L**et** me introduce myself, my name was Apuila Wirawan.	There are 2 errors in the sentence. They are capitalization and verb tense.
Sa6/3	I [3]**study** at SMP Al-Islam 1 Surakarta.	3. Verb tense	3.The sentence should use past tense	I **studied** at SMP Al-Islam 1 Surakarta.	There is a verb tense error in the sentence. The student didn't know the v2 of study.
Sa6/4	I was in the class 7b and the [4]**home room** teacher for class 7b was mrs. Eni Kusrini.	4. Spelling	4.The student made spelling error.	I was in the class 7b and the **homeroom** teacher for class 7b was mrs. Eni Kusrini.	There is spelling error in the sentence.

Sample 7

No	Error	Type of error	Explanation	Correction	Discussion
Sa7/1	A month ago on July **1^** I took part MPLS in my junior high school.	1. Punctuation	1. Comma should be included.	A month ago on **July,** I took part MPLS in my junior high school.	There is one error in punctuation. Student ignored the mechanical rules.
Sa7/2	The first day **2^** we held the ceremony.	2. Punctuation	2. Comma should be included.	The first **day,** we held the ceremony.	There is a single error. It is punctuation.
Sa7/3	After that **3^** I went **4to gether** to attend,	3. Punctuation 4. Spelling	3. Comma should be included 4. Student made spelling error	After **that,** I went **together** to attend,	There are 2 errors in the sentence. They are punctuation and spelling error.
Sa7/4	I **5don't have** any **6friend** there yet.	5. Verb tense 6. Singular-plural	5. The auxiliary verb should use 'did'. 6. Any is not only one, student should	I **didn't** have **any friends** there yet.	There are 2 errors. They are verb tense and singular-plural.

				put 's' after friend.	
Sa7/5	After a long time [7]∧ there was a person beside me.	7. Punctuation	7. Comma should be included after 'time'.	After a long **time**, there was a person beside me.	There is only one error in the sentence.
Sa7/7	So, [8]<u>**i**</u> lent him a pen and we got to know each other.	8. Capitalization	8. Pronoun 'I' should be capitalized.	So, **I** lent him a pen and we got to know each other.	Capitalization error can be found in the sentence.
Sa7/10	When the teacher entered [9]∧ we were asked to introduce ourselves.	9. Punctuation	9. Comma should be included after 'entered'	When the teacher entered, we were asked to introduce ourselves.	There is only one punctuation error in the sentence.
Sa7/11	[10]<u>**but**</u> we [11]<u>**are**</u> still embarrassed.	10. Capitalization 11. Verb tense	10. Letter 'b' should be capitalized 11. The sentence should use past tense.	**But** we **were** still embarrassed.	There are 2 errors in the sentence. They are capitalization and verb tense.
Sa7/12	[12]<u>**then**</u>, the teacher asked us to choose a class administrator.	12. Capitalization	12. Letter 't' should be capitalized	**Then,** the teacher asked us to choose a class administrator.	There is one capitalization error in the sentence.

No	Error	Type of error	Explanation	Correction	Discussion
Sa7/13	From there ₁₃^ we started to know each other.	13. Punctuation	13. Comma should be included.	From **there,** we started to know each other.	There is one punctuation error in the sentence.

Sample 8

No	Error	Type of error	Explanation	Correction	Discussion
Sa8/1	One year ago ¹^ I entered junior high school.	1. Punctuation	1. Comma should be included after 'ago'	One year ago, I entered junior high school.	There is a single punctuation error in the sentence.
Sa8/3	One day ²^ I borrowed a friends' toy and it was confiscated by the teacher.	2. Punctuation	2. Comma should be included after 'day'.	One day, I borrowed a friends' toy and it was confiscated by the teacher.	There is a single punctuation error in the sentence.
S8/4	Then, I ³**was teased** even though I had apologized to my friend and I had **said**⁴**,** I wanted to	3. Verb tense 4. Punctuation	3. 'was teased' should be active form. 4. Comma is not suitable. It should put 'that' before	Then, I **teased** even though I had apologized to my friend and I had said **that** I wanted to replace the item. But my friend didn't want	There are 4 errors in the sentence. They are 2 verb tense and 2 punctuation errors.

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	replace the item. But my friend didn't want to and after **I,⁵ was teased ⁶**, I apologized again.	5. Punctuation 6. Verb tense	pronoun 'I'. 5. Comma after pronoun 'I' is not suitable. 6. 'Was teased' should be active form	to and after **I teased** 6, I apologized again	
S8/5	I apologized again and I ⁷**don't** know if he forgave me or not.	7. Verb tense	7. It should didn't (v2)	I apologized again and I **didn't** know if he forgave me or not.	There is one verb tense error in the sentence. Student couldn't determine between past and present tense.
Sa8/6	⁸**the** important thing ⁹**is** that I apologized.	8. Capitalization 9. Verb tense	8. Letter t'' should be capitalized. 9. The sentence should use simple past tense.	**The** important thing **was** that I apologized.	There are 2 errors in the sentence. They are capitalization and verb tense.

Sample 9

No	Error	Type of error	Explanation	Correction	Discussion
Sa9/1	One year ago [1]^ I enrolled at Al-Islam 1 Suarakarta [2]^ After that [3]^ I performed Inaugural Ceremony on the basketball court.	1. Punctuation 2. Punctuation 3. Punctuation	Error number 1-3 are punctuation. The student omitted errors in the comma and period.	One year **ago,** I enrolled at Al-Islam 1 **Suarakarta.** **After that**, I performed Inaugural Ceremony on the basketball court.	There are 3 errors in puncation in the sentence.
Sa9/2	After the ceremony, I was told to go up to the third floor to carry out [4]**to carry out** activities to introduce the school environment and at that time [5]^ I didn't have any friends [6]^	4. Addition (omit a word) 5. Punctuation 6. Punctuation	4. There is double marking of 'to carry out'. 5. Comma should be included after 'time'. 6. Period should be included.	After the ceremony, I was told to go up to the third floor to carry out activities to introduce the school environment and at that time, I didn't have any friends.	There are 3 errors in the sentence. They are addition (omit a word) and 2 punctuation errors.

Sample 10

No	Error	Type of error	Explanation	Correction	Discussion
Sa10/1	One day, **¹i** started to **²went** to class.	1. Capitalization 2. Verb tense	1. Pronoun I should be capitalized 2. In using to invinitive, the formula is to+v1 without s/es.	One day, **I** started to **go** to class.	There are 2 errors in the sentence. They are capitalization and verb tense.
Sa10/2	**³Than,** my teacher **⁴took** my name and my teacher asked me about my hobbies.	3. Spelling 4. Word choice	3. Spelling letter error of 'than'. 4. The word of 'took' is not suitable.	**Then,** my teacher **called** my name and my teacher asked me about my hobbies.	There are 2 errors in spelling and word choice.
Sa10/3	**⁵my** favorite food and my favorite color.	5. Capitalization	5. Letter 'm' should be capitalized.	**My** favorite food and my favorite color.	There is one error in capitalization.
Sa10/4	**⁶after** that**,** my teacher continued	6. Capitalization	6. Letter 'a' should be capitalized.	**After** that, my teacher continued **to attend** my	There is 2 errors in capitalization and omit

	to attend **⁷to** my friend.	7. Omit a word (addition)	7. Preposition 'to' should not be included.	friend.	a word (addition).
Sa10/6	**⁸in** the list of names **⁹∧** there were **¹⁰students where names were** not on the attendance list.	8. Capitalization 9. Punctuation 10. Meaning not clear	8. Letter 'i' should be capitalized. 9. Comma should be included. 10. The ambiguity happens in the sentence.	**In** the list of names, **there were not students'** name on the attendance list.	There are 3 errors in the sentence. They are capitalization, punctuation, and meaning nit clear.
Sa10/7	**¹¹it** turned out that the students who were not on the attendance list were students from other classes.	11. Capitalization	11. Letter 'it' should be capitalized.	**It** turned out that the students who were not on the attendance list were students from other classes.	There is a single error in capitalization.

