

**AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST  
TENSE IN STUDENTS' RECOUNT TEXT WRITING  
(A Study at the Tenth Grade of MA NU Banat Kudus)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for  
Gaining the Degree of Bachelor of Education  
in English Language Education



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SEMARANG  
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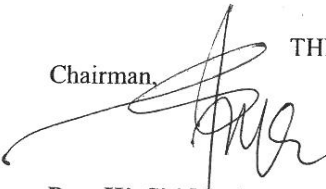



Title : **AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING (A Study at the Tenth Grade of MA NU Banat Kudus)**


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*Assalamu'alaikum Wr. Wb.*

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## ABSTRACT

Title : **An Error Analysis on the Use of Simple Past Tense in Students' Recount Text Writing (A Study at the Tenth Grade of MA NU Banat Kudus)**

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Keywords : *Error Analysis, Simple Past Tense, Error Types, Error Source*

Errors committed by students in writing recount can happen in any level. The objectives of this research were to describe what the types of errors on the use of simple past tense in students' recount text writing are, to find out the error percentage on the use of simple past tense in students' recount text writing, and to identify the sources of the errors found on the use of simple past tense in students' recount text writing. This research focused on the tenth grade students at MA NU Banat Kudus. The method used in this study was descriptive qualitative. The data of this research was grammatical error on the use of Simple Past Tense and the source of this research was writing assignment from 34 students of X IPA U. The steps of Error Analysis were identification, description, explanation, and evaluation of errors. The writer used Surface Strategy Taxonomy proposed by Dulay (1982: 150) in the analysis of the data. From the result, it could be seen that errors made by students were 56 omissions, 9 additions, 79 misinformations, and 3 disorderings. From the frequency of each error types, misinformation was the error which most frequently produced by the students. It took 54% of the total errors. Moreover, 38% errors fell into omission and 6% errors fell into addition; whereas, for disordering, it only took 2%. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual) and sometimes they could be found similar to those made by children learning the target language as their first language. Most errors made by students were influenced by their target language rules. Later, the result of EA in students' writing could be used as a feedback for teachers to implement effective teaching in the grammar class.



## **MOTTO**

“Good English, well spoken and well written will open more doors  
than a college degree. Bad English will slam doors  
you didn’t even know existed.”

-William Raspberry-



## DEDICATION

*This thesis is lovingly dedicated to:*

*My beloved parents : Bapak Supriyanto & Ibu Eni Fatma Farida*

*My brothers and sister : Nizar, Faza & Himam*



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Finally, the writer realized that this research paper still has some weakness and shortage. Thus, she would be grateful to accept any suggestions and corrections from anyone for better research paper.

Semarang, April 8<sup>th</sup>, 2016  
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## TABLE OF CONTENT

<b>PAGE OF TITLE</b> .....	i
<b>A THESIS STATEMENT</b> .....	ii
<b>RATIFICATION NOTE</b> .....	iii
<b>ADVISOR NOTE</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>MOTTO</b> .....	vi
<b>DEDICATION</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	viii
<b>TABLE OF CONTENT</b> .....	x
<b>LIST OF TABLE</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Questions of the Study .....	7
C. Objectives of the Study.....	8
D. Significance of the Study .....	8
<b>CHAPTER II AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING</b>	
A. Error.....	9
1. Definition of Error .....	9
2. Types of Error.....	10
a. Omission.....	11
b. Addition.....	11

c. Misinformation .....	12
d. Misordering .....	13
3. Source of Error.....	14
a. Interlingual Error .....	14
b. Intralingual Error .....	16
1) Overgeneralization.....	16
2) Ignorance of rules restriction.....	16
3) Incomplete applicationof rules ....	17
4) False concept hypothesized .....	17
c. Developmental Error .....	18
B. Error Analysis .....	19
C. Simple Past Tense .....	20
1. The Use of Simple Past Tense .....	21
2. Time Markers.....	21
3. Forms of the Simple Past .....	22
4. Spelling of the Regular Simple Past .....	23
D. Recount Text.....	25
1. Generic Structure .....	25
2. Language Feature.....	26
E. Writing .....	26
F. Previous Researches.....	28

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	33
B. Setting of the Study.....	34
C. Subject .....	34

D. Source of the Data.....	34
E. Focus of the Research.....	35
F. Technique of Collecting Data.....	35
G. Technique of Analyzing Data.....	36

**CHAPTER IV FINDING AND DISCUSSION**

A. Identification of Error.....	39
B. Description of Error.....	40
1. Omission.....	40
2. Addition.....	46
3. Misinformation.....	48
4. Misordering.....	59
C. Explanation of Error.....	60
1. Interlingual Error.....	60
2. Intralingual Error.....	63
D. Discussion the Result.....	68
1. Types of Error on the Use of Simple Past Tense.....	68
2. Source of Error on the Use of Simple Past Tense.....	71

**CHAPTER V CONCLUSION AND RECOMMENDATION**

A. Conclusion.....	75
B. Recommendation.....	77

**REFERENCES**

**APPENDICES**

**CURRICULUM VITAE**



## LIST OF TABLE

Table 2.1 Forms of Simple Past .....	22
Table 2.2 Spelling Regular Simple Past.....	24
Table 2.3 Differences of Speaking and Writing.....	27
Table 3.1 Error Classification .....	37
Table 3.2 Error Frequency .....	37
Table 3.3 Error Sources Classification.....	37
Table 3.4 Error Source Frequency .....	38
Table 4.1 Omission of Verb .....	40
Table 4.2 Omission of Regular Past Marker: -ed.....	42
Table 4.3 Omission of To Be: was/were .....	45
Table 4.4 Addition of To be in Verbal Sentence.....	46
Table 4.5 Addition of Verb .....	47
Table 4.6 Misinformation of Regular Past Verbs.....	48
Table 4.7 Misinformation of Irregular Past Verbs .....	49
Table 4.8 Misinformation of Past Form of Modals.....	53
Table 4.9 Misinformation of Verb after Modals .....	54
Table 4.10 Misinformation of Verb after to Infinitives.....	55
Table 4.11 Misinformation of To Be: was, were .....	56
Table 4.12 Misinformation of Time Signal.....	58
Table 4.13 Misordering of Subject-Verb .....	59
Table 4.14 Misordering of Verb-Object.....	59
Table 4.15 Misordering of There was/were .....	59
Table 4.16 Interlingual Errors .....	60

Table 4.17 Intralingual Errors .....	63
Table 4.18 Types of Error Made by Students.....	68
Table 4.19 Types of Error .....	70
Table 4.20 Error Kinds According to Error Types.....	70
Table 4.21 Error Source .....	72

## **LIST OF APPENDICES**

Appendix 1 Student Name List

Appendix 2 Omission Error Found (General)

Appendix 3 Addition Error Found (General)

Appendix 4 Misinformation Error Found (General)

Appendix 5 Misordering Error Found (General)

Appendix 6 Students' Answer Sheet

Appendix 7 Lesson Plan (Recount Text)

Appendix 8 Syllabus of English Subject

## CHAPTER I INTRODUCTION

### A. Background of the Study

Skills in learning English that commonly known are; listening, speaking, reading and writing. From these four skills, it can be understood which one is the basic, the hardest, and the most complex skill. Quran has explained the stages of learning language, both the stages in learning the Indonesian language as a first language or English as a foreign language. Allah says:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ  
عَنْهُ مَسْئُولًا ﴿٣٦﴾

And pursue not that of which thou hast no knowledge; for every act of hearing, or of seeing or of (feeling in) the heart will be enquired into (on the Day of Reckoning) (Q.S. al Isra<sup>7</sup>/17: 36).<sup>1</sup>

This verse can be understood as the stages of language learning, whether the mother tongue or foreign languages such as English. First, the word *Sam'a* can be described as the sense of hearing or listening process. Listening skills cannot be separated from speaking. For example if a child born to Indonesian parents, he will remain proficient in English if the environment using English as the first language. He accepts and absorbs the

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<sup>1</sup>A. Yusuf Ali, *The Holy Qur'an: Text Translation and Commentary*, (Maryland: Amana Corp., 1983), p. 704.



language knowledge from the listening and speaking even though he was Indonesian.

The next stage is *Abṣār* or eyesight. At this stage, the skills that must be mastered by learners are reading and writing. Learners will try to apply the knowledge that has been gained from the previous stages, listening and speaking, towards the more difficult process, comprehension or reading text. After understanding the text, students will be exposed to the next skill belonging skill pinnacle of English language learning, writing.

Besides the four skills which are found in the language learning, there is one more stage beyond the common skills which actually plays an important role. It is called *Fu'ād* or feeling and thinking steps. Learners will be taught to be able to feel the products of their language to make it more meaningful. The good collaboration between the heart and thinking leads to the analysis, interpretation, and evaluation of their language product.

When learner produces writing, it can be found an interpretation on how this product can be useful and meaningful to its writer and also to the others. Then, the analysis of this writing can be conducted to know what kind of information which is presented. Whether it is appropriate or not, whether discovered lack of information, or the analysis is just going to keep circling in the text without finding any results. The question is when the text does not provide adequate information,

it is important for us to find the causes, next it likely called as an error analysis.

Not all of native speaker have the ability to analyze and evaluate the errors that appear in language production. People who are experts in the field of language or who have knowledge of foreign language, e.g teachers, linguists and translators, allows it to perform in depth analysis in finding the language errors.

Their role is very important in the language learning. They try to observe and describe the errors found, and then provide feedback or correction of the error. This kind of suggestion will help another who takes a role in learning English. For instance, the researchers who make an error analysis contribute to the teachers to improve their teaching, so it will make the process of learning English better.

Writing has been claimed as the hardest skill because the students are required to master the four types of knowledge; knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing and procedural knowledge for integrating all the other types of knowledge.<sup>2</sup> The last knowledge was the most important one. Writing success can be detected by the students' ability to integrate the whole kinds of knowledge in writing. Integrate other knowledge, good grammar ability is required. The good writing means it is written according

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<sup>2</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (New York: Addison Wesley Publishing, 1996), p.136.

to the rules so that the information can be conveyed and accepted by the reader.

Grammar knowledge often becomes the obstacles for the learners when writing many genre texts. As a learner, they may realize that both their first language and second language bring different style of rules. These differences make them difficult to find common ground grammatical aspects that are useful for their writing in the target language, English.

In Senior High School students, especially in tenth grade students, writing skill is focused on genre text. The objective of writing test on syllabus of English subject in Senior High School tells the students to be able to write genre text as the requirement to pass National Examination. So that, in every English lesson, teacher always makes a grammar test in the form of writing task.

An error can be defined as a deviation from the norms of the targeted language.<sup>3</sup> It deals with the transfer of the mother tongue to the target language which has different rules. Error is something that can be observed directly in students' writing. English texts that contain errors are natural; it will always arise in the process of learning a foreign language. Errors can be sourced from various aspects and classified into: interlingual errors,

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<sup>3</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.51.

intralingual errors, and developmental errors.<sup>4</sup> Errors found in students writing are the worst. In communication, vocabulary errors affect more than grammatical errors and pronunciation errors.<sup>5</sup> In the writing process, errors which found in all three aspects will have a great effect of failure to deliver information.

The learners errors which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners errors, called Error Analysis (EA).<sup>6</sup> Analysis is needed as a tool to determine how the language learned, by which the learners learn the rules of the target language, and also the profit that can be taken by teachers on the results of the EA.

Surface Strategy Taxonomy is concerned on how errors come on a surface structure; Necessary items learners may omit or add unnecessary ones; they may misform items or misorder them.<sup>7</sup> According to its definition, Surface Strategy Taxonomy consists of errors in the form of *omission*, *addition*,

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<sup>4</sup> Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58.

<sup>5</sup> William Littlewood, *Foreign and Second Language Learning*, (New York: Cambridge University Press, 2008), p.88.

<sup>6</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, 2000), p. 218

<sup>7</sup> Heidi Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p.150.

*misinformation*, and *misordering*. Various errors according to this taxonomy will be used to classify the errors found in the students' writing.

The fact showed that most of students in tenth grade of Senior High School found many difficulties in their writing task since the usage of simple past tense was found many errors there. According to the researcher's experience, most of them made errors on the use of verb tense and the use of irregular verb. Here were some mistakes that are often made by the students:

*She is very angry last night*

*I breaked my sister's lovely cup*

*We could heard her screaming*

Three sentences above were incorrect. In the first sentence, students made a mistake on the use of verb tense. They put "is" after subject pronoun "she" in the simple past sentence. They didn't change the verb be "is" into past form "was". The second sentence was the example of an error in the use of irregular verb. The students made an error in their sentence by ignoring the irregular form of the word "break". They used the word "breaked" rather than "broke". The last sentence had to be in a correct form of simple past tense. "We could hear her screaming" because there was a modal "could" so that the verb used after modal must be in an infinitive form "hear". The error happened when they used modal "could" following with the verb "heard".

Errors, lapses, and mistakes, cannot be separated in the language learning. A child learns to run by crawling and walking. At first, he will make mistakes but with increasing intensity of exercise naturally he will make fewer errors. Language learning is like any other learning; it needs many stages and faces many countless mistakes. Learning English as a foreign or second language produces hundreds mistakes that learners never imagine. Learners will surely find some unexpected things very different from their mother tongue. The differences are in the terms of grammar, morphology, or equivalence of meaning in both languages.

Since learners often make the mistake that led to grammatical errors in their writing, researcher wants to analyze kind of errors on the use of simple past tense which is made by students in writing recount text, the percentage of each error and possible factors cause those errors. The mistake was not rejected, but it will be an evaluation for consideration to not make the same mistakes in other occasions. This research hopefully can help both teacher and students to make their English better.

## **B. Research Questions**

1. What are the error types on the use of simple past tense in students' recount text writing?
2. What is the percentage of each error on the use of simple past tense in students' recount text writing?

3. What are the sources of the errors found on the use of simple past tense in students' recount text writing?

### **C. Objectives of the Study**

1. To describe what the types of errors on the use of simple past tense in students' recount text writing are.
2. To find out the percentage of each error on the use of simple past tense in students' recount text writing
3. To identify the sources of the errors found on the use of simple past tense in students' recount text writing

### **D. Significance of the Study**

The result of this study is expected to be able to give the following benefits:

1. For English teachers; this study can help teachers to correct students' simple past tense writing errors, to improve their teaching, and to focus on those area that need reinforcement.
2. For English students; they can know their mistakes in writing simple past tense and also the correction, so that they can make a better writing of recount text in the next occasion.

## CHAPTER II

### AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING

#### A. Error

##### 1. Definition of Error

Error in the view of Psycholinguistics is found the terms “error” and “mistake”. Both of them can be distinguished by the terms of performance and competence. Most sources call an error performance by mistake, while competence is sufficient in terms of error.

An error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.<sup>1</sup> This means that when the learners in their production of language make errors it shows their lack understanding about the rules of language. Learners do not have the knowledge of the target language while the mistake identifies the learner inability to perform their language knowledge.