Sa10/8	[12]**because** of that [13]^ the student became [14]**confuseds.**	12. Capitalization 13. Punctuation 14. Omit a word (addition)	12. Letter 'b' must be capitalized. 13. Comma should be included. 14. The student put 's'	**Because** of that, the student became **confused**.	There are 3 errors. They are capitalization, punctuation, and omit a word (addition).
Sa10/9	[15]**then,** my teacher looked for the students actual class.	15. Capitalization	15. Letter 't' should be capitalized.	**Then,** my teacher looked for the students actual class.	There is one error in capitalization.

Sample 11

No	Error	Type of error	Explanation	Correction	Discussion
Sa11/1	One year ago [1]^ I entered Al-Islam 1 Surakarta middle school.	1. Punctuation	1. Comma should be included.	One year ago, I entered Al-Islam 1 Surakarta middle school.	There is one singular error in punctuation.
Sa11/2	One day during [2]^ class [3]^ my	2. Add a word (omission)	2. The word of 'the' should be included	One day during **the class,** my teacher called me	There are 2 errors in omission and

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	teacher called me because I liked a friend of the opposite sex.	3. Punctuation	after 'during'. 3. Comma should be included after 'class'.	because I liked a friend of the opposite sex.	punctuation.
Sa11/3	[4]**there** [5]**^** I was advised not to like him anymore [6]**^** So that it wouldn't interfere with my study schedule.	4. Capitalization 5. Punctuation 6. Punctuation	4. Letter 't' should be capitalized. 5. Comma should be included. 6. Period should be included.	**There,** I was advised not to like him **anymore.** So that it wouldn't interfere with my study schedule.	There are 3 errors in the sentence. They are capitalization and 2 punctuation errors.
Sa11/4	The next day [7]**^** I didn't contact him.	7. Punctuation	7. Comma should be included.	The next **day,** I didn't contact him.	There is a single error in punctuation.
Sa11/4	Since that problem, the BK teacher and I [8]**have become** better.	8. Verb tense	8. The sentence should use simple past tense.	Since that problem, the BK teacher and I **had become** better.	There is only 1 error in verb tense in the sentence.

Sample 12

No	Error	Type of error	Explanation	Correction	Discussion
Sa12/1	One day, I started to **¹went** to the class.	1. Verb tense	1. In using to infinitive, 'to' is followed by v1.	One day, I started to **go** to the class.	There is a single error in verb tense. Students confused in using to infinitive.
Sa12/2	**²then** my teacher told everyone for introduction.	2. Capitalization	2. Letter 't' should be capitalized.	**Then** my teacher told everyone for introduction.	There is 1 error in capitalization.
Sa12/3	Then the introduction **³stratrd** from first chair until the last, and I sat in the last chair **⁴^**	3. Meaning not clear 4. Punctuation	3. The word is not clear. 4. Period should be included.	Then the introduction **was started** from first chair until the last, and I sat in the last **chair.**	There are 2 errors in the sentence. They are meaning not clear and punctuation.

Sample 13

No	Error	Type of error	Explanation	Correction	Discussion
Sa13/1	A year ago [1]^ I was on my first day at Al-Islam 1 Surakarta Junior High School.	1. Punctuation	1. Comma should be included.	A year **ago,** I was on my first day at Al-Islam 1 Surakarta Junior High School.	In the sentence, there is 1 error in punctuation.
Sa13/2	I entered Al-Islam 1 Surakarta Junior High School because I received a recommendation from [2]**a relative** to enter here.	2. Omit a word (addition)	2. Article 'a' shouldn't be included.	I entered Al-Islam 1 Surakarta Junior High School because I received a recommendation **from relative** to enter here.	There is 1 error in addition 9omit a word).
Sa13/3	On the first day **3^** I went to school.	3. Punctuation	3. Comma should be included.	On the first **day,** I went to school,	1 punctuation error can be found in the sentence.
Sa13/4	[4]**it** turned out that	4. Capitalization	4. Letter 'i' should be	**It t**urned out that my	There 2 errors in the

	my school uniform had not been sewn. So **⁵∧** I wore free Muslim clothes on the first day.	5. Punctuation	capitalized. 5. Comma should be included.	school uniform had not been sewn. **So,** I wore free Muslim clothes on the first day.	sentence. They are capitalization and punctuation.
Sa13/5	I felt a little embarrassed because when I was in the canteen, my classmates looked at me. But in the next day. I wore a **uniform⁶**	6. Punctuation	6. Period should be included.	I felt a little embarrassed because when I was in the canteen, my classmates looked at me. But in the next day. I wore a **uniform.**	There is a single error in punctuation.

Sample 14

No	Error	Type of error	Explanation	Correction	Discussion
Sa14/2	On that day **¹∧** I took the junior	1. Punctuation	1. Comma should be included.	On that day, I took the junior high school	There is 1 error in punctuation.

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No	Error	Type of error	Explanation	Correction	Discussion
	high school entrance of exam.			entrance of exam.	
Sa14/3	After that, I received news **²that I received news** that I was accepted to enter middle school.	2. Meaning not clear	2. There are double phrases in the sentence.	After that, I received news that I received news that I was accepted to enter middle school.	There is one error in the sentence. It is meaning not clear.
Sa14/4	Next month **³^** my first day of junior high school **⁴^**	3. Punctuation 4. Punctuation	3. Comma should be included. 4. Period should be included.	Next **month,** my first day of junior high **school.**	There are 2 errors in punctuation.

Sample 15

No	Error	Type of error	Explanation	Correction	Discussion
Sa15/1	One year ago **¹^** I entered a school in Surakarta	1. Punctuation	Comma should be included.	One year **ago,** I entered a school in Surakarta Called Al-Islam 1	There is 1 error in punctuation.

	Called Al-Islam 1 Surakarta.			Surakarta.	
Sa15/2	I entered Al-Islam middle school because I got recommendations from other ²**peaple.**	2. Spelling	The spelling word of 'peaple'.that should be 'people'.	I entered Al-Islam middle school because I got recommendations from other **people.**	There is 1 error in spelling word.
Sa15/3	On the first ³**dag** ⁴**^** I met many friends.	3. Spelling 4. Punctuation	3. It should be 'day'. 4. Comma should be included.	On the first **day,** I met. Many friends.	There is one 2 errors. They are spelling and punctuation.
Sa15/4	My ⁵**firsl** friend was Dyah.	5. Spelling	5. It should be 'first'	My **first** friend was Dyah.	There is 1 error in spelling.
Sa15/5	I ⁶**have** problem with Alisha because She mocked me.	6. Verb tense	6. The sentence should use past tense.	I **had** problem with Alisha because she mocked me.	There is 1 error in verb tense.

No	Error	Type of error	Explanation	Correction	Discussion
Sa15/6	[7]**but,** she never apologized me.	7. Capitalization	7. Letter 'b' should be capitalized.	**But,** she never apologized me.	There is 1 error in capitalization.
Sa15/7	[8]**but** [9]**Istill** [10]**forgive** her.	8. Capitalization 9. Spelling 10. Verb tense	8. Letter 'b' should be capitalized. 9. Spelling error in the sentence. 10. Verb tense should use v2	**But, I still forgave** her.	There are 3 errors in the sentence. They are capitalization, spelling, and verb tense.

Sample 16

No	Error	Type of error	Explanation	Correction	Discussion
Sa16/1	Last [1]**time,** I [2]**intered** the school of SMP Al-Islam 1 Surakarta.	1. Word choice 2. Spelling	1. 'Time' is not suitable in the sentence. 2. Student made spelling word of 'entered'.	Last **year,** I **entered t**he school of SMP Al-Islam 1 Surakarta.	There is 2 errors in word choice and spelling.
Sa16/2	When I entered to	3. Punctuation	3. Comma should be	When I entered to the	There is 1 error in

	the school **⁴^** there were MPLS activities on July 13-14.		included.	school, there were MPLS activities on July 13-14.	punctuation.
Sa16/3	**⁴<u>and</u>** on June 15th, we started **⁵<u>^</u>** class.	4. Capitalization 5. Add a word (omission)	4. Letter 'a' should be capitalized. 5. 'the' should be included.	**And** on June 15th, we started **the** class.	There is 2 errors in the sentence. They are capitalization and add a word (omission).
Sa16/4	**⁶<u>at</u>** school **⁷<u>^</u>** I met one person, and she had no friends at all.	6. Capitalization 7. Punctuation	6. Letter 'a' should be capitalized. 7. Comma should be included.	**At school,** I met one Person, and she had no friends at all,	There are 2 errors in the sentence. They are capitalization and punctuation.
S16/5	**⁸<u>then</u>** **⁹<u>^</u>** I made **¹⁰<u>friends</u>** with him.	8. Capitalization 9. Punctuation 10. Word choice	8. Letter 't' should be capitalized. 9. Comma should be included after 'then'. 10. It should be	**Then,** I made **friendship** with him.	There are 3 errors in the sentence. They are capitalization, punctuation, and word choice.

			'friendship'.		
Sa16/6	[11]**after** being friendship [12]**^** I [13]**know** why she [14]**doesn't** have any friends at all.	11. Capitalization 12. Punctuation 13. Verb tense 14. Verb tense	11. Letter 'a' should be capitalized. 12. Comma should be included. 13. It should use v2 14. It should use v2	**After** being **friendship,** I **knew** why she **didn't** have any friends at all.	There are 4 errors in the sentence. They are capitalization, punctuation, and 2 verb tenses.
Sa16/7	[15]**apparently** [16]**^** because of his annoying nature.	15. Capitalization 16. Punctuation	15. Letter 'a' should be capitalized. 16. Comma should be included.	**Apparently,** because of his annoying nature.	There are 2 errors in the sentence. They are capitalization and punctuation.
Sa16/8	[17]**I finally** got over her character, but [18]**I'm** not very close to her.	17. Word order (misoredering) 18. Verb tense	17. A morpheme is placed incorrectly. 18. It should use simple past.	**Finally, I** got over her character, but I **was** not very close to her.	There are 2 errors in the sentence. They are word order (misordering) and verb tense.
Sa16/9	I [19]**am closer** to another, namely	19. Verb tense 20. Verb tense	19. It should use simple past.	I **was** closer to another, namely Alisha Keysha	There are 3 errors in the sentence. They are

| | Alisha Keysha Ghaisani and I [20]**like** [21]**him.** | 21. Word form (misformation) | 20. It should use v2
21. It should be 'her' because it talked about Alisha. | Ghaisani and I **liked her.** | 2 verb tenses aand word form (misformation). |

Sample 17

No	Error	Type of error	Explanation	Correction	Discussion
Sa17/1	My first day at school [1]**^** I already [2]**know** someone of my friends because I [3]**live** in a hostel [4]**^**	1. Punctuation 2. Verb tense 3. Verb tense 4. Punctuation	1. Comma should be included. 2. It should use past tense. 3. It should use past tense. 4. Period should be included.	My first day at **school,** I already **knew** someone of my friends because I **lived** in a **hostel.**	There are 4 errors in the sentence. They are 2 punctuation and 2 verb tense.
Sa17/2	The problem [5]**^** I [6]**have** friend who [7]**is** annoying, [8]**like**	5. Punctuation 6. Verb tense	5. Comma should be included 6. It should be 'had'	The problem, I had friend who was annoying, liked to lie, and has a face.	There are 5 errors in punctuation and 4 verb tenses.

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	to lie, and [9]**has** a face.	7. Verb tense 8. Verb tense 9. Verb tense	7. It should be 'was' 8. It should be 'liked 9. It should be 'had'		
Sa17/3	There were many ups**s**[10] and downs**s**[11] while I was in the hostel **^**[12]	10. Omit a word (addition) 11. Omit a word (addition) 12. punctuation	10. Addition of 's'. 11. Addition of 's'. 12. Period should be included.	There were many ups and downs while I was in the hostel.	There are 3 errors. They are 2 additions (omit a word) and 1 punctuation.

Sample 18

No	Error	Type of error	Explanation	Correction	Discussion
Sa18/1	One year ago[1]**^** I went to SMP Al-Islam 1 Surakarta.	1. Punctuation	1. Comma should be included after 'go'.	One year **ago,** I went to SMP A-Islam 1 Surakarta.	There is 1 error n punctuation.
Sa18/2	On that day [2]**^** I had a problem with the guidance	2. Punctuation 3. Run-on sentence 4. Spelling	2. Coma should be included. 3. There is not	On that **day,** I had a problem with the guidance counselor	There are 3 errors in the sentence. They are punctuation, run-on

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	counselor, because I was late for **³coaching I** finished the daily hadisth **⁵tes**.		conjunction of 2 sentences. 4. It should be 'test'.	because I was late for **coaching, because** I finished the daily hadisth **test.**	sentence, and spelling.
Sa18/3	The next day **⁵^ I** didn't repeat it again and apologized to the teacher.	5. Punctuation	5. Comma should be included.	The next **day,** I didn't repeat it again and apologized to the teacher.	There is 1 error in punctuation.
Sa18/4	**⁶and ⁷sinced** then **⁸^ I ⁹have become** familiar with the bk teacher.	6. Capitalization 7. Omit a word (addition) 8. Punctuation 9. Verb tense	6. Letter 'a' should be capitalized. 7. Addition of letter 'd'. 8. Comma should be included. 9. It must use somple past.	And since then, I had become familiar with the bk teacher.	There is 4 errors. They are capitalization, omit a word (addition), punctuation, and verb tense.

Sample 19

No	Error	Type of error	Explanation	Correction	Discussion
Sa19/1	One year ago **1^** it was my first day of junior high school.	1. Punctuation	1. Comma should be included.	One year **ago,** it was my first day of junior high school.	There is 1 error in punctuation.
Sa19/2	My junior high school **2is** Al-Islam 1 Surakarta.	2. Verb tense	2. It should use simple past.	My junior high school was Al-Islam 1 Surakarta.	There is one error in verb tense.
Sa19/3	On the first day **3^ 4i** did MPLS**5^**	3. Punctuation 4. Capitalization 5. Punctuation	3. Comma should be included. 4. Pronoun *I* should be capitalized. 5. Period should be included.	On the first **day, I** did **MPLS.**	There are 3 errors in punctuation. They are 2 punctuation and 1 capitalization.
Sa19/5	She was my friend in elementary	6. Word choice	6. The word of 'happened' is not	She was my friend in elementary school and	There is 1 error in word choice.

	school and she **⁶happened** to enter the same juror high school with me.		suitable.	she **decided** to enter the same juror high school with me.	
Sa19/6	At that time **⁷^** I didn't have any **⁸friend** at all.	7. Punctuation 8. Singular-plural	7. Comma should be included. 8. It should be plural.	At that **time,** I didn't have any **friends** at all.	There are 2 errors in the sentence. They are punctuation and singular-plural.
Sa19/7	But over time **⁹^** I made friendship, it **¹⁰feels** really good when you **¹¹make** new friends.	9. Punctuation 10. Verb tense 11. Verb tense	9. Comma should be included. 10. It should use v2 11. It should use v2	But over **time,** I made friendship, it **felt** really good when you **made** new friends.	There are 3 errors. They are punctuation and verb tense errors.
Sa19/8	First **¹²^** I was very nervous to introduce myself.	12. Punctuation	12. Comma should be included.	**First,** I was very nervous to introduce myself.	There is one error in punctuation.
Sa19/10	By the end of the story **¹³^** I had	13. Punctuation	13. Comma should be included.	By the end of the **story,** I had made many	There is 1 error in punctuation.

	made many friendships.			friendships.	

Sample 20

No	Error	Type of error	Explanation	Correction	Discussion
Sa20/1	One year ago, I ¹**can** still remember my first day of junior high school.	1. Verb tense	1. It should use simple past.	One year ago, I **could** still remember my first day of junior high school.	There is 1 error in verb tense.
Sa20/2	I found my first friend at this school, his name ²**is** Haidar.	2. Verb tense	2. The sentence should use simple past.	I found my first friend at this school, his name **was** Haidar.	There is 1 error in verb tense.
Sa20/3	I ³**meet** ⁴**her** while I ⁵**walking was** to ⁶**goes** to the canteen.	3. Verb tense 4. Word form (misformation) 5. Word order	3. It must use v2 4. It should 'him' because the previous sentence	I **met him** while I **was walking** to **go** to the canteen.	There are 4 errors. They are 2 verb tenses, word form (misformation), and

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No	Error	Type of error	Explanation	Correction	Discussion
		(misoredering)	was about Haidar.		word order
		6. Verb tense	5. the error of word order.		(misoredering).
			6. To infinitive uses v1 after 'to'.		