An error can be defined as a deviation from the norms of the targeted language.<sup>2</sup> Errors are flawed side of learner

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, 2000), p. 217.

<sup>2</sup> Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.51.



speech or writing.<sup>3</sup> As discussed previously, errors are something wrong that comes in a correct structure of a sentence in writing or in speaking. Error is something that can be observed directly in students' writing. Texts that have some errors are a natural thing that always arise in the process of learning a foreign language.

There are three main processes on how errors come; transfer of rules from the mother tongue, generalization (and overgeneralization) of second language rules, and redundancy reduction by omitting elements.<sup>4</sup> From this process we can understand that errors generally occur because students are trying to process different rules from their mother tongue to the target language. This is known by the term “competence errors”.

## **2. Types of Errors**

Many linguists who study the error analysis have a standard that is often called taxonomy. It is useful when to classify the types of any errors that often arise in the second language learner speech and writing. In this context, a linguist, Dulay formulate Surface Taxonomy Strategy in terms of classification error in the sentence. Errors include:

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<sup>3</sup>Heidi Dulay, et.al.,*Language Two*, (New York: Oxford University Press, 1982), p. 138.

<sup>4</sup>William Littlewood, *Foreign and Second Language Learning*, (New York: Cambridge University Press, 2008), p. 29.

**a. Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.<sup>5</sup> Learners make an incomplete sentence by omitting any morphemes. The grammatical morphemes much more frequently omitted than content morphemes.

*The newspaper on the table last night.*

Learners frequently make errors in nominal sentence by omitting *to be* of the sentence. Their sentence errors are influenced by the native language rules. In Indonesian, this sentence is translated:

*Koran itu di atas meja tadi malam.*

This influenced of native language often swindles the learner to make similar errors.

**b. Addition**

When the omission describes the absence of something important in sentence structure, there is an opposite called addition errors. It can be characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of

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<sup>5</sup>Heidi Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p.154.

addition; double markings, regularizations, and simple additions.<sup>6</sup>

Addition errors which classified into double markings are found in negative sentence.

*Jack didn't ate your fried chicken.*

The sentence uses double marking to indicate past form by representing both auxiliary and the verb. Other types of addition which is separated to double markings are regularizations and simple additions. They are:

*She putted her marker in the pencil case.*

*A my friend visited Paris last month.*

Both of the sentence shows addition; the first shows regularization by adding suffix *-ed* in the irregular verb, and the second indicates simple addition by adding article *a*.

### **c. Misinformation**

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. Misinformation usually comes in the form of: regularizations, archi-forms, and alternating forms.<sup>7</sup>

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<sup>6</sup>Heidi Dulay, et.al.,*Language Two*, (New York: Oxford University Press, 1982), p.156.

<sup>7</sup>Heidi Dulay, et.al.,*Language Two*, (New York: Oxford University Press, 1982), p.158.

Learners commonly misinform the sentence because of their habit to form a sentence according to their native language. Sometimes they also use wrong morphemes and also ignore important morphemes which can cause ambiguity.

*For reaching the top safely, climb carefully.*

The learner ignores subject which is needed in this sentence. Without a subject, a sentence cannot be understood well.

**d. Misordering**

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>8</sup> Misordering can occur in the native and foreign language learning. Learners sometimes ignore the correct structure of each sentence used in the target language. For example, the use of simple past tense:

*He yesterday stood in a corner during class.*

The incorrect position for adverb of time was made by learner in second language as same as they did in the first language, Indonesian:

*Dia kemarin berdiri di pojok selama pelajaran.*

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<sup>8</sup>Heidi Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p.162.

Both L<sub>1</sub> and L<sub>2</sub> found misordering with the similar kind of errors. This occurs because of the misplacement of an adverb of time.

### **3. Sources of Errors**

Most of the types of errors can be identified through the identification stage. The type of error that has been known can lead us to find many sources of the errors.

Most linguists formulated the sources of error based on the influence brought by mother tongue to the target language. The easiest classification of error sources has been initiated by Richard.

Competence errors are classified according to their sources: interference errors, intralingual errors, and developmental errors.<sup>9</sup>

#### **a. Interlingual Errors**

The term “interference” and “interlingual” has similar connotation found in determining source of error. Interference or interlingual is errors caused by interference of the learner’s mother tongue.<sup>10</sup> Dulay describes that interlingual errors are similar in structure to a semantically equivalent phrase or

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<sup>9</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58.

<sup>10</sup>Jack C Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1980), p.173.

sentence in learner's native language.<sup>11</sup> Here are some examples of error produced by Indonesian speaker:

*My father happy*

*Yesterday late lunch with my friends*

To know if there is an interlingual error and existence of similarity, the sentence in L<sub>2</sub> translated into Indonesian as the L<sub>1</sub>. The first sentence indicates an interlingual errors in adjectival phrases; the learner interfered with L<sub>1</sub> structure so that they produce *My father happy* rather than *My father is happy* because the translation in Indonesian shows the similarity; *Ayahku bahagia* which interferes learner's English Sentence.

The second one, the error made by learner because they transfer their L<sub>1</sub> structure into L<sub>2</sub> structure. The translation of the L<sub>2</sub> sentence is; *Kemarin Saya makan siang bersama teman-temanku*. In Indonesian, the phrase *makan siang* is semantically and grammatically correct. Whether this phrase translated into L<sub>2</sub> *ate lunch* is incorrect. English has its own idiomatic phrase for this utterance with *have lunch/had lunch*.

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<sup>11</sup>Heidi Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p. 171.

## **b. Intralingual Errors**

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.<sup>12</sup>

Intralingual errors can be detected based on their characteristics:

### **1) Overgeneralization**

It means that learner creates a deviant structure on the basis of his experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structure for example, *She will tries*. The learner knows *she plays, she wears, she sings*, etc. but for using –s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix –s that only used after the third person in simple present tense.

### **2) Ignorance of rule restrictions**

It involves the application of rules to context where they do not apply. An example is *He made me to rest* through extension of the pattern found with the majority of verb that take

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<sup>12</sup>Jack C Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1980), p. 174.

infinitival complements. The learner ignores the use of *make* which is actually not followed by *to* and a verb. Here, the learner can make another sentence like: *He asked/wanted/invited me to go.*

**3) Incomplete application of rules**

It involves a failure to fully develop a structure. The common teaching device used is question. Typically, they are used not to find out something, but as means of eliciting sentences.<sup>13</sup> Thus, learners of L<sub>2</sub> English have been observed to use declarative word order in question, *understand?* In place of interrogative word order *Have you understood?* or *Do you understand?* This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

**4) False concepts hypothesized.**

This source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* as a marker of past tense in *One day it was*

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<sup>13</sup>Jack C Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1980), p. 177.



*happened*.<sup>14</sup> The form *is* may be understood to be the corresponding marker of the present tense; *he is speaks French*. Sometimes in narrative text can be found the continuous form instead of the simple past: elsewhere it can be encountered confusion between *too*, *so*, and *very*, between *come* and *go*, and so on. These errors are sometimes due to poor gradation of teaching items.<sup>15</sup>

### c. Developmental Errors

Developmental errors occur when the learners attempt to build up hypotheses about the target language on the basis of limited experience.<sup>16</sup> Dulay also describe developmental errors as the errors similar to those made by children learning the target language as their first language.<sup>17</sup>

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<sup>14</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 59.

<sup>15</sup>Jack C Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1980), p. 178.

<sup>16</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 58.

<sup>17</sup>Heidi Dulay, et.al., *Language Two*, (New York: Oxford University Press, 1982), p. 165.

For example, *Little boy visit his grandmother.*  
Learner omits the marker of definite article *the* before  
the subject and the past tense marker *-ed* *invisited.*  
This kind of error also found in the speech of children  
learning English as their first language.

## **B. Error analysis**

The learners errors which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners errors, called Error Analysis (EA).<sup>18</sup> In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences between their L<sub>1</sub> and the target language.<sup>19</sup>

The most obvious practical use of the analysis of errors is to the teacher.<sup>20</sup> The analysis of the learners' errors serves feedback that is very useful for teachers. It can be a tool to determine the effectiveness of learning techniques used, to know the material or discussions which are taught less than the others,

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<sup>18</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, 2000), p. 218

<sup>19</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 47.

<sup>20</sup>S. Pit Corder, *Introducing Applied Linguistics*, (Middlesex: Penguin Education, 1975), p.265.

and this tool can be used as a reference for the implementation of remedial teaching. Another benefit of the EA for researchers is the availability of the facts about how language is learned. Later, EA also will discover how the learner to learn the rules of the target language.

### C. Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.<sup>21</sup> If a sentence contains *when* and has the simple past in both clauses, the action in the *when* clause happens first.<sup>22</sup>

*When I rode my motorcycle, the little boy crossed the way.*

The first clause called time clause tells that the activity began first. A time clause can come in front of a main clause or follow a main clause. The second clause called main clause while its role as a second activity happened after the previous one did.

First : *I rode my motorcycle*

Then : *The little boy crossed the way*

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<sup>21</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice Hall, 1992), p.32.

<sup>22</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (New York: Pearson Education, 1999), p. 27.

## 1. The Use of Simple Past Tense

The simple past tense is a verb form that is used to express:

- a. One action which happened or took place at a particular time in the past. For examples:

*You were there yesterday.*

*He was in Japan last month.*

*Rini met her old friend yesterday.*

*They went to China last night.*

- b. Repeated, habitual actions in the past.

*He used to have five goats and two cows.*

*I always went to mosque at night.*

## 2. Time Markers

Time markers that are usually used:

a. Yesterday :*yesterday afternoon, yesterday morning, etc.*

b. Last :*last week, last month, last year, etc.*

c. Ago :*two days ago, a week ago, a month ago, etc.*<sup>23</sup>

Time markers usually come at the beginning or end of a sentence. The time marker *yesterday* can be used alone or used before morning, afternoon, and evening. For example:

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<sup>23</sup> Slamet Riyanto, *A Complete Grammar for TOEFL Preparation*, (Yogyakarta: Pustaka Pelajar, 2009), p.106.

*Yesterday I studied.*

*I studied yesterday.*

*I visited my friends yesterday.*

*I visited my friends yesterday evening.*

The word *ago* can be used after a length of time and the word *last* before words like night, week or year. For example:

*I started this class a month ago.*

*I arrived here last month.*<sup>24</sup>

### 3. Forms of the Simple Past

Table 2.1 Forms of Simple Past

Statement		(I -You-She-He-It-We-They)	<b>worked</b> yesterday. <b>ate</b> breakfast.
Negative		(I -You-She-He-It-We-They)	<b>did not work</b> yesterday. <b>did not eat</b> breakfast.
Question	<b>Did</b>	(i -you-she-he-it-we-they)	<b>work</b> yesterday? <b>eat</b> breakfast?
Short Answer	Yes, No,	(i -you-she-he-it-we-they)	<b>did.</b> <b>didn't.</b>

The word *Did* is not used with *was* and *were*.

Negative (I-She-He-It) **was not (wasn't)** busy.

(We-You-They) **were not (weren't)** busy.

Question **Was** (I-She-He-It) right?

**Were** (We-You-They) right?

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<sup>24</sup>Irene E. Schoenberg, *Focus on Grammar 2*, (New York: Pearson Education, 2012), p. 201.

The simple past form ends in –ed for regular verbs. Most of verb are regular, but many common verbs have irregular past forms.<sup>25</sup>

Regular verbs : *study-studied*

*visit-visited*

*open-opened*

Irregular verbs : *win-won*

*swim-swam*

*sleep-slept*

#### **4. Spelling of the Regular Simple Past**

One of the characteristics of the simple past tense is the verbs were in the past form. Some verbs that are used can be either regular or irregular. The irregular verbs usually can be taken from the list. While the past form of the regular verb can be marked with specific suffixes.

There are three spellings for the regular simple past in affirmative statements: **-d**, **-ed**, and **-ied**<sup>26</sup>. Here are the rules on how to form a past verb using **-ed** pattern.

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<sup>25</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice Hall, 1992), p.21.

<sup>26</sup>Irene E. Schoenberg, *Focus on Grammar 2*, (New York: Pearson Education, 2012), p. 200.

**Table 2.2 Spelling Regular Simple Past**

<b>End of Verb</b>	<b>Double the Consonant?</b>	<b>Simple Form</b>	<b>-Ed</b>	
<b>-e</b>	NO	Smile Hope	Smiled Hoped	Just add <b>-d</b>
Two consonants	NO	Help learn	Helped learned	If the verb ends in two consonants, just add <b>-ed</b>
Two vowels+ one consonants	NO	Rain heat	Rained Heated	If the verb ends in two vowels+a consonant, just add <b>-ed</b> .
One vowel +One consonant	YES	ONE-SYLLABLE VERBS		If the verb has one syllable and ends in one vowel+one consonant, double the consonant to make the <b>-ed</b> form.
		Stop Plan	Stopped Planned	
	NO	TWO-SYLLABLE VERBS		If the first syllable of a two syllable verb is stressed, do not double the consonant.
		Visit Offer	Visited Offered	
	YES	Prefer Admit	Preferred Admitted	If the second syllable of a two syllable verb is stressed, double the consonant.
	<b>-y</b>	NO	Play Enjoy	Played Enjoyed
Worry			Worried	If the verb ends in a

		Study	Studied	consonant + <b>-y</b> , change the <b>-y</b> to <b>-i</b> to make the <b>-ed</b> form.
<b>-ie</b>		Die Tie	Died Tied	Just add <b>-d</b>

There are some exceptions forming the past of the regular verb form. All verb that ends w or x just add the suffix-ed without doubling the final letter.<sup>27</sup>

#### **D. Recount Text**

Recount text is a text to retell past events for the purpose of informing or entertaining.<sup>28</sup> According to 2013 curriculum, recount text is the material taught in the odd semester of the tenth grade Senior High School students. Usually they write recount text to retell the fascinating events that happen in the past, such activities during school holidays, unforgettable memories, vacation, etc.

##### **1. Generic Structure**

###### **a. Orientation**

This section provides information about who, where, and when the occurrence of such events.

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<sup>27</sup>Betty Schramper Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice Hall, 1992), p. 29.

<sup>28</sup>Alexander Mongot Jaya, *English Revolution*, (Jepara: Mawas Press, 2011), p. 33.



b. Events

Events are the series of occasions which are usually arranged in chronological order.

c. Reorientation

This section serves as a cover story that summarizes the sequence of events or activities that have taken place.

**2. Language Feature**

The recount text can be identified from the characteristic language used. Its characteristics, among others; Using nouns and pronouns, using action verbs, using past tense, using conjunctions and time connectives, using adverbs and adverb phrases, and using adjectives.<sup>29</sup>

Nouns and pronouns are used to mention the characters involved. The characters can be human or animal. In addition, the use of the past tense in the form of regular or irregular verbs is needed.