Sample 21

No	Error	Type of error	Explanation	Correction	Discussion
Sa21/2	The first [1]**happened,** I [2]**enterned** my school [3]**^** I met my friend named Zahra, [4]**he** [5]**is** a good person.	1. Word choice 2. Spelling 3. Punctuation 4. Word form (misformation) 5. Verb tense	1. 'Happened' is not suitable. 2. Spelling error of 'entered'. 3. Comma should be included. 4. It should be 'she'. 5. It should use past tense.	The first **time,** I **entered** my **school,** I met my friend named Zahra, **she was** a good person.	There are 5 errors in the sentence. They are word choice, spelling, punctuation, word form, and verb tense.
Sa21/3	I didn't like him	6. Add a word	6. 'With' should be	I didn't like him because	There is a single error

	because his nature didn't **6match me** and made me uncomfortable.	(omission)	included after 'match'.	his nature didn't **match with me** and made me uncomfortable,	in add a word (omission).
Sa21/4	I had time to avoid him because he was very uncomfortable **7whit** his behavior	7. Spelling	7. Spelling error of 'with'.	I had time to avoid him because he was very uncomfortable **with** his behavior.	There is 1 error in spelling.
Sa21/6	I **8say s**orry because almost all my classmates avoid him.	8. Verb tense	8. It should use v2	I **said** sorry because almost all my classmates avoid it,	There is 1 error in the sentence. It is about verb tense.
Sa21/7	I also **9talk** to him about his nature that **10makes** his friends **11avoid** him.	9. Verb tense 10. Verb tense 11. Verb tense	Errors number 9-11 are verb tense. In the sentence should past tense.	I also **talked** to him about his nature that **made** his friends **avoided** him.	There are 3 errors in verb tenses. Student confused in changing v1 into v2.

| Sa21/8 | Finally [12]^ he [13]**has** changed and [14]**become** good friend. | 12. Punctuation

13. Verb tense
14. Verb tense | 13. Comma should be included.

14. It should use past tense
15. It must use past tense. | **Finally,** he **had** changed and **became** good friend. | There are 3 errors in punctuation and verb tenses. |

Sample 22

No	Error	Type of error	Explanation	Correction	Discussion
Sa22/1	One year ago [1]^ I [2]**started attending** junior high school.	1. Punctuation 2. Add a word (omission)	1. Comma should be included. 2. Preposition 'for' should be included.	One year ago, **I started for attending** junior high school.	There are 2 errors in the sentence. They are punctuation and add a word (omission).
Sa22/2	I [3]**go to** school in SMP Al-Islam 1 Surakarta.	3. Verb tense	3. The sentence should use simple past.	I **went to** school in SMP Al-Islam 1 Surakarta.	There is 1 error in the sentence. It is verb tense error.
Sa22/4	The first day of school [4]^ I had a	4. Punctuation	4. Comma should be included.	The first day of **school,** I had a new Friend, namely	There is 1 error in the sentence. It is

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	new friend, namely Habibah.			Habibah.	punctuation error.
Sa22/6	Suddenly [5]^ there was a news that my friend was dating with [6] **I** liked.	5. Punctuation 6. Add a word (omission)	5. Comma should be included. 6. 'That' should be included.	**Sudden**ly, there was news that my friend was dating with someone **that** I liked.	There are 2 errors in the sentence. They are punctuation and a word (omission).
Sa22/7	At that time [7]^ I felt very sad I started to hate my friend.	7. Punctuation	7. Comma should be included.	**At that time,** I felt very sad and I started to hate my friend.	There is 1 error in punctuation.
Sa22/8	Since then [8]^ my friend and I started for making fun of each other.	8. Punctuation	8. Comma should be included.	Since **then,** my friend and I started for making fun of each other.	There is 1 error in punctuation.
Sa22/9	But I [9]**admit** that this action made my friendship with [10]**him** strained.	9. Verb tense 10. Word form (misformation)	9. It should us v2. 10. It should use 'her'.	But I **admitted** that this action made my friendship with **her** strained.	There are 2 errors in the sentence. They are verb tense and word form (misformation).

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Sa22/10	Finally, [11]**both we** apologized to each other and promised not to fight over small things like that.	11. Word order (misoredring)	11. A morpheme is placed incorrectly.	Finally, **we both** apologized to each other and promised not to fight over small things like that.	There is error in word order (misoredering).

Sample 23

No	Error	Type of error	Explanation	Correction	Discussion
Sa23/1	On the first day of school at SMP Al-Islam 1 Surakarta [1]**^** [2]**Imet** a good friend.	1. Punctuation 2. Spelling	1. Comma should be included. 2. Spelling error in the sentence.	On the first day of school at SMP Al-Islam 1 **Surakarta, I** met a good friend.	There are 2 errors in the sentence. They are punctuation and spelling error.
Sa23/2	The problem [3]**is** that I [4]**have** a friend who [5]**is** annoying, [6]**likes** to	3. Verb tense 4. Verb tense 5. Verb tense 6. Verb tense	3-7 Error number must use simple past tense.	The problem **was** that I **had** a friend who **was** annoying, **liked** to lie and **had** a face.	There are 5 errors in verb tense. Student lacked of understand about past tense.

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	lie and [7]**has** a face.	7. Verb tense			
Sa23/3	The solution [8]**is** that [9]**I am** always patient with him and I always [10]**advise** him to say good things to him, so that he [11]**can** change.	8. Verb tense 9. Verb tense 10. Verb tense 11. Verb tense	Errors number 8-11 are verb tense. The sentence must use past tense.	The solution was that I was always patient with him and always advised him to say good things to him, so that he could change.	There are 4 errors in the sentence. They are verb tense errors.

Sample 24

No	Error	Type of error	Explanation	Correction	Discussion
Sa24/2	[1]**the** name of my junior high school was SMP Al-Islam I Surakarta.	1. Capitalization	1. Letter 't' should be included.	**The** name of my junior high school was SMP Al-Islam I Surakarta.	There is 1 error in capitalization.

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Sa24/4	Because **²Iwas** excited to start a new school but couldn't interact with other students.	2. Spelling	2. Spelling errors of words.	Because **I was** excited to start a new school but couldn't interact with other students.	There is 1 error in spelling error.
Sa24/3	At that time **³^ I** really didn't have any friends,	3. Punctuation	3. Comma should be included after time.	At that **time,** I really didn't have any friends,	There is 1 error in punctuation.
Sa24/4	**⁴i** felt nervous when **⁵i** wanted to get to know other people.	4. Capitalization 5. Capitalization	4. Pronoun I should be capitalized. 5. Pronoun I should be capitalized.	**I** felt nervous when **I** wanted to get to know other people.	There are 2 errors in capitalization.
Sa24/5	It turned out we **⁶have** quite the same frequency.	6. Verb tense	6. Sentence should use past tense.	It turned out we **had quite** the same frequency.	There is 1 error in the sentence. It is verb tense.
Sa24/6	We **⁷started telling** interesting things about	7. Add a word (omission)	7. Preposition for should be included before 'telling'.	We started for telling interesting things and about whatever it was and	There are 3 errors in the sentence. They are add a word (omission)

| whatever [8]**it is** and [9]**it's been** solid. | 8. Verb tense | 8. It should use simple past. | it was been solid. | and 2 verb tense. |
| | 9. Verb tense | 9. It should use past tense. | | |

Sample 25

No	Error	Type of error	Explanation	Correction	Discussion
Sa25/1	One year [1]**agoes** [2]**^** there was [3]**A** [4]**B**eauti**fil**[5] [6]**Gril**[7] called Mutiara who lived with her step mother.	1. Omit a word (addition) 2. Punctuation 3. Capitalization 4. Capitalization 5. Spelling	1. Addition of *es.* 2. Comma should be included. 3. Article 'A' shouldn't be capitalized. 4. Letter 'B' shouldn't capitalized. 5. The spelling error	One year **ago,** there was **a beautiful girl** called Mutiara who lived with her step mother.	There are 7 errors in the sentence. They are omit a word (addition), punctuation, 3 capitalization, and 2 spelling.

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			of 'beautiful'		
	6. Capitalization	6. Letter 'G' shouldn't be capitalized.			
	7. Spelling	7. The spelling error of girl			
Sa25/2	[8]**Her step mother my school** was in SMP Al-Islam 1 Surakarta on Jl. Moh Yamin, Surakarta, [9]**mon** July [10]**I**	8. Meaning not clear 9. Spelling 10. Incomplete sentence	8. The meaning is not clear (ambiguity). 9. The spelling error of 'on' 10. The sentence is not complete.	My school was in SMP Al-Islam 1 Surakarta address on Jl. Moh.Yamin, Surakarta, on July.	There are 3 errors in the sentence. They are meaning not clear, spelling and incomplete sentence.