**E. Writing**

Writing is a personal act in which writers take idea or prompts and transform them into “self-initiated” topics. When writing, learners use these four types of knowledge; knowledge of the content, procedural knowledge to organize the content,

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<sup>29</sup>Alexander Mongot Jaya, *English Revolution*, (Jepara: Mawas Press, 2011), p. 6.

knowledge of conventions of writing and procedural knowledge for integrating all the other types of knowledge<sup>30</sup>

The plausible reason that makes writing as the hardest skill is writing is a complex activity. Learners use various morphemes and try to integrate them to be a good, meaningful, and grammatically correct sentence.

Sometimes, the pattern of language that learners used is similar with spoken language whereas the language feature of speech is different with writing. Some commonly perceived differences are:<sup>31</sup>

**Table 2.3 Differences of Speaking and Writing**

Speech	Writing
<ul style="list-style-type: none"><li>• More hesitations, interruptions and self-corrections</li><li>• No spelling and punctuation conventions</li><li>• Relies on gesture and paralanguage</li><li>• Concrete, fragmented, informal and context-dependent</li><li>• Characterized by turn-taking</li></ul>	<ul style="list-style-type: none"><li>• More subordination and passives</li><li>• Longer sentences</li><li>• More explicit coding of logical relations</li><li>• Less modal modification</li><li>• Structurally, elaborate, complex, abstract and formal</li><li>• Characterized by monologue</li></ul>

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<sup>30</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learner*, (New York: Addison Wesley Publishing, 1996), p. 136.

<sup>31</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Longman, 2002), p. 50.

Purpose in writing determines the nature of writing. There are at least three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing.<sup>32</sup> Texts are similar or different because of the purpose they intended to serve and the ways they are structured. In adult literacy context the range of required genres is likely to be more open-ended and less predictable than within the school curriculum.<sup>33</sup>

The pattern of genres used in school and university students is completely different. The lower grade students in the senior high school or senior high school usually aimed to write the English text in macro genres such as narrative, recount, report, descriptive, etc. The university students write the higher level of genre writing; analysis, discussion, argument, and sometimes persuasive text.

## **F. Previous Research**

This research is relevant to the three previous researches. These three researches have similarities and differences with present study which can be used as references to conduct the better study.

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<sup>32</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners*, (New York: Addison Wesley Publishing, 1996), p. 137.

<sup>33</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Longman, 2002), p. 63.

1. A thesis written by Mustafidhah (2014) tells that the highest error made by students in understanding simple past tense and present perfect tense is misselection errors with the total number of error 214 errors (71.09%). The errors that students made were caused by interlingua transfer and intralingua transfer.<sup>34</sup> In the previous research, the data was collected by observation, test and documentation technique. In the writer's study, the data is collected by documentation technique. The other difference is her taxonomy used. She uses Corder classification to know the types of errors and Browns' theory to know the causes of each errors. It is different with the writer's study which uses Dulay's Surface Strategy Taxonomy to classify the types of error and Richard's source of error classification. Both of the study similar in the sample because using the tenth grade students in Senior High School as the sample although in different school.
2. The research written by Fadilah (2014). Her research analyzed 39 narrative text written by the second year students of Senior High School. The result shows that the types of cohesive devices errors that occurred in students' texts were reference and conjunction. There were 109 error

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<sup>34</sup>Inayatul Mustafidhah (108014000093), *“An Analysis on Students' Errors in Understanding Simple Past Tense and Present Perfect Tense; A Case Study at the First Grade Students of SMK Dua Mei Ciputat”*, (Jakarta: Department of English Education Faculty of Tarbiyah and Teachers Training State Islamic University Syarif Hidayatullah, 2014), p.84.

of reference and 10 errors of conjunction. The dominant error was reference with 109 errors. Based on the types of error that occurred in students' narrative texts, misformation became the dominant error.<sup>35</sup> Fadhilah's study analyze the students' writing of narrative text, while the writer's study uses students' recount text writing task. The similarities found between her study and present study are in the technique of data collection which using documentation. The other difference is in the term of error types classification. The previous research uses Surface Strategy Taxonomy and Comparative Analysis while the present study uses only Surface Strategy Taxonomy to classify the errors found.

3. Another previous study was the research of Athi'urroddiyah (2012). The highest types of error occurred was malformation errors, the students generally use the wrong form of the morpheme or structure so that it creates misaddressing. She concludes that sentence structure error was the highest percentage of errors occurred and the most

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<sup>35</sup>Nurul Fadilah (D35210031), "*An Error Analysis of Using Cohesive Devices in Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya*", (Surabaya: English Teacher Education Department Faculty of Education and Teacher Training Sunan Ampel State Islamic University, 2014), p.100.

frequently errors were caused by over generalization.<sup>36</sup> This study has similarities with the writer's research in the design of research and the data collection technique. It is kind of descriptive qualitative research where the documentation technique is used to get the data needed. The difference is in the source of the data: the previous study analyzes students' hortatory text writing, while the present one prefer to analyze recount text.

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<sup>36</sup>Athi'urrodliyah "*An Analysis of Grammatical Errors upon students Hortatory Exposition Text at SMAN 1 Baureno Bojonegoro*" (Surabaya: English Departement, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel. 2012), p.73.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This is a descriptive qualitative research which answers the problems of errors commonly found in students' writing. This research can be named as a descriptive research because the data is described using words that tell its condition.<sup>1</sup>

For further details, this research was one of many branch of language study called Error Analysis (EA). In 1970s, EA became a recognized part of applied linguistics that owed much to the work of Corder.<sup>2</sup>EA was not a new development. There were many linguists studied this field of language research. They studied learner language which was useful for foreign language learning in the school classroom. The presence of the native language mixed with the new rules of target language brought out the obstacles in learning language. Thus, EA was very useful in determining what the types students had made were and how the errors came in their language production.

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 21.

<sup>2</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.48.

## **B. Setting of the Study**

The study was conducted at MA NU Banat Kudus which located on Jl. KHM. Arwani Amin, Krandon Kudus 59314. This research was conducted on 20<sup>th</sup> January until 9<sup>th</sup> February 2016.

## **C. Subject**

Population is the entire research subject.<sup>3</sup> Population of this research was all the tenth grade students of MA NU Banat Kudus which consist of 8 classes. Because of the huge amount of the population, it was impossible for the researcher to analyze all of the tenth grade students' writing tasks, so the participant should be simplified by choosing one class as the sample. Sample is a part of population to be researched.<sup>4</sup> The sample of the study was X IPA U which has 34 students.

## **D. Source of the Data**

The research talked about the learners' errors due to their practice in writing recount text. In researching the types of errors, the cause of errors, and the sources of errors that learners made, the students' worksheet in the form of recount text writing task is

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<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.173.

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.174.



needed. Their writing task was discussed and analyzed by the researcher.

#### **E. Focus of the Study**

This research focused on the errors analysis on the use of simple past tense in students' recount text writing. The analysis of the errors included the types and the source of errors that found on the tenth grade students' recount text writing.

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

To obtain the data needed, documentation technique was used in this activity. The documentation is a technique to collect the data in the form of notes, transcripts, books, newspapers, inscriptions, agenda, etc.<sup>5</sup>The data was found in the students' recount text writing.

In order to make an effective and guided analysis, all the students of X IPA U were required to write a recount text based on the topics given. The topics were *going to somewhere interesting, a story about your bad day ever, and an experience that changes your entire life*. They were asked to write a recount text within a period of 30 minutes. The students were asked to write based on the generic structure and language feature of recount text that they had learned in the previous learning. After

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<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.274.

finishing their writing, their works were submitted to the teacher. Then, the researcher asked permission to the teacher to copy their works by photocopying. Their writing would be analyzed by the researcher in order to know the error types and error causes that they had produced in the next step.

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

There were following steps in EA research; collection of a sample of learner language, identification, description, explanation, and evaluation of errors.<sup>6</sup>

The data analysis was started after all the students' recount text writing collected. The second step in analyzing students' error was identification of the errors. The identification was done by reading the students' writing task and underlying the errors.

The third step was description the errors made according to the Dulay's Surface Strategy Taxonomy. The taxonomy talked about many errors types that commonly found in second language learners' sentences. The types of errors were *omission*, *addition*, *misinformation*, and *misordering*. If the sentences contained errors, they were classified according to the error type's taxonomy. The result of the classification was calculated by the frequency and the percentage of each error.

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<sup>6</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.48.

**Table 3.1 Table of Error Classification**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>
<b>U-1</b>		
<b>U-2</b>		
<b>U-3</b>		
<b>...</b>		

**Table 3.2 Table of Error Frequency**

<b>Error Types</b>	<b>Frequency of Errors</b>	<b>Percentage (%)</b>
Omission		
Addition		
Misinformation		
Misordering		

The fourth step called explanation. This step was concerned with establishing the source of the error, i.e. accounting for why it was made.<sup>7</sup> The errors found were classified according to its sources. They were classified as an error that came from: interlingual errors, intralingual errors, and developmental errors.

**Table 3.3 Table of Error Sources Classification**

<b>Code</b>	<b>Error Source</b>
<b>U-1</b>	
<b>U-2</b>	
<b>U-3</b>	
<b>...</b>	

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<sup>7</sup>Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.57.

**Table 3.4 Table of Error Source Frequency**

<b>Error Sources</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Interlingual		
Intralingual		
Developmental		

The last step was evaluating errors. In this step, after the learner errors found, the researcher gave a correction of the wrong sentences. The correction was used as an evaluation for both learner and teacher.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Identification of Error

The data of this research was the students' recount text writing that was produced by X IPAU students on the ten grades of MA NU Banat Kudus. Those recount text writing were produced as the daily assignment taken in the class. After writing the recount text, then the students gave their assignment to the teacher at that time. After all the tasks submitted to the teacher, the researcher asked the data of writing assignment and asked permission to the English Teacher to make the copies of those sources of data.

Those copies then would be identified whether it contained error or not. The first step of identifying errors was underlined the error word or sentence and added the note below the word or sentence by the types of error: Omission, Addition, Misinformation, and Misordering.

Errors found in the students' writing were very huge and complicated. They were different in their type, kind, and source where errors came. Those errors also came from different student. Thus, the researcher used coding for those data. The coding of those data made the researcher easier analyzed the errors on the second step, the Description of error. The coding used by researcher could be seen in **Appendix 1**.

## B. Description of Error

After reading and identifying those errors, the researcher then described the errors. The errors were described by grouping them in the more detailed classification.

### 1. Omission

Omission errors found were 1) Omission of verbs; regular verbs, irregular verbs, and verbs after infinitives, 2) Regular past marker: *-ed*, 3) To be: *was/were*.

**Table 4.1 Omission of Verb**

Code	Error Identification	Error Correction	Error Description
U-3	We arrived in Gunung Pring ^ rest and praying subuh	We arrived at Gunung Pring to take a rest and have subuh prayer	Omitting the verb: <i>take</i>
U-8	We went to Restaurant Pring Sewu to ^ breakfast	We went to Pring Sewu Restaurant to have breakfast	Omitting the verb after to infinitive: <i>have</i>
	We went to restaurant Jogja'a secret to ^ lunch and bought some souvenir^	We went to Jogja's Secret Restaurant to have lunch and buy some souvenirs	Omitting the verb after to infinitive: <i>have</i>
U-9	We ^ to Lawang sewu	We went to Lawang Sewu	Omitting the main verb: <i>went</i>
U-10	We didn't forget to <i>praying</i> maghrib and ^ dinner	We didn't forget to have maghrib prayer and have dinner	Omitting the verb after to infinitive: <i>have</i>

U-14	We need 7 hours to ^ Kyai Langgeng, Jogja	It took 7 hours to go to Kyai Langgeng, Jogja	Omitting the verb after to infinitive: <i>go</i>
	Then, we ^ 6D but	Then, we saw 6D movie but	Omitting the main verb: <i>saw</i>
U-16	For take a bath and ^ breakfast	To take a bath and have breakfast	Omitting the verb after to infinitive: <i>have</i>
	My friend and i played, ^ ^selfie,	My friend and I played and took a selfie,	Omitting the main verb: <i>took</i>
U-17	My friend and i played and ^ selfie	My friend and I played and took a selfie	Omitting the main verb: <i>took</i>
	We went to restaurant to^ breakfast	We went to the restaurant to have breakfast	Omitting the verb after to infinitive: <i>have</i>
U-19	We^shopping	We went shopping	Omitting the main verb:: <i>went</i>
U-20	We went to restaurant in Ngawi to ^ lunch and prayed	We went to the restaurant in Ngawi to have lunch and prayer	Omitting the verb after to infinitive: <i>have</i>
U-21	We continued our trip to restaurant to ^ breakfast	We continued our trip to the restaurant to have breakfast	Omitting the verb after to infinitive: <i>have</i>
U-24	We ^ back	We got back	Omitting the verb
U-25	We played and ^ selfie	We played and took a selfie	Omitting the verb
	Then, we went to^ lunch in	Then, we went to have lunch in	Omitting the verb after to

	secret Jogja	Jogja's Secret.	infinitive: <i>have</i>
U-26	We went and ^ back at 10.00pm	We went and got back at 10.00pm	Omitting the verb
U-27	When we ^ back to bus	When we got back to the bus	Omitting the main verb: <i>got</i>
U-31	To take a bath and ^ breakfast together.	To take a bath and have breakfast together.	Omitting the verb after to infinitive: <i>have</i>
U-33	In the morning we^ breakfast	In the morning we had breakfast	Omitting the main verb: <i>have</i>
	We went to Malioboro to ^ shopping	We went to Malioboro to go shopping	Omitting the verb after to infinitive: <i>go</i>

Verbs omitted by the learners mostly in irregular verbs such as; *went, took, had*, etc. There were 16 students made errors and 21 error sentences.

**Table 4.2 Omission of Regular Past Marker: -ed**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-1	We <i>stop</i> ^ restaurant	We stopped at a restaurant	Omitting the suffix <i>-ed</i> in past regular verb: <i>stopped</i>
	and i always smile^	and I smiled	Omitting the suffix <i>-ed</i> in past regular verb: <i>smiled</i>
U-5	We visit^	We visited	Omitting the suffix <i>-ed</i> in past regular



			verb: <i>visited</i>
U-7	After arrive <sup>^</sup> , me and my friend get up	After we arrived, My friend and I got up	Omitting the suffix <i>-ed</i> in past regular verb: <i>arrived</i>
U-9	We was gather <sup>^</sup>	We gathered	Omitting the suffix <i>-ed</i> in past regular verb: <i>gathered</i>
	My friend ask <sup>^</sup>	My friend asked	Omitting the suffix <i>-ed</i> in past regular verb: <i>asked</i>
U-11	We drop <sup>^</sup> in grave masjid to praying	We arrived at the mosque to have prayer	Omitting the suffix <i>-ed</i> in past regular verb: <i>dropped</i>
U-15	As long <sup>^</sup> we study <sup>^</sup>	As long as we studied	Omitting the suffix <i>-ed</i> in past regular verb: <i>studied</i>
	But undetected, there are many seniors hint <sup>^</sup> at us.	But undetectably, there were many seniors hinted at us.	Omitting the suffix <i>-ed</i> in past regular verb: <i>hinted</i>
U-16	First day we to visit <sup>^</sup> Sunan Kalijaga	In the first day we visited Sunan Kalijaga Cemetery	Omitting the suffix <i>-ed</i> in past regular verb: <i>visited</i>
U-18	We <del>to</del> visit <sup>^</sup>	We visited	Omitting the suffix <i>-ed</i> in past regular verb: <i>visited</i>
U-19	I really like <sup>^</sup> the picture <sup>^</sup> her	I really liked the picture of her	Omitting the suffix <i>-ed</i> in

			past regular verb: <i>liked</i>
U-23	we were continue^ our trip to Jogja	We continued our trip to Jogja	Omitting the suffix <i>-ed</i> in past regular verb:
U-27	We visit^ in Malioboro	We visited Malioboro	Omitting the suffix <i>-ed</i> in past regular verb: <i>visited</i>
	We walk^ around	We walked around	Omitting the suffix <i>-ed</i> in past regular verb: <i>walked</i>
U-33	My friend watch^ video	My friend watched video	Omitting the suffix <i>-ed</i> in past regular verb: <i>watched</i>
	They watch^ video of Maher Zain	They watched the video of Maher Zain	Omitting the suffix <i>-ed</i> in past regular verb: <i>watched</i>
U-34	We was enjoy^	We enjoyed	Omitting the suffix <i>-ed</i> in past regular verb: <i>enjoyed</i>

Regular past marker: *-ed* omitted by the learners were 18 sentences of 13 students.