Sample 26

No	Error	Type of error	Explanation	Correction	Discussion
Sa26/2	I [1]**study** at SMP Al-Islam 1	1. Verb tense	1. The verb tense in the sentence should	I **studied** at SMP Al-Islam 1 Surakarta.	There are 2 errors in the sentence. The

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	Surakarta [2]^	2. Punctuation	be past. 2. Period should be included in the end of sentence.		student confused in changing v1 into v2 and ignored about the punctuation.
Sa26/3	I [3]**time first** went to Al- Islam middle school.	3. Word order (misoredering)	3. It happened because group of morphemes is placed incorrectly.	**I first time** went to Al-Islam middle school.	There is one error in the sentence. It is word order (misoredering). Student placed the morpheme incorrectly.
Sa26/4	I converted to Al-Islam on July [4]^	4. Punctuatiom	4. Period should be included.	I **converted** to Al-Islam on **July.**	There is one error in punctuation. The student ignored about the mechanical rules.

Sample 27

No	Error	Type of error	Explanation	Correction	Discussion
Sa27/1	One day [1]^ I went to school and then	1. Punctuation	1. Comma should be included.	One **day,** I went to school and then I headed to	There is one error in punctuation.

No	Error	Type of error	Explanation	Correction	Discussion
	I headed to class.			class.	
Sa27/2	I was sitting in **the**[2]. Then [3]**^** my teacher asked me to introduce myself. Then [4]**^** I introduced myself [5]**^**	2. Omission (add a word). 3. Punctuation 4. Punctuation 5. Punctuation	2. The word of 'class' should be included. 3. Comma should be included. 4. Comma should be included. 5. Period should be included.	I was sitting in the class. Then, my teacher asked me to introduce myself. Then, I introduced myself.	There are 3 errors in the sentence. They are omission (add a word) and 3 punctuation errors.

Sample 28

No	Error	Type of error	Explanation	Correction	Discussion
Sa28/1	[1]**my** [2]**frist** day at school [3]**is** interesting for [4]**I.**	1. Capitalization 2. Spelling 3. Verb tense 4. Word form (misformation)	1. Letter 'm' should be capitalized. 2. Spelling error of 'first'. 3. It should use simple past	**My first** day at school **wa**s interesting for **me.**	There are 4 errors in the sentence. They are capitalization, spelling, verb tense, word form (misformation).

				4. It should be 'me'.		
Sa28/2	[5]**it** [6]**is** because the atmosphere.	5. Capitalization 6. Verb tense	5. Letter 't' should be capitalized. 6. It should use simple past.	**It was** because the atmosphere.	There are 2 errors in capitalization and verb tense.
Sa28/3	On my [7]**frist** [8]**dei**, [9]**i** [10]**gets** up excited and [11]**putt** on my [12]**uni form** for the [13]**firs** time.	7. Spelling 8. Spelling 9. Capitalization 10. Verb tense 11. Spelling 12. Spelling 13. Spelling	7. Spelling error of 'first'. 8. Spelling error of 'day'. 9. Pronoun *I* should be capitalized. 10. It should use v2 11. Spelling error of 'put'. 12. Spelling error of 'uniform'. 13. Spelling error of 'first'.	On my **first day, I got** up excited and **put** on my **uniform** for the **first** time.	There are 7 errors in the sentence. They are 5 spelling, 1 capitalization, and 1 verb tense.

Sa28/4	[14]**feeling** it [15]**gives** me [16]**is** memorable.	14. Add a word (omission) 15. Verb tense 16. Verb tense	14. 'The' should be included. 15. It should use v2. 16. It should use simple past.	The **feeling** it **gave** me **was** memorable.	There are 3 errors in the sentence. They are add a word (omission) and 2 verb tenses.
Sa28/5	I [17]**can** never [18]**forgotton** it.	17. Verb tense 18. Verb tense	17. It should use 'could'. 18. It should use verb base.	I **could** never **forget** it.	There are 2 errors in verb tenses.
Sa28/5	I [19]**talks** with other kids and [20]**plays** in the class.	19. Verb tense 20. Verb tense	19. It should use v2. 20. It should use v2.	I talked with other kids and played in the class.	There are 2 errors in verb tenses.
Sa28/6	Before [21]^ [22]**i** [23]**does** [24]**not** **friend** because [25]**i** [26]**am** [27]**a** introvert person.	21. Punctuation 22. Capitalization 23. Verb tense 24. Add a word	21. Comma should be included. 22. Pronoun *I* should be capitalized. 23. It should use past tense. 24. 'Have' should be	**Before, I did** not **have friend** because I **was an** introvert person.	7 errors can be found in the sentence. They are 1 punctuation, 2 capitalization, 2 verb tenses, 1 article, and 1 add a word (omission).

		(omission)	included.		
		25. Capitalization	25. Pronoun *I* should be capitalized.		
		26. Verb tense	26. It should use past tense.		
		27. Article	27. It should use article 'an'.		
Sa28/7	One of my ²⁸**friend** ²⁹**call** me, I ³⁰**am** afraid to ³¹**known** other people.	28. Singular-plural 29. Verb tense 30. Verb tense 31. Verb tense	28. It should be plural. 29. It should use v2. 30. It should use simple past. 31. It should use verb base.	One of my **friends called** me, I **was** afraid to **know** other people.	There are 4 errors in the sentence. They are 1 singular-plural and 3 verb tenses.
Sa28/8	I ³²**am** always ³³**alon** in the school.	32. Verb tense 33. Spelling	32. It should use past tense. 33. Spelling error of 'alone'.	I was always alone in the school.	There are 2 errors in the sentence. They are verb tense and spelling.

Sample 29

No	Error	Type of error	Explanation	Correction	Discussion
Sa29/1	One day ¹^ I went to school and then ²i headed to class.	1. Punctuation 2. Capitalization	1. Comma should be included. 2. Pronoun I should be capitalized.	One **day,** I went to school and then **I** headed to class.	There is 2 errors in the sentence. They are punctuation and capitalization.
Sa29/2	³then ⁴^ I got to know Zada and Rasya.	3. Capitalization 4. Punctuation	3. Letter 't' should be capitalized. 4. Comma should be included after 'then'.	**Then,** I got to know Zada and Rasya.	There are 2 errors in the sentence. They are capitalization and punctuation.
Sa29/3	So, my teacher asked me to ⁵pleas. ⁶The me got to know my friend, but I was still embarrassed .	5. Spelling 6. Meaning not clear	5. Student omitted the letter of the word. 6. The meaning is not clear.	So, my teacher asked me to please. Then, I got to know my friend, but I was still embarrassed .	There are 2 errors in the sentence. They are spelling and meaning not clear.
Sa29/4	⁷and my friend	7. Capitalization	7. Letter 'a' should be	And my friend appointed	There is one error in

	appointed me as the captain.		capitalized.	me as the captain	capitalization. Student ignored the mechanical rules.