**Table 4.3 Omission of To Be: was/were**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-3	But ^ no problem	But there was no problem	Omitting <i>was</i> after <i>There</i>
U-9	My friend and i ^ holiday	My friend and I were in holiday	Omitting <i>were</i> after subject: My friend and I
U-11	in Malioboro ^ many trader^	In Malioboro, there were many traders	Omitting <i>were</i> after <i>There</i>
U-12	Many souvenir shop^ in there	There were many souvenir shops	Omitting <i>were</i> after <i>There</i>
U-13	Its ^ very crowded	It was very crowded	Omitting <i>was</i> after subject: <i>It</i>
U-16	I ^really happy and enjoyed ^	I was really happy and I enjoyed it	Omitting <i>was</i> after subject: <i>I</i>
U-17	I ^ fun with my holiday	I was happy with my holiday	Omitting <i>was</i> after subject: <i>I</i>
U-21	The time ^finished	The time was up	Omitting <i>was</i> after subject: <i>The time</i>
U-23	We ^ also very fun about this trip	We were also very happy about this trip	Omitting <i>were</i> after subject: <i>We</i>
U-24	The this experience ^ unforgettable moments	This experience was an unforgettable moment	Omitting <i>was</i> after subject: This experience
U-27	We ^ satisfied	We were satisfied	Omitting <i>were</i> after subject: <i>We</i>

U-28	I ^ very hungry	I was very hungry	Omitting <i>was</i> after subject: <i>I</i>
	We ^ so tired	We were so tired	Omitting <i>were</i> after subject: <i>We</i>
U-31	And the last ^ to maliboro jogjakarta	Finally, we went to Maliboro, Jogjakarta.	Omitting <i>was</i> after subject: <i>The last trip</i>
U-33	It ^so happy to went there	It was so fun to go there	Omitting <i>was</i> after subject: <i>It</i>
U-34	It ^ unforgettable moments	It was an unforgettable moment	Omitting <i>was</i> after subject: <i>It</i>

Omission of to be in past tense: *was, were* found were 16 sentences of 15 students. The amount of these errors was commonly in omitting regular past marker: *-ed*.

## 2. Addition

There were two kinds of Addition error: 1) Addition of To be in verbal sentece, 2) Verbs. Both these types were considered as Double Marking Addition error while the other type of Addition, Simple Addition error, was not found.

**Table 4.4 Addition of To be in Verbal Sentence**

Code	Error Identification	Error Correction	Error Description
U-5	We were prepared to pray	We prepared to have prayer	Adding <i>were</i> in verbal sentence
	We were took	We took	Adding <i>were</i>

			in verbal sentence
	We were played	We played	Adding <i>were</i> in verbal sentence
U-9	We was gather	We gathered	Adding <i>was</i> in verbal sentence
U-15	But they were gone too far with me	But they went away from me	Adding <i>were</i> in verbal sentence
U-23	We were continue our trip to Jogja	We continued our trip to Jogjakarta	Adding <i>were</i> in verbal sentence
U-26	It was made ^ surprised	It made me be surprised	Adding <i>was</i> in verbal sentence
U-34	We was enjoy^	We enjoyed	Adding <i>was</i> in verbal sentence

The learner added to be: *was, were* in verbal sentece after the subject. There were 6 students that produced 8 wrong sentences.

**Table 4.5 Addition of Verb**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-18	First did,	First,	Adding past irregular verb: <i>did</i> in nominal sentence

There was only 1 error sentence produce by students number 18. She put the irregular verb *did* in nominal sentece.

### 3. Misinformation

The kinds of Misinformation error found were Overgeneralization: 1) Regular past verbs; 2) Irregular verbs; 3) Past form of modals; 4) Verb after modals; 5) Verb after to infinitives, Archi/Alternating Form: 1) To be: was/were; 2) Wrong usage of time signal.

**Table 4.6 Misinformation of Regular Past Verbs**

Code	Error Identification	Error Correction	Error Description
U-14	We need^ 7 hours to ^ Kyai Langgeng, Jogja	It took 7 hours to go to Kyai Langgeng, Jogjakarta	Misinforming regular past verbs <i>need</i>
U-15	I always cries and scares when I see my elder friend	I cried and was scared when I saw my elder friend	Misinforming regular past verbs <i>cried</i> and <i>scared</i> in positive sentence
U-21	We need^ four hour^ to arrived there	It took four hours to arrive there	Misinforming regular past verbs <i>need</i>
U-27	We return^ to ^ parking place	We got back to the parking lot	Misinforming regular past verbs <i>return</i>
	I surrounding Malioboro with my friend	I walked around Malioboro with my friend	Misinforming regular past verb <i>surrounded</i> in positive

			sentence
U-30	When I changes a clothes	When I changed my clothes	Misinforming regular past verb <i>changed</i> in positive sentence

There were 6 error sentences made by 5 students by using wrong past regular verb. They used present verb; *change, cry* rather than using: *changed, cried*.

**Table 4.7 Misinformation of Irregular Past Verbs**

Code	Error Identification	Error Correction	Error Description
U-1	I go to	I went to	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
	We singing together, sleep	We sang together, slept,	Misinforming irregular past verb: use <i>singing</i> instead of <i>sang</i>
	In here my friend and I prayed, ate and singing together	In here my friend and I prayed, ate and sang together	Misinforming irregular past verb: use <i>singing</i> instead of <i>sang</i>
	^Make me fun	It made me fun	Misinforming irregular past verb: use <i>make</i> instead of <i>made</i>

	Go with my friend make me happy	Going with my friend made me happy	Misinforming irregular past verb: use <i>make</i> instead of <i>made</i>
U-2	I fell happy	I felt happy	Misinforming irregular past verb: use <i>fell</i> instead of <i>felt</i>
U-3	We ate breakfast	We had breakfast	Misinforming irregular past verb: choose <i>ate</i> instead of <i>had</i>
	I get	I got	Misinforming irregular past verb: use <i>get</i> instead of <i>got</i>
	I ate the breakfast	I had breakfast	Misinforming irregular past verb: choose <i>ate</i> instead of <i>had</i>
U-7	After arrive^, me and my friend get up	After arriving at that place, My friend and I got up	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
	We go to	We went to	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
U-8	Take a bath	Took a bath	Misinforming irregular past verb: use <i>take</i>



			instead of <i>took</i>
	We played some game^ and buyed some snacks	We played some games and bought some snacks	Misinforming irregular past verb: overgeneralize <i>buyed</i> to express <i>bought</i>
U-11	We take	We took	Misinforming irregular past verb: use <i>take</i> instead of <i>took</i>
U-13	We go to Gramedia	We went to Gramedia	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
U-15	But they were gone too far with me	But they went away from me	Misinforming irregular past verb: use <i>gone</i> instead of <i>went</i>
	I always cries and scares when I see my elder friend	I cried and was scared when I saw my elder friend	Misinforming irregular past verb: use <i>see</i> instead of <i>saw</i>
U-17	My friend and I buy t-shirt	My friend and I bought t-shirt	Misinforming irregular past verb: use <i>buy</i> instead of <i>bought</i>
U-18	We have lunch	We had lunch	Misinforming irregular past verb: use <i>have</i> instead of <i>had</i>

U-19	We had breakfast and take a bath	We had breakfast and took a bath	Misinforming irregular past verb: use <i>take</i> instead of <i>took</i>
U-21	Don't forget	Didn't forget	Misinforming irregular past verb: use <i>don't</i> instead of <i>didn't</i>
	We take a picture	We took a picture	Misinforming irregular past verb: use <i>take</i> instead of <i>took</i>
U-26	We having fun	We had fun	Misinforming irregular past verb: use <i>having</i> instead of <i>had</i>
U-27	We go to there by bus	We went there by bus	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
	We buy some t-shirt^ for our younger sister	We bought some t-shirts for our younger sister	Misinforming irregular past verb: use <i>buy</i> instead of <i>bought</i>
	We not care	We did not care	Misinforming irregular past verb: use <i>not</i> instead of <i>did not</i>
	We fell so shy	We felt so shy	Misinforming irregular past

			verb: use <i>fell</i> instead of <i>felt</i>
U-28	We go there by a bus	We went there by bus	Misinforming irregular past verb: use <i>go</i> instead of <i>went</i>
U-32	We ate breakfast in Trans Studio's restaurant	We had breakfast in Trans Studio's Restaurant	Misinforming irregular past verb: choose <i>ate</i> instead of <i>had</i>
U-34	We had breakfast and take a bath	We had breakfast and took a bath	Misinforming irregular past verb: use <i>take</i> instead of <i>took</i>

The students made 32 error sentences by using the wrong past form of irregular verbs.

**Table 4.8 Misinformation of Past Form of Modals**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-1	We can buy more thing <sup>^</sup>	We could buy more things	Using <i>can</i> instead of <i>could</i>
U-6	I can see	I could see	Using <i>can</i> instead of <i>could</i>
U-15	I never can't forgot it	I never couldn't forget it	Using <i>can't</i> instead of <i>couldn't</i>
U-17	I can't forget that moment	I couldn't forget that moment	Using <i>can't</i> instead of <i>couldn't</i>

U-25	I can't forget	I couldn't forget	Using <i>can't</i> instead of <i>couldn't</i>
U-26	We must ascended many staircase^	We had to ascend many staircases	Using <i>must</i> instead of <i>had to</i>
U-33	We can found many tourist^	We found many tourists	Using <i>can</i> in past simple tense

Modals such as *can* and *must* were misinformed by the students in 7 different sentences.

**Table 4.9 Misinformation of Verb after Modals**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-26	Before we could prayed	Before we could have prayer	Misinforming verb <i>prayed</i> after modal <i>could</i>
	We must ascended many staircase^	We had to ascend many staircases	Misinforming verb <i>ascended</i> after modal
U-33	We can found many tourist^	We could find many tourists	Misinforming verb <i>found</i> after modal <i>could</i>

The verbs after past modals should be in the present form. They made 3 error sentences by adding past verbs after past modals.

**Table 4.10 Misinformation of Verb after to Infinitives**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-3	We arrived in Gunung Pring ^ ^ ^ rest and praying subuh	We arrived in Gunung Pring to take a rest and have subuh prayer	Using verb-ing <i>praying</i> after to infinitive
U-8	We went to restaurant Jogja'a secret to ^ lunch and buyed some souvenir^	We went to Jogja Secret's Restaurant to have lunch and buy some souvenirs	
U-10	We didn't forget to <i>praying</i> maghrib and ^ ^ dinner	We didn't forget to have maghrib prayer and have a dinner	Using verb-ing <i>praying</i> after to infinitive
U-11	We drop^ in grave masjid to praying	We arrived at the mosque to have prayer	Using verb-ing <i>praying</i> after to infinitive
U-13	We decided to ate	We decided to eat	
U-20	we went to restaurant in Ngawi to ^ lunch and prayed	We went to the restaurant in Ngawi to have lunch and prayer	Using past verb <i>prayed</i> after to infinitive
U-21	We need^ four hour^ to arrived there	It took four hours to arrive there	Using past verb <i>arrived</i> after to infinitive
U-33	I want to bought ^ but the ^ is expensive	I wanted to buy it but the price was expensive	Using past verb <i>bought</i> after to infinitive

The verbs after to infinitives should be in the present form. They made 8 error sentences by adding past verbs after to infinitives.

**Table 4.11 Misinformation of To Be: *was, were***

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-2	This is one of the store	This was one of the shop	Using <i>is</i> instead of <i>was</i>
	Which is located	Which was located	Using <i>is</i> instead of <i>was</i>
U-3	I am so glad	I was so glad	Using <i>am</i> instead of <i>was</i>
U-5	This is my favorite place	This was my favorite place	Using <i>is</i> instead of <i>was</i>
U-6	It is a beautiful temple	It was a beautiful temple	Using <i>is</i> instead of <i>was</i>
U-7	The ambience is very busy	The ambience was very busy	Using <i>is</i> instead of <i>was</i>
U-9	Semarang is	Semarang was	Using <i>is</i> instead of <i>was</i>
U-10	The view is so beautiful	The view was so beautiful	Using <i>is</i> instead of <i>was</i>
U-11	It is	It was	Using <i>is</i> instead of <i>was</i>
U-15	But undetected, there are many	But undetectably, there were many	Using <i>are</i> instead of

	seniors hint <sup>^</sup> at us.	seniors hinted at us.	<i>were</i>
U-21	The time <sup>^</sup> finished	The time was up	Not using <i>was</i> after subject <i>The time</i>
U-26	My last trip is go to Jogja	My last trip was going to Jogja	Using <i>is</i> instead of <i>was</i>
U-27	Her name is Ida	Her name was Ida	Using <i>is</i> instead of <i>was</i>
U-28	The mini train is one of <sup>^</sup> facility <sup>^</sup> which we tried	The mini train was one of the facilities which we tried	Using <i>is</i> instead of <i>was</i>
U-31	The first destination is Sunan Kalijaga <sup>^</sup> in Demak	The first destination was Sunan Kalijaga Cemetery in Demak	Using <i>is</i> instead of <i>was</i>
U-33	There are Dagadu t-shirts	There were Dagadu t-shirts	Using <i>are</i> instead of <i>were</i>
U-34	They are the tour leader <sup>^</sup>	They were the tour leaders	Using <i>are</i> instead of <i>were</i>
	They name <sup>^</sup> are Fais and Arif	Their names were Fais and Arif	Using <i>are</i> instead of <i>were</i>
	I'm very sad	I was very sad	Using contraction I'm instead of <i>I was</i>
	I'm very happy	I was very happy	Using contraction I'm instead

			of <i>I was</i>
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Most students made error in the use of to be in nominal sentence by using the present form of to be: is, am, are. There were 20 error sentences found.

**Table 4.12 Misinformation of Time Signal**

<b>Code</b>	<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
U-1	And I always smile <sup>^</sup>	And I smiled	Using time signal <i>always</i> in simple past sentence
U-15	I always cries and scares when I see my elder friend	I cried and was scared when I saw my elder friend	Using time signal <i>always</i> in simple past sentence
U-30	My friends and I went to Jogja Friday ago	My friends and I went to Jogjakarta last Friday	Misinformation use of time signal <i>Friday ago</i> to express <i>Last Friday</i>

The students used wrong time signal in Simple Past Tense such as *always* and *Friday ago*. The time signal *always* was normally used in Simple Present tense to express the habitual activities, not a single past activity.



#### 4. Misordering

There were 3 kinds of Misordering error: 1) Subject-Verb order, 2) Verb-Object, 3) There was/were.

**Table 4.13 Misordering of Subject-Verb**

Code	Error Identification	Error Correction	Error Description
U-21	And don't forget we take a picture together	And we didn't forget to take a picture together	Misordering of subject <i>We</i> and verb didn't forget

She put the subject *we* after the verb. This error of misordering subject was made by student number 21.

**Table 4.14 Misordering of Verb-Object**

Code	Error Identification	Error Correction	Error Description
U-1	I more took picture <sup>^</sup>	I took more pictures	Misordering of verb <i>took</i> and object <i>more pictures</i>

**Table 4.15 Misordering of There was/were**

Code	Error Identification	Error Correction	Error Description
U-12	Many souvenir shop <sup>^</sup> in there	There were many souvenir shops	Misordering of <i>there</i> and <i>were</i>

The last sentence was error in ordering the pattern *there were*. Although misordering error was the fewest error found, it had a big influenced in sentence meaning.

### C. Explanation of Error

According to Richard's theory about sources of error, the researcher explained the errors found based on their source of interlingual or intralingual while the developmental errors were commonly found as same as intralingual errors found in a sentece.

#### 1. Interlingual Error

Interlingual error came because of the role of First language or mother tongue. In this case, Bahasa Indonesia was their first language. Most of them made these errors because imitating the First Language rules, their habitual utterances, and sometimes incorrect tranlation from L<sub>1</sub> to L<sub>2</sub>. Here was the list of Interlingual made by students X IPAU:

**Table 4.16 Interlingual Errors**

<b>Code</b>	<b>Error Identification</b>	<b>Error Explanation</b>
U-3	We ate breakfast	Interference from Indonesian Translation: <i>Kita sarapan</i>
	I ate the breakfast	Interference from Indonesian Translation: <i>Saya sarapan</i>
	We arrived in Gunung Pring ^ rest and praying subuh	Interference from Indonesian Translation: <i>kita sampai di Peristirahatan Gunung Pring dan sholat subuh</i>
U-8	We went to restaurant Jogja's Secret to ^ lunch and buyed some souvenir^	Interference from Indonesian Translation: <i>kita pergi ke Restoran Jogja Secret untuk makan siang dan membeli oleh-oleh</i>
U-9	We ^ to Lawang sewu	Interference from Indonesian Translation: <i>kita ke Lawang Sewu</i>

	My friend and i ^ holiday	Interference from Indonesian Translation: <i>aku dan teman-temanku berlibur</i>
U-10	We didn't forget to <i>praying</i> maghrib and ^ dinner	Interference from Indonesian Translation: <i>kita tak lupa untuk sholat maghrib dan makan malam</i>
U-11	We drop^ in grave masjid to praying	Interference from Indonesian Translation: <i>kita turun di Masjid (yang ada di area) makam untuk sholat</i>
U-12	Many souvenir shop^ in there	Interference from Indonesian Translation: <i>banyak toko sovenir di sana</i>
U-14	We need^ 7 hours to ^ Kyai Langgeng, Jogja	Interference from Indonesian Translation: <i>kita butuh 7 jam untuk sampai ke Kyai Langgeng, Jogja</i>
U-19	We^shopping	Interference from Indonesian Translation: <i>kita belanja</i>
	I really like^ the picture^ her	Interference from Indonesian Translation: <i>saya sangat suka fotonya</i>
U-20	We went to restaurant in Ngawi to ^ lunch and prayed	Interference from Indonesian Translation: <i>kita pergi ke restoran di Ngawi untuk makan siang dan sholat</i>
U-21	We continued our trip to restaurant to ^ breakfast	Interference from Indonesian Translation: <i>kita melanjutkan perjalanan ke restoran untuk sarapan</i>
	The time ^finished	Interference from Indonesian Translation: <i>Waktu telah usai</i>
	And don't forget we take a picture together	Interference from Indonesian Translation: <i>dan tak lupa kita berfoto bersama</i>
U-24	We ^ back	Interference from Indonesian

		Translation: <i>Kita kembali</i>
U-25	Then, we went to^ lunch in secret Jogja	Interference from Indonesian Translation: <i>Lalu, kita pergi untuk makan siang di Secret Jogja</i>
U-26	We went and ^ back at 10.00pm	Interference from Indonesian Translation: <i>Kita pergi dan kembali (lagi) pada pukul 22.00 WIB.</i>
U-27	When we ^ back to ^ bus	Interference from Indonesian Translation: <i>Ketika kita kembali ke bus</i>
	We return^ to ^ parking place	Interference from Indonesian Translation: <i>kita kembali ke tempat parkir</i>
	We not care	Interference from Indonesian Translation: <i>kita tidak peduli</i>
U-31	To take a bath and ^ breakfast together.	Interference from Indonesian Translation: <i>untuk mandi dan sarapan bersama</i>
	And the last ^ to maliboro Jogjakarta	Interference from Indonesian Translation: <i>dan (perjalanan) yang terakhir (pergi) ke Malioboro</i>
U-32	We ate breakfast in Trans Studio's restaurant	Interference from Indonesian Translation: <i>Kita makan (sarapan) di Restoran Trans Studio</i>
U-33	In the morning we^ breakfast	Interference from Indonesian Translation: <i>Di pagi hari kita sarapan</i>
	We went to Malioboro to^ shopping	Interference from Indonesian: <i>Kita pergi ke Malioboro untuk belanja</i>

There were 33 error sentences made by 17 students. The sentence [U-24] *We back* used by the student in L<sub>2</sub> sentence to perform the original sentence in L<sub>1</sub> *Kita kembali*. The word *back* in English classified into Adjectives, thus after the subject should be followed by *to be* before the Adjectives.

## 2. Intralingual Error

If Interlingual happened because of the interference of mother tongue, Intralingual errors happened mostly because the learner unable to perform good sentence in L<sub>2</sub> during their low understanding of L<sub>2</sub> rules. Sometimes they overgeneralized the sentence by mixing two different rules in one utterance, ignored the restriction of rules, made the incomplete application of rules, and hypothesized the false concept.

**Table 4.17 Intralingual Errors**

<b>Code</b>	<b>Error Identification</b>	<b>Error Explanation</b>
U-1	We <i>stop</i> ^ restaurant	Overgeneralization
	and i always smile^	Overgeneralization
	I go to	Overgeneralization
	We singing together, sleep	Overgeneralization
	In here my friend and i prayed, ate and singing together	Overgeneralization
	^ Make me fun	Incomplete application of rules
	Go with my friend make me happy	Overgeneralization

	We can buy more thing ^	Overgeneralization
	And i always smile ^	Overgeneralization
	I more took picture ^	Ignorance of rule restrictions
U-2	I fell happy	Overgeneralization
	I get	Overgeneralization
	This is one of the store	Overgeneralization
	Which is located	Overgeneralization
U-3	We arrived in Gunung Pring ^ rest and praying subuh	Incomplete application of rules
	I am so glad	Overgeneralization
	But ^^ no problem	Incomplete application of rules
U-5	We visit ^	Overgeneralization
	We were prepared to pray	False concepts hypothesized
	We were took	False concepts hypothesized
	We were played	False concepts hypothesized
	This is my favorite place	Overgeneralization
U-6	I can see	Overgeneralization
	It is a beautiful temple	Overgeneralization
U-7	After arrive ^, me and my friend get up	Ignorance of rule restrictions
	We go to	Overgeneralization
	The ambience is very busy	Overgeneralization
U-8	We went to Restaurant Pring Sewu to ^ breakfast	Incomplete application of rules
	Take a bath	Overgeneralization
	We played some game ^ and buyed some snacks	Overgeneralization
U-9	We was gather ^	False concepts hypothesized
	My friend ask ^	Overgeneralization
	Semarang is	Overgeneralization

U-10	The view is so beautiful	Overgeneralization
U-11	We drop^ in grave masjid to praying	Overgeneralization
	in Malioboro ^ many trader^	Incomplete application of rules
	We take	Overgeneralization
	It is	Overgeneralization
U-12	Many souvenir shop ^ in there	Overgeneralization
U-13	Its ^ very crowded	Overgeneralization
	We go to Gramedia	
	We decided to ate	Overgeneralization
U-14	Then, we ^ 6D but	Incomplete application of rules
U-15	As long we study^	Overgeneralization
	But undetected, there are many seniors hint^ at us.	Overgeneralization
	But they were gone too far with me	Overgeneralization
	i always cries and scares when i see my elder friend	Overgeneralization
	And i never can't forgot it	Overgeneralization
U-16	For take a bath and ^ breakfast	Incomplete application of rules
	^ First day we to visit^ Sunan Kalijaga	Incomplete application of rules
	My friend and i played, ^ selfie,	Incomplete application of rules
	I ^really happy and enjoyed ^	False concepts hypothesized
U-17	My friend and i played and ^ selfie	Incomplete application of rules
	We went to restaurant to^ breakfast	Incomplete application of rules
	I ^ fun with my holiday	Incomplete application of

		rules
	My friend and i buy t-shirt	Overgeneralization
	I can't forget that moment	Overgeneralization
U-18	We to visit^	Overgeneralization
	First did,	Ignorance of rule restrictions
	We have lunch	Overgeneralization
U-19	We had breakfast and take a bath	Overgeneralization
U-21	We need^ four hour^ to arrived there	Overgeneralization
	Don't forget	Overgeneralization
	We take a picture	Overgeneralization
	And don't forget we take a picture together	Ignorance of rule restrictions
U-23	we were continue^ our trip to Jogja	False concepts hypothesized
	We ^ also very fun about this trip	False concepts hypothesized
U-24	The this experience ^ unforgettable moments	Incomplete application of rules
U-25	We played and ^ selfie	Incomplete application of rules
	I can't forget	Overgeneralization
U-26	It was made ^ surprised	False concepts hypothesized
	We having fun	Overgeneralization
	We must ascended many staircase^	Overgeneralization
	Before we could prayed	Overgeneralization
	My last trip is go to Jogja	Overgeneralization
U-27	We visit^ in Malioboro	Overgeneralization
	We walk^ around	Overgeneralization
	We ^ satisfied	False concepts hypothesized
	I surrounding Malioboro	Overgeneralization



	with my friend	
	We go to there by bus	Overgeneralization
	We buy some t-shirt^ for our younger sister	Overgeneralization
	We fell so shy	Overgeneralization
	Her name is Ida	Overgeneralization
U-28	I^ very hungry	False concepts hypothesized
	We ^ so tired	False concepts hypothesized
	We go there by a bus	Overgeneralization
	The mini train is one of ^ facility^ which we tried	Overgeneralization
U-30	When i changes a clothes	Overgeneralization
	My friends and i went to Jogja Friday ago	Overgeneralization
U-31	The first destination is Sunan Kalijaga ^ in Demak	Overgeneralization
U-33	My friend watch^ video	Overgeneralization
	They watch^ video of Maher Zain	Overgeneralization
	It ^ so happy to went there	False concepts hypothesized
	We can found many tourist^	Overgeneralization
	I want to bought ^ but the ^ is expensive	Incomplete application of rules
	There are Dagadu t-shirts	Overgeneralization
U-34	We was enjoy^	False concepts hypothesized
	It ^ unforgettable moments	False concepts hypothesized
	We had breakfast and take a bath	Overgeneralization
	They are the tour leader^	Overgeneralization
	They name^ are Fais and Arif	Overgeneralization
	I'm very sad	Overgeneralization
	I'm very happy	Overgeneralization

## D. Discussion of the Result

### 1. Types of Error on the Use of Simple Past Tense

Based on the finding above, the researcher found the error types in recount text writing assignment which frequently made by the students as below:

**Table 4.18 Types of Error Made by Students**

Code	Omission	Addition	Misinformation	Misordering	Frequency	Percentage
U-1	2	-	8	1	11	7%
U-2	-	-	3	-	3	2%
U-3	2	-	5	-	7	5%
U-4	-	-	-	-	0	0%
U-5	1	3	1	-	5	3%
U-6	-	-	2	-	2	1%
U-7	1	-	4	-	5	3%
U-8	2	-	3	-	5	3%
U-9	4	1	1	-	6	4%
U-10	1	-	2	-	3	2%
U-11	2	-	3	-	5	3%
U-12	1	-	-	1	2	1%
U-13	1	-	2	-	3	2%
U-14	2	-	1	-	3	2%
U-15	2	1	6	-	9	6%
U-16	4	1	-	-	5	3%

U-17	3	-	2	-	5	3%
U-18	1	1	-	-	2	1%
U-19	2	-	1	-	3	2%
U-20	1	-	1	-	2	1%
U-21	2	-	2	1	5	3%
U-22	-	-	4	-	4	3%
U-23	2	-	-	-	2	1%
U-24	2	-	-	-	2	1%
U-25	2	-	-	-	2	1%
U-26	1	1	1	-	3	2%
U-27	4	-	6	-	10	7%
U-28	2	-	6	-	8	5%
U-29	-	-	2	-	2	1%
U-30	-	-	2	-	2	1%
U-31	2	-	1	-	3	2%
U-32	-	-	1	-	1	1%
U-33	5	-	4	-	9	6%
U-34	2	1	5	-	8	5%

From the table above, we can conclude that there was only one student who didn't make any error. This student was U-4. The highest amount of error made in one recount text writing was 11 (7%) of 147 total error by student U-1. The Omission error was made by 27 students, the addition 7 made by students, Misinformation made by 26 students, Misordering made by 3 students. Here was the table of error types:

**Table 4.19 Types of Error**

<b>Types of Error</b>	<b>Frequency</b>	<b>Percentage</b>
Omission	56	38%
Addition	9	6%
Misinformation	79	54%
Misordering	3	2%
<b>Total error</b>	147	100%

These types of error found in students' recount text writing then would be classified according to their kinds.