Sample 30

No	Error	Type of error	Explanation	Correction	Discussion
Sa30/1	Last [1]**time,** I entered the school of SMP AI-Islam 1 Surakarta on July 13-14 [2]**^** there [3]**are** MPLS activities.	1. Word choice 2. Punctuation 3. Verb tense	1. The word of time is not suitable. 2. Comma should be included. 3. It should use past tense.	Last time. I entered the school of SMP AI-Islam 1 Surakarta on July 13.-14. There were MPLS activities,	There are 2 errors in the sentence. They are word choice and verb tense.
Sa30/2	[4]**and** the class [5]**start** on July15[th], the agenda of the first meeting [6]**is** to [7]**introduced** the	4. Capitalization 5. Verb tense 6. Verb tense	4. Letter 't' should be capitalized. 5. It should use v2. 6. It should use past tense.	**And** the class **started** on July15[th], the agenda of the first meeting **was** to **introduce** the students and teacher.	There are 4 errors in the sentence. They are capitalization and 3 verb tenses.

	students and teacher.	7. Verb tense	7. It should use verb base.		
Sa30/3	**8First my** friend was Alisha Keysa Ghaisani.	8. Word order (misoredering)	8. A morpheme is placed incorrectly.	**My first** friend was Alisha Keysa Ghaisani.	There is 1 error in word order.
Sa30/4	The first time **9^** I had problem in the class **10^**	9. Punctuation 10. Punctuation	9. Comma should be included. 10. Period should be included.	The first **time,** I had problem in the **class.**	There are 2 errors in punctuation. Student ignored the mechanical rules.
Sa30/5	I **11have** a friend and my friend **12has** another friend.	11. Verb tense 12. Verb tense	11. It should use past tense 12. It should use past tense,	I **had** a friend and my friend **had** another friend.	There are 2 errors in verb tenses.
Sa30/6	I **13am** always with Alia and there **14is** one person who **15likes** to be friend with Alia, she always **16follows**	13. Verb tense 14. Verb tense 15. Verb tense 16. Verb tense	13. It should use past tense. 14. It should use simple past. 15. It should use v2. 16. It should use v2.	I **was** always with Alia and there **was** one person who **liked** to be friend with Alia, she always **followed** Alia wherever she **went.**	There are 6 errors in the sentence. They are 5 verb tense and 1 incomplete sentence.

	Alia wherever she ¹⁷**goes ,** that **friends**¹⁸	17. Verb tense 18. Incomplete sentence	17. It should use v2. 18. The sentence is not complete.		

Sample 31

No	Error	Type of error	Explanation	Correction	Discussion
Sa31/1	On Wednesday ¹**^** ²**i** visited the Keraton for MPLS.	1. Punctuation 2. Capitalization	1. Comma should be included. 2. Pronoun *I* should be capitalized.	On **Wednesday, I** visited the Keraton for MPLS.	There are 2 errors in punctuation and capitalization.
Sa31/3	³**there** ⁴**^**I also got to know MPLS friends.	3. Capitalization 4. Punctuation	3. Letter 't' should be capitalized. 4. Comma should be capitalized.	**There,** I also got to know MPLS friends	There are 1 errors in the sentence.
Sa31/4	On Thursday ⁵**^** ⁶**i** entered junior high school for the first	5. Punctuation 6. Capitalization	5. Comma should be included. 6. Pronoun I should	On **Thursda**y, **I** entered junior high school for the first time.	There are 2 errors in punctuation and capitalization.

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	time.		be capitalized.		
Sa31/6	[7]**to** be honest, [8]**I'm** a little embarrassed to introduce you.	7. Capitalization 8. Verb tense	7. Letter 't' should be capitalization. 8. The sentence should use past tense.	**To** be honest, I **was** a little embarrassed to introduce you.	There are 2 errors in the sentence. They are capitalization and verb tense.
Sa31/7	In my class, there [9]**are** 31 students and my homeroom teacher [10]**is** Mrs. Eni.	9. Verb tense 10. Verb tense	9. It should use simple past. 10. It should use simple past.	In my class, there were 31 students and my homeroom teacher was Mrs. Eni.	There are 2 erros in verb tense.
Sa31/8	I felt very nervous when [11]**i** entered to the class but also very happy because I had new friends.	11. Capitalization	11. Pronoun I should be capitalized.	I felt very nervous when **I** entered to the class but also very happy because I had new friends.	There are 1 error in capitalization.

Sa31/9	During breaks [12]^ I [13]eat with my friends outside of class.	12. Punctuation 13. Verb tense	12. Comma should be included. 13. It should use v2	During **breaks,** I **ate** with my friends outside of class.	There are 2 errors in the sentence. They are punctuation and verb tense.
Sa31/10	[14]There few hours	14. Omission (add a word)	14. To be 'were' should be included.	There **were** few hours.	There are 1 error in omission (add a word).
Sa31/11	[15]after class [16]^ I went to the prayer room to pray dhuzur in the congregation.	15. Capitalization 16. Punctuation	15. Letter 'a' should be capitalized. 16. Comma should be included.	After class, I went to the prayer room to pray dhuzur in the congregation.	There are 2 errors in capitalization and punctuation.

VALIDATION

The thesis data entitled "Errors in Students' Writing on Narrative Text at the Second Grade of SMP Al-Islam 1 Surakarta in the Academic Year of 2023/2024", has been validated by Anis Febriana Sita Hidayati, S.Pd in:

Day   : Wednesday

Date   : November, 14th 2023

Surakarta, November

14th 2023Validator

Anis Febriana Sita Hidayati, S.Pd

Transcript of Interview

Sample 1
Researcher : What do you think about learning English? Is it difficult?
Informant : It's difficult mba.
Researcher : What do you kow about narrative text?
Informant : Narrative text is a text that tells fictional story.
Researcher : Do you remember the kinds of narrative text? Mention!
Informant : There are legend, fable, myth, etc.
Researcher : What are the generic structures of narrative text?
Informant : They are orientation, evaluation, and complication.
Researcher : What are the language features of narrative text?
Informant : I forget mba.
Researcher : Have you practiced making narrative text well?
Informant : Maybe yes.
Researcher : What are the difficulties you face when making narrative text?
Informant : I have difficulty constructing English sentences mba.
Researcher : In this sentence, you wrote 'enter'. Do you know how it could be wrong?
Informant : I do not understand mba.
Researcher : Because narrative text tells the past event and uses simple past tense, you have to use v2. The word 'enter' should change to 'entered'.
Informant : Yes mba.
Researcher :Why do you make this error?
Informant : I do not understand about tenses .

Sample 8
Researcher : What do you think about learning English? Is it difficult?
Informant : It is hard to learning English.
Researcher : What do you kow about narrative text?
Informant : Narrative text is a past story.
Researcher : Do you remember the kinds of narrative text? Mention!
Informant : Fairy tale and folk tale.
Researcher : What are the generic structures of narrative text?
Informant : Orientation, evaluation, complication.re-orientaion, and resolution.
Researcher : What are the language features of narrative text?
Informant : Using simple past tense.
Researcher : Have you practiced making narrative text well?
Informant : I do not know.
Researcher : What are the difficulties you face when making narrative text?
Informant : Changing simple present into past tense mba.
Researcher : In this sentence, you wrote 'i'. Do you know how it could be wrong?
Informant : I do not know.
Researcher : Because pronoun 'I' should be capitalized.
Informant : Oh I understand.
Researcher : Why do you make this error?
Informant : I do not understand about grammar.

Sample 21

Researcher : What do you think about learning English? Is it difficult?

Informant : Yes it is.

Researcher : What do you kow about narrative text?

Informant : Narrative text is a text that tells a past event.

Researcher : Do you remember the kinds of narrative text? Mention!

Informant : Folk tale, fairy tale, and legend.

Researcher : What are the generic structures of narrative text?

Informant : Orientation, re-orientation, dan re-solution.

Researcher : What are the language features of narrative text?

Informant : Using past tense.

Researcher : Have you practiced making narrative text well?

Informant : Maybe yes.

Researcher : What are the difficulties you face when making narrative text?

Informant : I have limited vocabulary.

Researcher : You wrote 'whit'. Do you know how it could be wrong?

Informant : I do not know.

Researcher : Because you made a spelling error or wrote it wrong. The correct writing is 'with'.

Informant   : I think the pronunciation is the same even though the spelling is wrong, but it turns out to be wrong.

Researcher : Why do you make this error?

Informant : I don not pay enough attention to my narrative text.

Sample 30

Researcher : What do you think about learning English? Is it difficult?

Informant : It is very difficult.

Researcher : What do you kow about narrative text?

Informant : Narrative text is a text that tells a fictional story to the readers.

Researcher : Do you remember the kinds of narrative text? Mention!

Informant : Folktale.

Researcher : What are the generic structures of narrative text?

Informant : Orientation, evaluation, re-orientation, dan re-solution.

Researcher : What are the language features of narrative text?

Informant : Using past tense.

Researcher : Have you practiced making narrative text well?

Informant : Maybe no.

Researcher : What are the difficulties you face when making narrative text?

Informant : I am bad at grammar in English.

Researcher : You used to be 'are'. Do you know how it could be wrong?

Informant : I do not know mba.

Researcher : Because 'are' is used in the present condition. While, in the past condition, you have to use to be was/were. And you must use 'were' because the subject is more than one.

Informant   : Okey mba.