**Table 4.20 Error Kinds According to Error Types**

<b>Kinds of Error</b>	<b>Frequency</b>	<b>Percentage</b>
<b>OMISSION</b>		
Verbs: regular, irregular, verbs after infinitives	22	15%
Regular past marker: <i>-ed</i>	18	12%
To be; was/were	16	11%
<b>ADDITION</b>		
To be in verbal sentence	8	5%
Verb	1	1%
<b>MISINFOMATION</b>		
Regular Past verbs	6	4%
Irregular verbs	32	22%
To be: was, were	20	14%
Time signal	3	2%
Past form of modals	7	5%
Verb after modals	3	2%
Verb after to Infinitives	8	5%

<b>MISORDERING</b>		
Subject-verb order	1	1%
Verb-Object order	1	1%
There was/were	1	1%
<b>Total Error</b>	147	100%

From that table above, it can be concluded that from the students' recount text writing, there were 147 errors which were classified into 22 Omission of verb errors, 18 Omission of regular past marker errors, 16 Omission of to be: *was, were* errors, 8 Addition of to be: *was, were* in verbal sentence errors, 1 Addition of verb in nominal sentence error, 6 Misinformation Regular past verbs, 32 Misinformation of Irregular verbs errors, 20 Misinformation of to be errors, 3 Misinformation of time signal errors, 7 Misinformation of past form of modals errors, 3 Misinformation of verb after modals errors, 8 Misinformation of verb after to Infinitives errors.

The result of the study showed that the most frequently error made by students was Misinformation, which consisted of 79 errors or 54%. They mostly made errors in the misinformation of irregular verbs in Simple Past tense.

## **2. Source of Error on the Use of Simple Past Tense**

Based on error explanation above, the researcher found that most of the error made by students was from Intralingual. It means that the students were failed to learn conditions under which rules apply.

**Table 4.21 Error Source**

<b>Error Source</b>	<b>Frequency</b>	<b>Percentage</b>
Interlingual	33	22%
Intralingual	114	78%
<b>Total</b>	147	100%

Some students made 21 Interlingual errors in Omission, 10 interlingual errors in Misinformation, 2 interlingual errors found in Misordering and there was no error found in Addition. Here were some sentences from Table 4.17.

[U-24] We ^ back

[U-33] In the morning we^ breakfast

The student number U-24 omitted *were* in her sentence and chose the word *back* as a translation *kembali* in Indonesian. The student actually intended to express *Kami kembali* in Bahasa Indonesia to *We were back* in English but she used L<sub>1</sub> rule in L<sub>2</sub> sentence. It was similar with U-33 sentence, *In the morning we^ breakfast* wrong translation from *Di pagi hari kami sarapan*. The student used Indonesian rule when making English sentence.

The highest error found was in Intralingual. There were 38 intralingual errors in Omission, 9 intralingual errors in Addition, 66 Intralingual errors in Misinformation, and 1 error in Misordering. Here were some sentences from Table 4.18:

[U-19] We had breakfast and take a bath

[U-26] We having fun

Student number U-19 made error by using wrong past irregular verb. The sentence should be *We had breakfast and took a bath.* The second sentence came from student U-26 should be *We had fun.*

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

Based on the finding and the discussion in the previous chapter, the writer had a conclusion as follows:

1. The total of errors on the use of Simple Past Tense made by the tenth grade students of MA NU Banat Kudus in their Recount text writing were 147 errors. These errors were found in the types of Omission (Omission of verbs; regular verbs, irregular verbs, and verbs after infinitives, regular past marker: *-ed*, to be: *was/were*), Addition (Addition of to be in verbal sentence, addition of verbs), Misinformation (Regular past verbs, Irregular verbs, Past form of modals, Verb after modals, Verb after to infinitives, To be: *was/were*, Wrong usage of time signal), and Misordering (Subject-Verb order, Verb-Object order, There *was/were* order).
2. The types of error found from the lowest to the highest were 3 errors in Misordering (2%), 9 errors of Addition (6%), 56 errors of Omission (38%) and 79 errors of Misinformation (54%). The students mostly misinformed irregular verbs in Simple Past Tense sentence.
3. The writer found that the errors made by students were caused Interlingual and Intralingual source of error. The



source of errors affecting the students most in understanding simple past tense was Intralingual with the total of error 114 errors (78%).

## **B. Recommendation**

Based on the result of the study, the writer had some suggestions for English teacher, students and next researcher as follows:

1. For the English Teacher
  - a. They should improve their teaching methods by using effective teaching technique. Suggested teaching technique for grammar class was inserted in **Appendix 7**.
  - b. They should give more practices to the students in order to make them understand the materials better and reduce the error in their sentences.
2. For the Students
  - a. They should learn more about past tenses to avoid or committing error.
  - b. The students should learn to use the rules of grammar in sentences or paragraph.
  - c. The students should be more careful and pay more attention to the grammar material when they write a text.

### 3. For the next Researcher

The next researchers can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this; they can conduct a research with the taxonomy in this study but in different aspect of grammar. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

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## APPENDICES

### Appendix 1 Student Name List

NO	NAME	CODE
1	Ainul Muna	U-1
2	Ainur Rosyidah	U-2
3	Alifia Dityasari	U-3
4	Arina Husnan Nada	U-4
5	Arina Izza Sabila	U-5
6	Daimatul Nadwah	U-6
7	Elsa Walimatun Nisa	U-7
8	Fa'ilatul Hasanah	U-8
9	Fajriyatun Nurul Hidayah	U-9
10	Farras Khirzi Khanifah	U-10
11	Febriana Ida Dewi Ariyanti	U-11
12	Firdhany Nur Azizah	U-12
13	Helya Chafshoh Nafisah	U-13
14	Heni Masfuhah	U-14
15	Herdiani Dewi Sekarwati	U-15
16	Karimatus Sa'adah	U-16
17	Kartika Nurul J	U-17
18	Laili Ulfatul Millah	U-18
19	Mariana Ulfah	U-19
20	Nadiya Rahma	U-20
21	Naela Akmaliah	U-21
22	Ni'matul Hirza	U-22
23	Nur Sabrina Sorfina	U-23
24	Nurul Hidayah	U-24
25	Qorri A'yuna Anditasari	U-25
26	Rifda Azklatu Salamah	U-26

27	Sa Adahtud Daroyni	U-27
28	ShilViina Rohmaniyah	U-28
29	Sholihah Ummi Nirmala	U-29
30	Zahrotun Nafiah	U-30
31	Zahrotun Nafisa Arifah	U-31
32	Zulfa Rahmasari	U-32
33	Zulfani Firda NurIsnaeni	U-33
34	Zida Ilma Sanaya	U-34

## Appendix 2 Omission Error Found (General)

Code	Error identification	Error correction	Kinds of Error
U-1	<b>**I more took picture<sup>^</sup></b>	I took more pictures	Plural marker
	In <sup>^</sup> bus	In the bus	Article
	<b>**We can buy more thing<sup>^</sup></b>	We could buy more things	Plural marker
	I bought some gown <sup>^</sup>	I bought some gowns	Plural marker
	<b>*Westop<sup>^^</sup> restaurant</b>	We stopped at restaurant	*Regular PastMarker: <i>-ed</i> * Preposition
	<b>**<sup>^</sup>Make me fun</b>	It made me fun	Subject
	<b>*and i always smile<sup>^</sup></b>	and I smiled	Regular Past Marker: <i>-ed</i>
U-2	Last Friday was <sup>^</sup> special <sup>^</sup>	Last Friday was a special day	*Article *Head noun
U-3	<b>**We took a three hour<sup>^</sup></b>	We took three hours	Plural marker
	<b>**We arrived in GunungPring <sup>^ ^</sup> rest and praying subuh</b>	We arrived in Gunung Pring to take a rest and pray subuh	*Verb *Article
	But <sup>^^</sup> no problem	But there was no problem	<i>There was/were</i>
	It's so <b>excited</b> trip <sup>^</sup> very impresed	It's so exciting trip and very impressing	Conjunction
U-4	We bought <sup>^</sup>	We bought t-shirt	Direct object
U-5	We <b>visit<sup>^</sup></b>	We visited	Regular Past
	Took some picture <sup>^</sup>	Took some pictures	Plural marker
U-6	Many tourist <sup>^</sup>	Many tourists	Plural marker
	The next <sup>^</sup> my	The next day my	Head noun



	family and i	family and i	
U-7	**After arrive <sup>^</sup> , <b>me and my friend</b> get up	After arrived, my friend and i got up	Regular Past Marker: <i>-ed</i>
U-8	**we went to <b>Restaurant PringSewu</b> to <sup>^</sup> breakfast	We went to Pring Sewu Restaurant to have breakfast	Verb after infinitives
	Some picture <sup>^</sup>	Some pictures	Plural marker
	**We played some game <sup>^</sup> and <b>buyed</b> some snacks	We played some games and bought some snacks	Plural marker
	**we went to <b>restaurant Jogja'a secret</b> to <sup>^</sup> lunch and <b>buyed</b> some souvenir <sup>^</sup>	We went to Jogja secret's Restaurant to have lunch and buy some souvenirs	*Verb after infinitive *Plural Marker
	My friend and i <sup>^^</sup> holiday	My friend and i was in holiday	*To be: <i>was/were</i> * Preposition
U-9	**We <b>was gather</b> <sup>^</sup>	We gathered	Regular Past Marker: <i>-ed</i>
	My friend <b>ask</b> <sup>^</sup>	My friend asked	Regular Past Marker: <i>-ed</i>
	We <sup>^</sup> to Lawangsewu	We went to Lawangsewu	Main verb
	**We didn't forget to <b>praying</b> maghrib and <sup>^^</sup> dinner	We didn't forget to pray maghrib and have a dinner	Verb after infinitives
U-10	It was <sup>^</sup> beautiful trip	It was a beautiful trip	Article
	**We <b>drop</b> <sup>^</sup> in <b>grave masjid to praying</b>	We dropped at the mosque to pray	Regular Past Marker: <i>-ed</i>
U-11	Many <b>picture</b> <sup>^</sup>	Many pictures	Plural marker
	**in Malioboro <sup>^</sup> manytrader <sup>^</sup>	In Malioboro were many traders	*To be: <i>was/were</i> *Plural Marker

U-12	<b>**Many souvenir shop<sup>^</sup> <del>in</del> there</b>	There were many souvenir shops	To be: was/were
U-13	Two hour <sup>^</sup>	Two hours	Plural marker
	<b>**Its<sup>^</sup></b> very crowded	It was very crowded	To be: was/were
	It was <sup>^</sup> <b>scared</b> moment	It was a scary moment	Article
U-14	*We need <sup>^</sup> 7 hours to <sup>^</sup> KyaiLanggeng, Jogja	We needed 7 hours to go to KyaiLanggeng, Jogja	*Regular Past Marker: <i>-ed</i> *Verb after infinitives
	*Then, we <sup>^</sup> <b>6D</b> <sup>^</sup> but	Then, we saw 6D movie but	*Main verb *Head Noun
U-15	<sup>^</sup> Year ago	A year ago	Article
	*As long <sup>^</sup> we <b>study</b> <sup>^</sup>	As long as we studied	*Regular Past Marker: <i>-ed</i> *Conjunction
	<b>**But undetected,</b> there <b>are</b> many seniors <b>hint</b> <sup>^</sup> at us.	But undetectedly, there were many seniors hinted at us.	Regular Past Marker: <i>-ed</i>
	They were very angry with me <sup>^</sup> Not with my friend.	They were very angry with me but not with my friend.	Conjunction
U-16	<b>**<sup>^</sup></b> First day we to visit <sup>^</sup> Sunan Kalijaga	On the first day we visited Sunan Kalijaga	*Preposition *Article *Regular Past Marker: <i>-ed</i>
	<b>**We came <del>by</del>to<sup>^</sup></b> restaurant	We came to the restaurant	Article
	<b>**For</b> take a bath and <sup>^</sup> breakfast	To take a bath and have breakfast	Verb after infinitives
	*My friend and i played, <sup>^</sup> selfie,	My friend and i played and took a selfie,	*Conjunction * Main verb *Article
	*I <sup>^</sup> really happy and enjoyed <sup>^</sup>	I was really happy and enjoyed it	*To be: was/were * Object

U-17	*My friend and i played and ^ ^ selfie	My friend and i played and took a selfie	*Main verb *Article
	We went to restaurant to ^ breakfast	We went to restaurant to have breakfast	Verb after infinitives
	**I ^ fun with my holiday	I was happy with my holiday	To be: was/were
U-18	**We <del>to</del> visit ^	We visited	Regular Past Marker: -ed
	It was ^ exciting trip	It was an exciting trip	Article
U-19	*I really like ^ the picture ^ her	I really liked the picture of her	*Regular Past Marker: -ed *Conjunction
	Some picture ^	Some pictures	Plural marker
	We ^ shopping	We went shopping	Main verb
U-20	**we went to restaurant in Ngawi to ^ lunch and <b>prayed</b>	We went to restaurant in Ngawi to have lunch and pray	Verb after infinitives
U-21	**We need ^ four hour ^ to <b>arrived</b> there	**We needed four hours to arrive there	*Regular Past Marker: -ed *Plural Marker
	We continued our trip to restaurant to ^ breakfast	We continued our trip to restaurant to have breakfast	Verb after infinitives
	The time ^ <b>finished</b>	The time was up	To be: was/were
U-22	=No Error Found=		
U-23	**We ^ also very <b>fun</b> about this trip	We were also very happy about this trip	To be: was/were
	**we <del>were</del> <b>continue</b> ^ our trip to Jogja	We continued our trip to Jogja	Regular Past marker
U-24	** <b>The</b> this experience ^ ^ unforgettable	This experience was an unforgettable moment	*To be: was/were *Article

	moments		
	We ^ back	We got back	Main verb
U-25	We played and ^ <b>selfie</b>	We played and took a selfie	*Main verb *Article
	We went to ^ at 10.00pm by bus	We went to Jogja at 10.00pm by bus	Object
	Then, we went to^ lunch in secret Jogja	Then, we went to have lunch in secret Jogja	Verb after infinitives
U-26	We went and ^ back at 10.00pm	We went and got back at 10.00pm	Main verb
	It <b>was</b> made ^ surprised	It made me surprised	Object
	**We <b>mustascended</b> many staircase^	We had to ascend many staircases	Plural marker
	**we went to Malioboro ^ <b>bought</b>	We went to Malioboro to buy	To Infinitives
	Some snack^	Some snacks	Plural marker
U-27	**We <b>visit</b> ^ <del>in</del> Malioboro	We visited Malioboro	Regular Past Marker: -ed
	We walk^around	We walked around	Regular Past Marker: -ed
	**We return^ to ^ <b>parking place</b>	We returned to the parking lot	*Regular Past Marker: -ed * Article
	**But when we arrived ^ the parking <b>place</b>	But when we arrived at the parking lot	Preposition
	**We <b>buy</b> some t-shirt^ for our younger sister	We bought some t-shirts for our younger sister	Plural marker
	*When we ^ back to	When we got back to	*Main verb