Researcher : Why do you make this error?

Informant   :The tenses in English are numerous and very confusing

APPENDIX 7

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

<table>
<tr><td colspan="2" align="center">Capaian Umum</td></tr>
<tr><td colspan="2">Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</td></tr>
<tr><td colspan="2" align="center">Capaian per Elemen</td></tr>
<tr><td align="center">Menyimak – Berbicara</td><td>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang</td></tr>
</table>

	relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
	By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Membaca – Memirsa	
	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Menulis – Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. *By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information*

	and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

ALUR TUJUAN PEMBELAJARAN

Jenjang	:	SMP		Kelas	:	VII/VIII/IX
Mata Pelajaran	:	Bahasa Inggris		Fase	:	D
Penulis	:			Rujukan CP	:	

Rasional:

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial. Ada empat tahapan dalam pendekatan berbasis teks, dan keempat tahapan ini dilakukan dalam pembahasan mengenai topik yang sama. 1. Building Knowledge of the Field (BKOF): Guru membangun pengetahuan atau latar belakang pengetahuan peserta didik terhadap topik yang akan ditulis atau dibicarakan. Pada tahapan ini, guru juga membangun konteks budaya dari teks yang diajarkan. 2. Modelling of the Text (MOT): Guru memberikan model/contoh teks sebagai acuan bagi peserta didik dalam menghasilkan karya, baik secara lisan maupun tulisan. 3. Joint Construction of the Text (JCOT): Guru membimbing peserta didik dan bersama-sama memproduksi teks. 4. Independent Construction of the text (ICOT): peserta didik memproduksi teks lisan dan tulisan secara mandiri (Emilia, 2011).

KELAS : 8

No	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Profil Pelajar Pancasila	Kata Kunci (Glossarium)	Alokasi waktu
1.	Menyimak Berbicara	Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan	1) Peserta didik mampu memberikan pertanyaan dan jawaban dalam ungkapan pertolongan/bantuan (asking for help) 2) Peserta didik mampu memberikan pertanyaan dan jawaban dalam ungkapan meminta perhatian (asking and giving attention) 3) Peserta didik mampu memberikan pertanyaan dan jawaban dalam	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Gotong royong (kolaborasi) Mandiri Bernalar kritis Kreatif	Asking for and giving help Asking for and giving attention Asking for and giving opinion Asking and giving suggestion Comparison degree Present Continous Tense	

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		penggantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan	ungkapan pendapat (asking for opinions) 4) Peserta didik mampu memberikan pertanyaan dan jawaban dalam ungkapan memberi saran/nasehat (asking and giving suggestion) 5) Peserta didik dapat memahami ide/gagasan dalam kegiatan transactional dan interpersonal 6) Peserta didik mampu membandingkan kata benda yang ada di konteks			

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		preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.	kelas, sekolah dan rumah 7) Peserta didik mengidentifikasi penggunaan To be (was,were) dalam kalimat sederhana			
2.	Membaca – Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan	1) Peserta didik mampu membaca nyaring teks recount dengan ucapan dan intonasi yang benar 2) Peserta didik mampu mengidentifikasi fungsi sosial dari teks recount 3) Peserta didik mampu mengidentifikasi struktur teks dari teks recount	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri Bernalar kritis Kreatif	Recount Text (Past /personal experience) Past Tense Past Continous Tense	

		mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	4) Peserta didik mampu mengidentifikasi unsur kebahasaan dalam teks recount 5) Peserta didik mampu merespon makna teks recount 6) Peserta didik mampu mencari gagasan utama/ide pokok teks recount 7) Peserta didik mampu mengevaluasi ide utama/gagasan pokok dalam teks recount 8) Peserta didik mampu mengevaluasi informasi specific dari teks recount 9) Peserta didik mampu memahami			

			informasi tersirat dalam teks recount			
3.	Membaca – Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat	1) Peserta didik mampu membaca nyaring short mesage dengan ucapan dan intonasi yang benar 2) Peserta didik mampu mengidentifikasi fungsi sosial dari short mesage 3) Peserta didik mampu mengidentifikasi struktur teks dari short message 4) Peserta didik mampu mengidentifikasi unsur kebahasaan dalam short message 5) Peserta didik	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri Bernalar kritis Kreatif	Short message	

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		berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	mampu merespon makna short mesage 6) Peserta didik mampu mencari gagasan utama/ide pokok short message 7) Peserta didik mampu mengevaluasi ide utama/gagasan pokok dalam short message 8) Peserta didik mampu mengevaluasi informasi specific dari short mesage 9) Peserta didik mampu memahami informasi tersirat dalam short mesage			
4.	Membaca –	Pada akhir fase D,	1) Peserta didik mampu	Beriman, bertaqwa kepada Tuhan YME dan berakhlak	Narrative text Past tense	

	Memirsa	peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks	membaca nyaring teks narrative dengan ucapan dan intonasi yang benar 2) Peserta didik mampu mengidentifikasi fungsi sosial dari teks narrative 3) Peserta didik mampu mengidentifikasi struktur teks dari teks narrative 4) Peserta didik mampu mengidentifikasi unsur kebahasaan dalam teks narrative 5) Peserta didik mampu merespon makna teks narrative 6) Peserta didik mampu mencari	mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri Bernalar kritis Kreatif	Past Continuous Tense	

			gagasan utama/ide pokok teks narrative			
		visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	7) Peserta didik mampu mengevaluasi ide utama/gagasan pokok dalam teks narrative 8) Peserta didik mampu mengevaluasi informasi specific dari teks narrative 9) Peserta didik mampu memahami informasi tersirat dalam teks narrative			
5.	Menulis – Mempresent asikan	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui	1) Peserta didik mampu mengidentifikasi fungsi sosial teks informasi (notice dan announcement)	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri Bernalar kritis	Short functional texts: -Notice - Announcement	

		paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk	2) Peserta diidk mampu mengidentifikasi struktur teks informasi (notice dan announcement) 3) Peserta didik mampu membuat teks informasi (notice dan announcement) sesuai dengan konteks nya	Kreatif		

		menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.				
6.	Menulis – Mempresent asikan	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan	1) Peserta didik mampu mengkomunikas ikan gagasan berbentuk teks recount melalui tulisan (paragraf sederhana)	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri Bernalar kritis Kreatif	Recount text Past tense Past Continuous Tense	

		contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.				
7.	Menulis – Mempresent asikan	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman	1) Peserta didik mampu mengkomunikas ikan gagasan berbentuk teks narrative	Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia Kebhinekaan Global Gotong royong (kolaborasi) Mandiri	Narrative text Fable Legend Myth Folktale Past tense	

		mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana	melalui tulisan (paragraf sederhana)	Bernalar kritis Kreatif	Past Continuous Tense	

		dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.				

APPENDIX 8

MODUL AJAR

Chapter 3 Narrative Text

Nama : Eni Kussrini, S.Pd		Jenjang/ Kelas	SMP/ 8
SMP Al-Islam 1 Surakarta		Mata Pelajaran	Bahasa Inggris
AlokasiWaktu	18 JP	Jumlah Peserta Didik	31
Profil PelajarPancasila	Bernalar Kritis, Bergotong-royong	Model Pembelajaran	Offline - Berdiferensiasi
Fase	D	Elemen	*(Menyimak – Berbicara)(Membaca – Memirsa)* *(Menulis – Mempresentasikan)*
KompetensiAwal	*Verb 2, SimplePast Tense*	Sarana danPrasarana	1. Laptop/Komputer/HP 2. Power Point 3. Gambar/Video 4. Worksheet

Tujuan Pembelajaran	1. Peserta didik terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis dalam memperkenalkan tokoh, tempat, waktu terjadinya cerita menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks.
	2. Peserta didik memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya.
Pemahaman Bermakna	Peserta didik bekerja sama dalam pemahaman kata kerja bentuk kedua dan kritis menanggapi kejadian yang terjadi di masa lalu.
Pertanyaan Pematik	*What legend do you know?*
	Did you knowMalin Kondang? Explain!

Kegiatan Pembelajaran :

Pertemuan	No.	Kegiatan	Konten Pembelajaran
	1.	Pembuka	1. Mengucapkan salam dan meminta salah satu pesertadidik untuk memimpin berdoa.
			2. Menyapa dan berinteraksi dengan 2-3 peserta didik.
			3. Mengecek kehadiran dan mengondisikan kelas.
			4. Menyampaikan rencana pembelajaran pada hari ini.