	^ bus	the bus	*Article
	We ^ satisfied	We were satisfied	To be: was/were
U-28	**The mini train <b>is</b> one of ^ <b>facility</b> ^ which we tried	The mini train was one of the facilities which we tried	*Article *Plural Marker
	I^ very hungry	I was very hungry	To be: was/were
	We ^ so tired	We were so tired	To be: was/were
U-29	I let her ^ choose one	I let her to choose one	To Infinitives
U-30	We enjoyed ^ there	We enjoyed it there	Object
U-31	**The first destination <b>is</b> Sunan Kalijaga ^ in Demak	The first destination was Sunan Kalijaga grave in Demak	Head noun
	To take a bath and ^ breakfast together.	To take a bath and have breakfast together.	Verb after infinitives
	And the last ^ ^ ^to maliborojogjakarta	And the last trip was going to MaliboroJogjakarta	*Head noun *To be: was/were *Gerund
U-32	=No Error Found=		
U-33	My friend watch^ video	My friend watched video	Regular Past Marker: -ed
	They watch^ video of Maher Zain	They watched video of Maher Zain	Regular Past Marker: -ed
	In the morning we^ breakfast	In the morning we had breakfast	Main verb
	It ^ so <b>happy</b> to <b>went</b> there	It was so fun to go there	To be: was/were
	We went to Malioboro to^ shopping	We went to Malioboro to go shopping	Verb after infinitives
	Some t-shirt^	Some t-shirts	Plural marker
	**We <b>can found</b> many tourist^	We could find many tourists	Plural marker

	**I want to <b>bought</b> ^ but the ^ <b>is</b> expensive	I want to buy it but the price was expensive	*Object *Head Noun
U-34	**They <b>are</b> the tour leader^	They were the tour leaders	Plural marker
	**We <b>was</b> enjoy^	We enjoyed	Regular Past Marker: -ed
	It ^^ unforgettable <b>moments</b>	It was an unforgettable moment	*To be: was/were *Article
	** <b>They</b> name^ <b>are</b> Fais and Arif	Their names were Fais and Arif	Plural marker

### Appendix 3 Addition Error Found (General)

Code	Error identification	Error correction	Kinds of Error
U-1	==No Error Found==		
U-2	==No Error Found==		
U-3	Rimba Raya and <del>the</del> Dhani Tour.	Rimba Raya and Dhani Tour.	Article
	**We took <del>a</del> three <b>hour</b> ^	We tookthree <b>hours</b>	Article
U-4	==No Error Found==		
U-5	We <del>were</del> prepared to pray	We prepared to pray	To be: <i>was/were</i>
	We <del>were</del> took	Wetook	To be: <i>was/were</i>
	We <del>were</del> played	We played	To be: <i>was/were</i>
U-6	==No Error Found==		
U-7	==No Error Found==		
U-8	I felt excited and <b>happied</b>	I felt excited and happy	- <i>ed</i> marker into adjectives
U-9	**We <del>was</del> <b>gather</b>	We <b>gathered</b>	To be: <i>was/were</i>
U-10	==No Error Found==		
U-11	We <del>very</del> -enjoyed	We enjoyed	Adverbial Phrase
U-12	==No Error Found==		
U-13	==No Error Found==		
U-14	An unforgettable <b>moments</b>	An unforgettable <b>moment</b>	Plural marker
U-15	** <del>And</del> i never <b>can't</b> <b>forgot</b> it	I never couldn't forget it	Conjunction
	**But they <del>were</del> <b>gone</b> too far <b>with</b> me	But they <b>went</b> too far fromme	To be: <i>was/were</i>
U-16	**^ First day we to visit^ Sunan Kalijaga	On the first day we visited Sunan Kalijaga	To infinitive

	**We came <b>by to</b> ^ restaurant	We came to the restaurant	Preposition
U-17	==No Error Found==		
U-18	My family and i <del>to</del> arrived	My family and i arrived	To infinitive
	First <del>did</del> ,	First,	Past irregular
	**We <del>to</del> visit^	We <b>visited</b>	To infinitive
U-19	==No Error Found==		
U-20	We took <del>a</del> nine hours	We took nine hours	Article
	We took a pictures	We took a picture	Plural marker
U-21	==No Error Found==		
U-22	==No Error Found==		
U-23	**we <del>were</del> continue our trip to Jogja	We <b>continued</b> our trip to Jogja	To be: was/were
U-24	In <del>the</del> Gunung Pring	In gunung pring	Article
	** <del>The</del> this experience ^ ^ unforgettable moments	This experience was an unforgettable moment	*Article *plural marker
U-25	==No Error Found==		
U-26	**It <del>was</del> made ^ surprised	It made me surprised	To be: was/were
U-27	**We <del>visit</del> ^ <del>in</del> Malioboro	We visited Malioboro	Preposition
U-28	**We <b>go</b> there by <del>a</del> bus	We <b>went</b> there by bus	Article
U-29	==No Error Found==		
U-30	In <del>the</del> Kyai Langgeng	In kyai langgeng	Article
U-31	==No Error Found==		
U-32	==No Error Found==		
U-33	Then we stopped in <del>the</del> Demak	Then we stopped in Demak	Article



	In <b>the</b> Magelang	In magelang	Article
U-34	**We <del>was</del> -enjoy^	We enjoyed	To be: was/were

### Appendix 4 Misinformation Error Found (General)

Code	Error identification	Error correction	Kinds of Error
U-1	I went to Jogja on thrusday <b>and</b> Friday	I went to Jogja on Thursday until Friday	Conjunction
	<b>I go</b> to	I went to	Irregular Past
	*We <b>singing</b> together, <b>sleep</b>	We sang together, slept,	*Irregular Past *Irregular Past
	**We <b>can</b> buy more thing <sup>^</sup>	We could buy more things	Irregular Past
	But before <b>come</b> back to boarding home	But before coming back to boarding home	*Verb to Gerund
	In here my friend and i prayed, ate and <b>singing</b> together	In here my friend and i prayed, ate and sang together	Irregular Past
	** <sup>^</sup> <b>Make</b> me fun	It made me fun	Irregular Past
	* <b>Go</b> with my friend <b>make</b> me happy	Going with my friend made me happy	*Verb to Gerund *Irregular past
	*And i <b>always</b> <b>smile</b> <sup>^</sup>	And I smiled	Wrong usage of time signal
U-2	This <b>is</b> one of the store	This was one of the store	To be: was/were
	Which <b>is</b> located	Which was located	To be: was/were
	I <b>fell</b> happy	I felt happy	Irregular Past
U-3	**We arrived in GunungPring <sup>^ ^ ^</sup> <b>rest</b> and <b>praying</b> subuh	We arrived in Gunung Pring to take a rest and pray subuh	Verbs after to infinitive
	<b>In</b> 05.00 am	At 05.00 am	Preposition
	We <b>ate</b> breakfast	We had breakfast	Irregular Past
	I <b>get</b>	I got	Irregular Past

	I <b>ate</b> the breakfast	I had the breakfast	Irregular Past
	I <b>am</b> so glad	I was so glad	To be: was/were
	It's so <b>excited</b> trip ^ very impressed	It's so exciting trip and very impressing	Adjective to adjective
U-4	We felt <b>happiness</b>	We felt happy	Nouns into adjectives
U-5	*This place <b>is beautifully</b>	This place was beautiful	Adverb to adjective
	This <b>is</b> my favorite place	This was my favorite place	To be: was/were
U-6	It <b>is</b> a beautiful temple	It was a beautiful temple	To be: was/were
	I <b>can</b> see	I could see	Irregular Past
U-7	The ambience <b>is</b> very busy	The ambience was very busy	To be: was/were
	**After arrive^, <b>me</b> <b>and my friend</b> get up	After arrived, my friend and i got up	*Irregular Past *Pronoun
	The first destination <b>is</b>	The first destination was	To be: was/were
	We <b>go</b> to	We went to	Irregular Past
U-8	<b>Take a bath</b>	Took a bath	Irregular Past
	**We played some game^ and <b>buyed</b> some snacks	We played some games and bought some snacks	Irregular Past
	**we went to <b>restaurant Jogja'a</b> <b>secret</b> to ^ lunch and <b>buyed</b> some souvenir^	We went to Jogja secret's Restaurant to have lunch and buy some souvenirs	Verb after Infinitive
U-9	Semarang <b>is</b>	Semarang was	To be: was/were
U-10	We went to Kuta Beach to <b>show</b> the sunset	We went to Kuta Beach to see the sunset	Nouns to verbs
	The view <b>is</b> so	The view was so	To be: was/were

	beautiful	beautiful	
	I was an attractive view	It was an attractive view	Wrong usage of pronoun
	**We didn't forget to <i>praying</i> maghrib and ^ ^ dinner	We didn't forget to <i>pray</i> maghrib and have a dinner	Verb after Infinitive
U-11	**We <b>drop</b> ^ in <b>grave masjid to praying</b>	We dropped at the mosque to pray	*Wrong use of preposition * Verb after Infinitive
	We <b>take</b>	We took	Irregular Past
	It was an <b>excited</b> trip	It was an exciting trip	Adjectives to adjectives
	It <b>is</b>	It was	To be: was/were
U-12	<b>In</b> thrusday	On Thursday	Preposition
U-13	** <b>Its</b> ^ very crowded,	It was very crowded,	Pronoun
	We <b>were not</b> continued	We didn't continue	Nominal sentence to verbal sentence
	We decided <b>to ate</b>	We decided to eat	Verb after Infinitive
	We <b>go</b> to Gramedia	We went to Gramedia	Irregular Past
	It was ^ <b>scared</b> moment	It was a scary moment	Adjectives to adjectives
U-14	Then, we <b>trip in</b> the Kyai langgeng	Then, we went to the Kyai langgeng	Verb to Verb
	We photographed <b>with</b> beautiful scenery	We photographed the beautiful scenery	Phrasal Verb
U-15	** <b>And</b> i never <b>can't forgot</b> it	I never couldn't forget it	Irregular Past
	**But <b>undetected</b> , there <b>are</b> many seniors <b>hint</b> ^ at us.	But undetectably, there were many seniors hinted at us.	*Adjectives to adverbs * To be: was/were

	**But they <b>were gone</b> too far <b>with</b> me	But they went too far from me	*Irregular Past *Preposition
	**I <b>always</b> cries and scares when i see my elder friend	I cried and scared when i saw my elder friend	Wrong usage of time signal * Regular past * Irregular past
	<b>In</b> the end	At the end	Preposition
U-16	** <b>For</b> take a bath and ^breakfast	To take a bath and have breakfast	Preposition
U-17	We felt <b>happiness</b>	We felt happy	Nouns to Adjectives
	My friend and i <b>buy</b> t-shirt	My friend and I bought t-shirt	Irregular Past
	I <b>can't</b> forget that moment	I couldn't forget that moment	Wrong usage of past modals
	**I ^ <b>fun</b> with my holiday	I was happy with my holiday	Adjective to Adjective
U-18	==No Error Found==		
U-19	We <b>have</b> lunch	We had lunch	Irregular Past
U-20	We had breakfast and <b>take</b> a bath	We had breakfast and took a bath	Irregular Past
U-21	**we went to restaurant in Ngawi to ^ lunch and <b>prayed</b>	We went to restaurant in Ngawi to have lunch and pray	Verb after Infinitive
U-22	**We need^ four hour^ to <b>arrived</b> there	**We needed four hours to arrive there	Verb after Infinitive
	Don't forget	Didn't forget	Irregular Past
	We take a picture	We took a picture	Irregular Past
	The time ^ <b>finished</b>	The time was up	*To be: was/were *Diction
U-23	-	-	
U-24	**We ^ also very <b>fun</b> about this trip	We were also very happy about this trip	Nouns to adjective

U-25			
U-26	I <b>can't</b> forget	I couldn't forget	Irregular Past
U-27	*My last trip <b>isgo</b> to Jogja	My last trip was going to Jogja	*To be: was/were * Verb to Gerund
	The first destination was <b>went to Sunan Kalijaga</b> grave	The first destination was going to Sunan Kalijaga grave	Verbs to gerund
	Before we <b>could prayed</b>	Before we could pray	Verb after Modals
	**We <b>mustascended</b> many staircase^	We had to ascend many staircases	*Wrong usage of past modals * verb after modals
	We <b>having</b> fun	We had fun	Irregular Past
U-28	We <b>go</b> to there by bus	We went to there by bus	Irregular Past
	I <b>surrounding</b> Malioboro with my friend	I surrounded Malioboro with my friend	Regular Past
	Her name <b>is</b> Ida	Her name was Ida	To be: was/were
	**We <b>return</b> ^ to ^ <b>parking place</b>	We returned to the parking lot	diction
	**But when we arrived ^ the parking <b>place</b>	But when we arrived at the parking lot	diction
	**We <b>buy</b> some t-shirt^ for our younger sister	We bought some t-shirts for our younger sister	Irregular Past
	Our teacher saw <b>we</b>	Our teacher saw us	Subject pronoun to object pronoun
	We <b>not</b> care	We did not care	Irregular Past
	We <b>fell</b> so shy	We felt so shy	Irregular Past
U-29	**We <b>go</b> there by <b>a</b> bus	We went there by bus	Irregular Past
	**The mini train <b>is</b> one of ^ <b>facility</b> ^	The mini train was one of the facilities	To be: was/were

	which we tried	which we tried	
U-30	My friends and i went to Jogja <b>Friday ago</b>	My friends and i went to Jogja last Friday	Wrong usage of time signal
	When i <b>changes a</b> clothes	When I changed my clothes	Regular Past
U-31	**The first destination <b>is</b> Sunan Kalijaga ^ in Demak	The first destination was Sunan Kalijaga grave in Demak	To be: was/were
U-32	We <b>ate</b> breakfast in Trans Studio's restaurant	We had breakfast in Trans Studio's restaurant	*Irregular Past
U-33	**It ^ so <b>happy</b> to <b>went</b> there	It was so fun to go there	Adjectives to Adjectives
	**We <b>can found</b> many tourist^	We could find many tourists	*Irregular Past *Verb after Modals
	There <b>are</b> Dagadu t-shirts	There were Dagadu t-shirts	To be: was/were
	**I want to <b>bought</b> ^ but the ^ <b>is</b> expensive	I want to buy it but the price was expensive	Verb after Infinitive
U-34	**They <b>are</b> the tour leader^	They were the tour leaders	To be: was/were
	**They name^ <b>are</b> fais and arif	Their names were fais and arif	*Possessive Pronoun *Plural Marker *To be: was/were
	We <b>next</b> our journey to Magelang	We continued our journey to Magelang	Adjective to verbs
	We had breakfast and <b>take</b> a bath	We had breakfast and took a bath	Irregular Past
	I'm very sad	I was very sad	To be: was/were
	I'm very happy	I was very happy	To be: was/were

## Appendix 5 Misordering Error Found (General)

Code	Error Identification	Error Correction	Kinds of Error
U-1	**I more took <u>picture</u> ^	I took more pictures	Verb-Object
U-2		==No Error Found==	
U-3		==No Error Found==	
U-4	<u>that trip evening</u>	that evening trip	Noun Phrase
U-5		==No Error Found==	
U-6		==No Error Found==	
U-7	**After arrive^, <u>me</u> <u>and my friend</u> get up	After arrived, my friend and i got up	Subject
U-8	**we went to <u>Restaurant</u> <u>PringSewu</u> to ^ breakfast	we went to PringSewu Restaurant to have breakfast	Noun Phrase
	**we went to <u>restaurant Jogja'a</u> <u>secret</u> to ^ lunch and bued some souvenir^	we went toJogja secret's Restaurant to have lunch and buysome souvenirs	Noun Phrase
U-9		==No Error Found==	
U-10		==No Error Found==	
U-11		==No Error Found==	
U-12	**Many souvenir shop^ <del>in</del> there	There were many souvenir shops	There was/were
U-13	<u>So we are very tired</u> <u>and bought juice.</u>	we are very tired so we bought juice.	Conjunction
U-14		==No Error Found==	
U-15		==No Error Found==	
U-16		==No Error Found==	
U-17		==No Error Found==	



U-18	We photographed in the place precious.	We photographed in the precious place.	Noun Phrase
U-19	==No Error Found==		
U-20	==No Error Found==		
U-21	And don't forget we take a picture together	And we don't forget to take a picture together	Subject-Verb
U-22	==No Error Found==		
U-23	==No Error Found==		
U-24	==No Error Found==		
U-25	==No Error Found==		
U-26	==No Error Found==		
U-27	==No Error Found==		
U-28	==No Error Found==		
U-29	==No Error Found==		
U-30	==No Error Found==		
U-31	==No Error Found==		
U-32	==No Error Found==		
U-33	==No Error Found==		
U-34	==No Error Found==		



## Appendix 7 Lesson Plan (Recount Text)

### RENCANA PELAKSANAAN PEMBELAJARAN RPP

**Subject** : English  
**Class/semester** : X/II  
**Meeting** : 4  
**Time allocation** : 2x45 minutes

#### A. Kompetensi Inti

- KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.
- 4.13. Menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

## **C. Indicator**

1. Differentiating many kinds of language feature, generic structure, and social function of recount text.
2. Writing simple recount text about past experience/event.