	2.	Inti	1. Memberikan pertanyaan pemantik dan memintapeserta didik menjawab sesuai pendapat mereka.
			2. Meminta beberapa peserta didik untuk mencari verb yang ada di dalam bacaan dan beberapa peserta didiklainnya untuk menjawab pertanyaan.
			3. Meminta peserta didik untuk melihat daftar pertanyaan tentang text yang baru saja dibacakan guru
		Penutup	1. Meminta peserta didik untuk mempersiapkan post test.
			2. Salam penutup.

Asesmen

Asesmen Diagnostik : Dilakukan di awal dengan wawancara sederhana untuk mengetahuikesiapan peserta didik

Asesmen Formatif : Dilakukan selama bahasan materi saat mengerjakan aktivitas kegiatandan presentasi

Asesmen Sumatif : UH di akhir BAB

Pengayaan dan Remidian Pengayaan

Guru memberikan soal pengayaan terkait materi di atas.

Remedial
Guru membimbing peserta didik dalam melakukan kegiatan seperti pada kegiatanpembelajaran diatas.

Mengetahui,   Surakarta, 17 Juli 2023

Kepala SMP Al Islam I Surakarta   Guru Mata Pelajaran

Supardi, S.Pd, M.Pd   Eni Kussrini, S.Pd

LAMPIRAN ASESMEN

Asesmen Diagnostik

1. Apakah kalian sudah siap belajar?

2. Apa materi Bahasa Inggris yang sudah kalian pelajari di bab sebelumnya? Cobaceritakan!

3. Apakah materi sebelumnya sulit atau mudah? Kenapa?

4. Apakah menurut kalian, kalian bisa mendapatkan nilai yang lebih baik dari kemarin di bab ini?

Asesmen Formatif

The following test is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it? "Yes, yes, indeed!" the woodcutter replied."Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"The scared hunter said, "No … No … i only just wanted to see his footprints."Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?

   A. A Boastful Hunter

B. A Brave woodcutter

C. A Woodcutter's Advice

D. A Woodcutter's Rewards

2. What did the hunter boast about himself?

A. Nobody defeated him.

B. He was the smartest man.

C. He was the strongest man.

D. He was the most courageous man.

3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

A. Upset.

B. Scared.

C. Jealous.

D. Disappointed.

4. If the hunter met a wild animal on the way, he probablyy would … it.

A. trap.

B. fight.

C. catch.

D. avoid.

The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed.

One day two menn who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose." The three fish were very much fightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?

   A. A man picked the second fish.

   B. The second fish could finally save itself.

   C. The second fish pretended of being dead.

   D. A man threw the second fish back to the pond.

6. What was the main problem of the story?

   A. The fish could not escape from the men.

   B. Two men was going to catch the three fish.

   C. The third fist didn't think about how to save itself.

   D. The fish looked for ways to escape themselves from the men.

7. How could you describe the first fish?

   A. Smart

B. Honest

C. Patient

D. Humble

8. From the test we can learn that ….

A. a good man is hard to find

B. two heads are better than one

C. no one succeeds without efforts

D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on. The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The bussinessman worried about his son because he …

A. was spoiled

B. was unlucky

C. behaved badly

D. disobeyed his parents

10. Why do you think the boy failed to pull out a bigger tree?

A. It was a big challenge.

B. He had done his best.

C. The tree roots had settled deeply.

D. The tree had a thin but strong stem.

11. What can we learn from the story?

A. It is best do everything with great efforts.

B. it is hard to get rid of permanent bad habits.

C. There will be many problems in human's life.

D. Nobody can change our bad habits if we don't change them.

12. "The child failed to pull **it** out … " (Paragraph 2)

What does the bolded word refer to?

A. Bushes

B. A sapling

C. A small tree

D. A bigger tree

The following test is for question 13 to 15.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. From the story, we know that the cactus was …

    A. brave

    B. wise

    C. patient

    D. humble

14. The rose ignored other plants' advice to change its attitude because …

    A. it believed it was the prettiest.

    B. it could change others to do so.

    C. it thought that it was right.

    D. it didn't trust other plant.

15. What can you learn from the story?

    A. Don't allow others influence your life.

    B. Never judge the others by the way they look.

C. Respect others and they may respect you either.

D. Dont't let anyone underestimate you because of your look.

Kunci Jawaban

1. A
2. D
3. B
4. D
5. B
6. B
7. A
8. C
9. C
10. C
11. B
12. D
13. C
14. A
15. B

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana tentang pengalaman belajar narative text (fable), termasuk kemudahan dan kesulitannya

a. **Penilaian Proses**

Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	**C**	**B**	**SB**	**K = < 60**
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					**C = 60 – 69** **B = 70- 79** **SB = 80 – 100**

Pedoman penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

2. Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 - 79

C = Cukup = 60 - 69

K = Kurang = < 60

Rubrik Penilaian Sikap

Aspek	Deskripsi
Jujur	Menentukan urutan gambar Narrative teks sendiri/tidak mencontek teman
Disiplin	Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru.
Santun	Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak menyinggung orang lain
Percaya diri	Mencoba menjawab pertanyaan guru dengan sebaik- baiknya.
Tanggung jawab	Menyelesaikan tugas dan menganalisis dengan sungguh- sungguh

	dan tepat waktu.
Kerja sama	Dapat berkerjasama dalam kelompok.

b. **Penilaian Hasil**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks Narrative sesuai dengan urutan gambar dengan benar.	Observasi (accuracy, fluency, intonation)	Teks	Activity 2. Aswer the questions based on the text
Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan	Observasi (accuracy, fluency,	Performance	Tell the result of your discussion in front of the class.

dalam monolog tentang pengalaman yang menyenangkan.	intonation)		

Pedoman Penskoran :

Aspek	Skor
Accuracy, fluency and intonation	1- 4
Susunan teks tulis sesuai dengan fungsi social, struktur teks dan unsur kebahasaan.	1- 4

a. Aspek accuracy, fluency dan intonation

Keterangan:

   i. Kurang lancar dan akurat dalam pengucapan dan intonasinya

  ii. Cukup lancar dan akurat dalam pengucapan dan intonasinya

 iii. lancar dan akurat dalam pengucapan dan intonasinya

 iv. Sangat lancar dan akurat dalam pengucapan dan intonasinya

b. Aspek penyusunan teks tulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilakn teks yang didalamnya termasuk tindakan dan menayakan tentang teks Narrative.

Nilai akhir = <u>jumlah skor benar</u> X 4

Skor max

Penilaian untuk pengetahuanmenggunakan penilaian kuantitatif dengan skala 1 – 4 (kelipatan 0,33), dengan 2 (dua) desimal dan diberi predikat sebagai berikut:

A : 3,67 – 4.00	C+ : 2,01 - 2,33
A- : 3,34 - 3,66	C : 1,67 - 2,00
B+ : 3,01 - 3,33	C- : 1,34 - 1,66
B : 2,67 - 3,00	D+ : 1,01 - 1,33
B- : 2,34 - 2,66	D : ≤ 1,00

Strategi dan Alat Penilaian:Karakter Pancasila

Strategi: Discovery Learning

KarakterPancasila

-Bernalar Kritis

Elemen Memperoleh dan memproses informasi gagasan: Peserta didik memberikanpendapat sesuai dengan pemahaman mereka

-Bergotong-royong

Elemen Kolaborasi: Peserta didik bekerja sama demi mencapai tujuan bersama dalampembelajaran

Bahan Bacaan Guru dan Peserta Didik

1. English in Mind Second Edition Student's Book Starter

2. English in Mind Second Edition Teacher's Book Starter

Glosarium

Cold war : a state of political hostility between countries characterized bythreats, propaganda, and other measures short of open warfare.

Hero : a person who is admired or idealized for courage, outstandingachievements, or noble qualities.

Make friends : establish a relationship or relationships based on mutual affection.Memory : something remembered from the past; a recollection.

Winter Olympic : the winter version of the Olympic Games, an international athleticcompetition featuring multiple sporting events between athletes representing their country

Daftar Pustaka

Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second Edition* Grade 8 *(Student's Book)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian danPengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

APPENDIX 9

DOCUMENTATION