## **D. Learning aims**

1. After given an example of report text, students are able to differentiate language feature, generic structure, and social function of recount text
2. After given the explanation, example, and discussion, students are able to write simple recount text.

## **E. Materials**

Recount text (past experience): social function, generic structure, and language feature.

## **F. Skill**

Writing

### G. Strategi/metode/pendekatan pembelajaran

Strategy : active learning (PAIKEM)

Approach : scientific approach

Technique : “Our Experience”

### H. Teaching activity

	Activity		Time
	Teacher	Students	
Opening	<ul style="list-style-type: none"><li>• Giving <i>salam</i> to students “Assalamu’alaikum, wr.wb.”</li><li>• Greeting the students “How are you, students?”</li><li>• Taking attendance</li><li>• Reciting <i>basmala</i> with students</li></ul>	<ul style="list-style-type: none"><li>• Answering teacher’s <i>salam</i> “Wa’alaikumussalam, wr.wb.”</li><li>• Giving respon to teacher’s greeting.</li><li>• Reciting <i>basmala</i> with teacher.</li></ul>	10 minutes
Main activity	<b>Observing</b> <ul style="list-style-type: none"><li>• Teacher guide students to pay attention to the slide by, “Look at this slide!”</li><li>• Teacher shows a simple recount text about past experience entitled “Going to Warso Farm” with different font style and color to show the language feature and generic structure of the text.</li></ul>	<b>Observing</b> <ul style="list-style-type: none"><li>• Students watch and pay attention to the slide; simple recount text entitled “Going to Warso Farm”.</li><li>• Students find the different font style and color in the paragraph.</li></ul>	65 minutes

<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Teacher guides the students to ask questions about recount text (generic structure, language feature, etc) and also the differences and similarities between recount and narrative text.        “What do you know about this text?”        “What kind of text do we use to write about telling the past event?”        “Please, ask me if you find difficulties in language feature of recount text!”        “Is there any questions, class?”        Etc.</li> <li>• Teacher guides the students to ask question about difficult words which is found in recount text.        “Please, ask me if you find any difficult words!”        Etc.</li> <li>• Teacher responds the students’ question answer and correct the spelling or grammatical mistakes.</li> </ul>	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Students ask question to the teacher about generic structure, language feature, differences and similarities (between recount and narrative text) of recount text.        “What are the adjectives?”        “What are the adverbs?”        “Why do we use simple past tense in recount text?”        Etc.</li> <li>• Students ask question to the teacher about difficult words which is found in recount text.        “What is shed?”        “What is the meaning of hayride?”        Etc.</li> <li>• Students respond to the teacher and other friends’ questions.</li> </ul>	
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	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• Teacher divides students into 8 groups. Every group contains 3 students.</li> <li>• Teacher distributes writing card to every groups.</li> <li>• Teacher asks the students to choose one topic and write a simple paragraph of recount text.</li> <li>• Teacher guides the students to work in a group actively.</li> </ul>	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• Students work in a group of 3 members.</li> <li>• Students choose one topic.</li> <li>• Students write a simple paragraph of recount text.</li> <li>• Students work in a group actively.</li> </ul>	
	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Teacher randomly exchange students' writing to the other group.</li> <li>• Teacher asks the students to find the incorrect sentence and revise it.</li> <li>• Teacher guides discussion and support them to work actively.</li> </ul>	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Students pay attention to the instructions which is red by the teacher.</li> <li>• Students find the the incorrect sentence.</li> <li>• Students revise the incorrect sentence by giving alternative correct sentence below the original text.</li> <li>• Students discuss their work in a group.</li> <li>• Students work in a group actively.</li> </ul>	

	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Teacher guides the students to presents their work in the class respectfully.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Students presents the result of discussion in the class (presenting the correction of their friends' work).</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teacher helps the students to make a summary about the lesson.</li> <li>• Teacher gives individual task to students to learn next material.</li> <li>• Teacher motivates the students.</li> <li>• Giving salam to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students helped by teacher make a summary about the lesson have learned.</li> <li>• Responding teacher's salam.</li> </ul>	15 minutes

### I. Learning sources

Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014.



## APPENDIXES

### 1. Recount text

#### Going to Warso Farm

On Tuesday all of students VIIIA **went** by bus to **Warso Farm**. When we **got** there we **went** to toilets and **washed** our hands. Then, we **had** morning tea.

*First* we **went** to the dairy shed to watch the cows being milked by a machine. *Next* we **fed** the baby goat with the bottle. *Then* we **went** and **held** the chickens. *After that* we **went** to see Babe the cow and the other cows in the shed. Everyone **lined up** to milk cow. *Next* we all **went** to hayride. We **fed** ponies, goats, donkeys, sheep, and deer. *At the end* we **went** to the toilet and **had** lunch. *Then* we **got on** the bus and **came back** to school.

I **liked** feeding the ponies the best.



## Appendix 8 Syllabus for English Subject

### SILABUS MA NU BANAT KUDUS TAHUN PELAJARAN 2015/2016

Mata Pelajaran : BAHASA INGGRIS - WAJIB  
Kelas : X  
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukumi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi intrinsional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi</p>	<p>Teks lisan dan tulis sederhana, dan mengaparkan, menanyakan, dan merespon pemaparan/jati diri</p> <p>Fungsi sosial</p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p>Ungkapan</p> <p>My name is... /m ... /</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya/ menuliskan pemaparan jati diri yang digunakan.</li> </ul> <p>Mempertanyakan</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks/memaparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.co.id</li> <li>http://americanenglish.state.gov/files/resource_files</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>live in ... / have ... / like ...</i> dan semacamnya</p> <p>Unsur kebahasaan:</p> <p>(1) Kata terkait dengan hubungan kekerabatan dan profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, elakan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p>Topik</p> <p>Kelahiran tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.</li> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> <li>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mendemonstrasikan penggunaan</li> </ul>	<p>penulisan/ penyampaian</p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog yang menyebutkan jati diri di depan kelas</li> <li>Kelengkapan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</li> <li>Kumpulan hasil tes dan</li> </ul>		<p><a href="http://learnenglish.brisbrouncol.orient">http://learnenglish.brisbrouncol.orient</a></p>

**SILABUS MA NU BANAT KUDUS  
TAHUN PELAJARAN 2015/2016**

**Mata Pelajaran** : BAHASA INGGRIS - WAJIB  
**Kelas** : X  
**Kompetensi Inti** :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar  2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.  3.1. Menganalisis fungsi	<b>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparanjati diri</b>  <i>Fungsi sosial</i>  Menjalin hubungan dengan guru, teman dan orang lain  <i>Ungkapan</i>  <i>My name is... I'm ... I</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <b>Mempertanyakan</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam</li> </ul>	<b>Kriteria penilaian:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teksmemaparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>live in ... I have ... I like ...</i> dan sebagainya</p> <p><i>Unsur kebahasaan:</i></p> <ol style="list-style-type: none"> <li>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</li> <li>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</li> <li>(3) Kata tanya <i>What? Who? Which?</i></li> <li>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</li> <li>(5) Rujukan kata</li> </ol> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>• Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.</li> <li>• Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mendemonstrasikan penggunaan</li> </ul>	<p>penulisan/ penyampaian</p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan monolog yang menyebutkan jati diri didepan kelas</li> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</li> <li>• Kumpulan hasil tes dan</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>latihan.</p> <ul style="list-style-type: none"> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memujibersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan</p>	<p><b>Teks lisan dan tulis untuk memujibersayap (extended) serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you.”</p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memuji bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .</li> <li>Ketepatan dan kesesuaian</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/americanenglish/resource_files">http://americanenglish.state.gov/files/americanenglish/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		dsb. <b>Mengeksplorasi</b> Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i> , dan kegiatan lain yang terstruktur. <b>Mengasosiasi</b> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunandan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam	<b>Teks lisan dan tulis untuk menunjukkan perhatian (care)</b> <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain.	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>Siswa menirukan model interaksi menunjukkan perhatian.</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks menunjukkan perhatian</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae">http://americanenglish.state.gov/files/ae</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menunjukkan perhatian dengan</li> </ul>	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan</li> </ul>		<p><a href="#">/resource files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	kepedulian dalam melaksanakan Komunikasi		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu,</p>	<p><b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</b></p> <p><i>Fungsi Sosial</i> Menyatakan rencana</p> <p><i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to ... , I will ... , I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakantentang niat melakukan sesuatu dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakantentang niat melakukan sesuatu dengan bimbingan guru</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> </ul> <p><b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b> <b>Pengamatan (observasi)</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		<p>ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan diluar kelas</li> <li>Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>muncul kesempatan.</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> </ul>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	<b>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><u>Audio CD/ VCD/DVD</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><b>selamat bersayap (extended)</b></p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>sumber (a.l. film, tape, surat kabar, majalah).</p> <ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan(questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab,</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>.</li> <li>Siswa membuat kartu ucapan selamat</li> <li>Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat</li> </ul>	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<b>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present</i></li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan:</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi</p>	<p><b>terjadinya dengan yang merujuk pada kesudahannya</b></p> <p><b>(Past Simple dan Present Perfect Tense)</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda</p>	<p><i>perfect tense</i>, dalam berbagai konteks.</p> <ul style="list-style-type: none"> <li>Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>,</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang</li> </ul>	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada</li> </ul>	<p>latihan.</p> <ul style="list-style-type: none"> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kesudahannya dalam jurnal belajarnya.			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah</p>	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab,</li> </ul>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>rkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</p> <ul style="list-style-type: none"> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur</li> </ul>	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian</b></p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaannya <ul style="list-style-type: none"> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> <li>Siswadapat menggunakan 'learning journal'</li> </ul>	<b>Sejawat</b> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasiinternational yang diwujudkan dalam semangat belajar  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<b>Teks tulis berbentuk announcement (pemberitahuan)</b>  <i>Fungsi sosial</i>  Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks<i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.br">http://learnenglish.br</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p><i>scanning</i> untuk mendapatkan informasi khusus.</p> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</li> <li>Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan</li> </ul>	<p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul>		<p><a href="http://itishcouncil.org/en/">itishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks <i>announcement</i> yang mereka temukan dari sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menentukan gagasan pokok,</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul>	7 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan</p>	<p>informasi rinci dan informasi tertentu dari teks <i>recount</i></p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</li> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>.</li> <li>Siswa secara berkelompok menuliskan/menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan</li> </ul>	<ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>• Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa mempresentasikannya di kelas</li> <li>• Siswa membuat kliping teks <i>recount</i> dengan menyalin dari beberapa sumber.</li> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>• Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>• Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><b>Teks naratif lisan dan tulis berbentuk legenda sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> <li>Pengenalan tokoh dan setting</li> <li>Komplikasi terhadap tokoh utama</li> <li>Solusi dan akhir cerita</li> </ol> <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> <li>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</li> <li>(4) Modal auxiliary verbs.</li> <li>(4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</li> <li>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> </ol>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	<p>Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li></li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat 'learning journal'</li> </ul>	penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p><b>Lagu sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="http://www.youtube">www.youtube</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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



BADAN PELAKSANA PENDIDIKAN MA'ARIF NU BANAT  
**MADRASAH ALIYAH NU BANAT KUDUS**  
TERAKREDITASI A

Jl. KHM. Arwani Amin Krandon Telp. (0291) 443143, 3316150  
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## SURAT KETERANGAN

Nomor : 070/480/BNT/2016


Yang bertanda tangan dibawah ini, Kepala MADRASAH ALIYAH NU BANAT KUDUS,  
menerangkan bahwa :

Nama : Affatul Millah  
N i m : 123411014  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Prodi : Pendidikan Bahasa Inggris di UIN Walisongo Semarang

benar-benar melaksanakan Penelitian di MA NU Banat Kudus pada tanggal : 20 Januari s.d  
09 Februari 2016, guna menyusun skripsi dengan judul :

**“ An Error Analysis On The Use Of Simple Past Tense In Students’ Recount Text  
Writing ( A Study At The Tenth Grade Students Of MA NU Banat Kudus ) “.**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kudus, 24 Jumadil Akhir 1437 H  
April 2016 M  
Kepala Madrasah,  
  
Drs. H. MOH. SAID, M.Pd.I





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka kampus II Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

Nomor : Un.10.3/DI/TL.00./0255/2016 Semarang, 15 Januari 2016  
Lamp : -  
Hal : **Mohon Izin Riset**  
A.n : Afifatul Millah  
NIM : 123411014

Yth. Kepala Madrasah MA NU Banat Kudus  
di Kudus

Assalamu'alaikum Wr. Wb.  
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Afifatul Millah  
NIM : 123411014  
Alamat : Jl. Kauman RT 06/RW 01 Pelemkerep Mayong Jepara  
Judul : An Error Analysis on the Use of Simple Past Tense in Students'  
Recount Text Writing (A Study at the Tenth Grade Students of  
MA NU Banat Kudus)  
Pembimbing : Nadiyah Makmun, M.Pd.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 21 hari, pada tanggal 20 Januari 2016 sampai dengan tanggal 9 Februari 2016. Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.  
Wassalamu'alaikum Wr. Wb.

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