



**THE ANALYSIS OF THE VIII A STUDENTS' GRAMMATICAL ERRORS
OF USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
PARAGRAPH AT SMPN 2 BONDOWOSO**

THESIS

By:

SARAHTUSTA PUTRI IMANIAR

NIM. 120210401073

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Imam Hariyanto and Djuhariyah who never stop to take care of me and pray for me;*
- 2. My beloved husband, Gifanda Manandi and my little prince, Fathuragam who always support me;*
- 3. My beloved friend, Nur Laila Oktarita, who always motivates and supports me to finish my study.*

MOTTO

*”Take chances, make mistakes. That’s how you grow. Pain nourishes your courage.
You have to fail in order to practice being brave.”*

(Mary Tyler Moore)



(Source: www.brainyquote.com)

STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work made by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in a whole or in a part, to qualify for any other academic award; ethic procedures, and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, May 2017

The Writer

Sarahtusta Putri Imaniar
120210401073

CONSULTANTS' APPROVAL

**THE ANALYSIS OF THE VIII A STUDENTS' GRAMMATICAL ERRORS
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Name : Sarahtusta Putri Imaniar
Identification Number : 120210401073
Level : 2012
Place, Date of Birth : Bondowoso, June 23rd, 1994
Department : Language and Arts Education
Program : English Education

Approved By:

Consultant I

Consultant II

Drs. Bambang Arya Wija Putra, Ph.D.
NIP. 19601231 1988021 002

Eka Wahjuningsih, S.Pd, M.Pd.
NIP. 19700612 199512 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

THESIS

This thesis entitled “**The Analysis of the VIII A Students’ Grammatical Errors of Using Simple Present Tense in Writing Descriptive Paragraph at SMPN 2 Bondowoso**” is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Day : Friday

Date : May 19th, 2017

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson,

Secretary,

Drs. Bambang Arya Wija Putra, Ph.D.
NIP. 19601231 1988021 002

Eka Wahjuningsih, S.Pd, M.Pd.
NIP. 19700612 199512 2 001

Members,

Member 1,

Member 2,

Drs. Bambang Suharjito, M.Ed.
NIP. 19611025 198902 1 004

Asih Santihastuti, S.Pd.,M.Pd.
NIP. 19800728 200604 2 002

The Dean,

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

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Finally, I hope this thesis will be useful and present valuable information to readers. Therefore, any constructive suggestion and criticisms will be respectfully welcomed and appreciated for better further.

Jember, May 10th, 2017

SUMMARY

The Analysis of the VIII A Students' Grammatical Errors of Using Simple Present Tense in Writing Descriptive Paragraph at SMPN 2 Bondowoso.

Sarahtusta Putri Imaniar, 120210401073; 2017; English Education Program of Language and Arts Department, the Faculty of Teacher Training and Education, the University of Jember.

The teaching of English in the eighth grade students of Junior High School covers four language skills. From those four skills, writing is an important skill to learn by the students because they will produce the writing by using a new language. However, the students still make many grammatical errors in writing English texts like the errors of using simple present tense in writing descriptive paragraphs. There must be some causes that make students produce errors that need to be known. Errors are usually made by English learners because they do not use English in their daily life and they are still in the process of learning the language. Based on the preliminary study conducted on August 26th 2016, it was found that the students make many grammatical errors on the use of simple present tense in writing descriptive paragraphs.

This research deals with grammatical errors analysis. The objectives of the research were to describe the grammatical errors on the use of simple present tense made by the VIII A students at SMPN 2 Bondowoso and to know what causes the errors.

Purposive Sampling was used in this research to select 39 students of VIII A Class as the research respondents from the total number of the 238 population. The consideration of choosing the respondents was because the class has the lowest score in English Writing subject. The average English score of this class is 65. The data were taken from a writing test in which the students had to write a descriptive paragraph based on the topic given that was "My Pet". Besides, interview and documentation were also applied to get the data on the process of teaching and learning of English Writing in the eight grade classes.

From the result of data analysis, it was found that the students made 183 errors which consisted of 86 omission errors, 31 addition errors, 58 misformation errors and 8 misordering errors. From the result, it was found that the most common errors made by the students was omission. The omission errors occurred around 47% of the total errors made by the students. Each type of errors has the subtypes of errors. They are: omission (to be, suffix *-s/-es* to the third singular person's verb, verb, subject), addition (double to be, to be, suffix *-s/-es* to the verb), misformation (inappropriate form of to be, inappropriate use of singular and plural form, inappropriate use of verb and inappropriate use of subject) and misordering. The most frequent error found in the data analysis was the subtype of omission errors that is omission of suffix *-s/-es* for the third singular person's verb.

It was also found that the errors were caused by interlanguage errors and intralanguage errors. In interlanguage cause, the students made errors because they still thought of their first language when they produced a writing in another language (English) and because some items in the new language they learned did not exist in their native language. Meanwhile, in term of intralanguage cause, the students had known the system or the rule in the new language but they could not develop it well.

Finally, the writer proposes some suggestions to the English teacher and to future researcher. It is suggested to the English teacher to have more effective strategy/ technique in teaching students to use tenses correctly in their writing like by collecting errors and listing the common errors from students' works. The teacher can show the common errors to students and ask them to make error-correction in order to lead them to review independently and be aware of the same errors which may occur. In so doing, they can overcome their errors in omitting suffix *-s/-es* for the verb of singular person subject. For the future researchers who are interested in discussing the same topic, it is suggested to have a different method of investigation to find the cause of errors by conducting interview to students or by delivering questionnaires to students in order to get in depth data analysis of why actually the students made errors.

TABLE OF CONTENTS

TITLE	i
DEDICATION.....	ii
MOTTO	iii
STATEMENT OF AUTHENTICITY.....	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE.....	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Problems of the Research	4
1.3 Objectives of the Research	4
1.4 Significance of the Research	5
1.5 The scope of the Study	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	6
2.1 The Definition of the term Errors And Mistakes	6
2.2 The Differences between English and Indonesia Language Rules	7
2.3 Types of Errors.....	10
2.3.1 Omission	11
2.3.2 Addition	12
2.3.3 Misformation.....	14
2.3.4 Misordering.....	16
2.4 Error Analysis	17
2.4.1 Error Analysis Defined	17

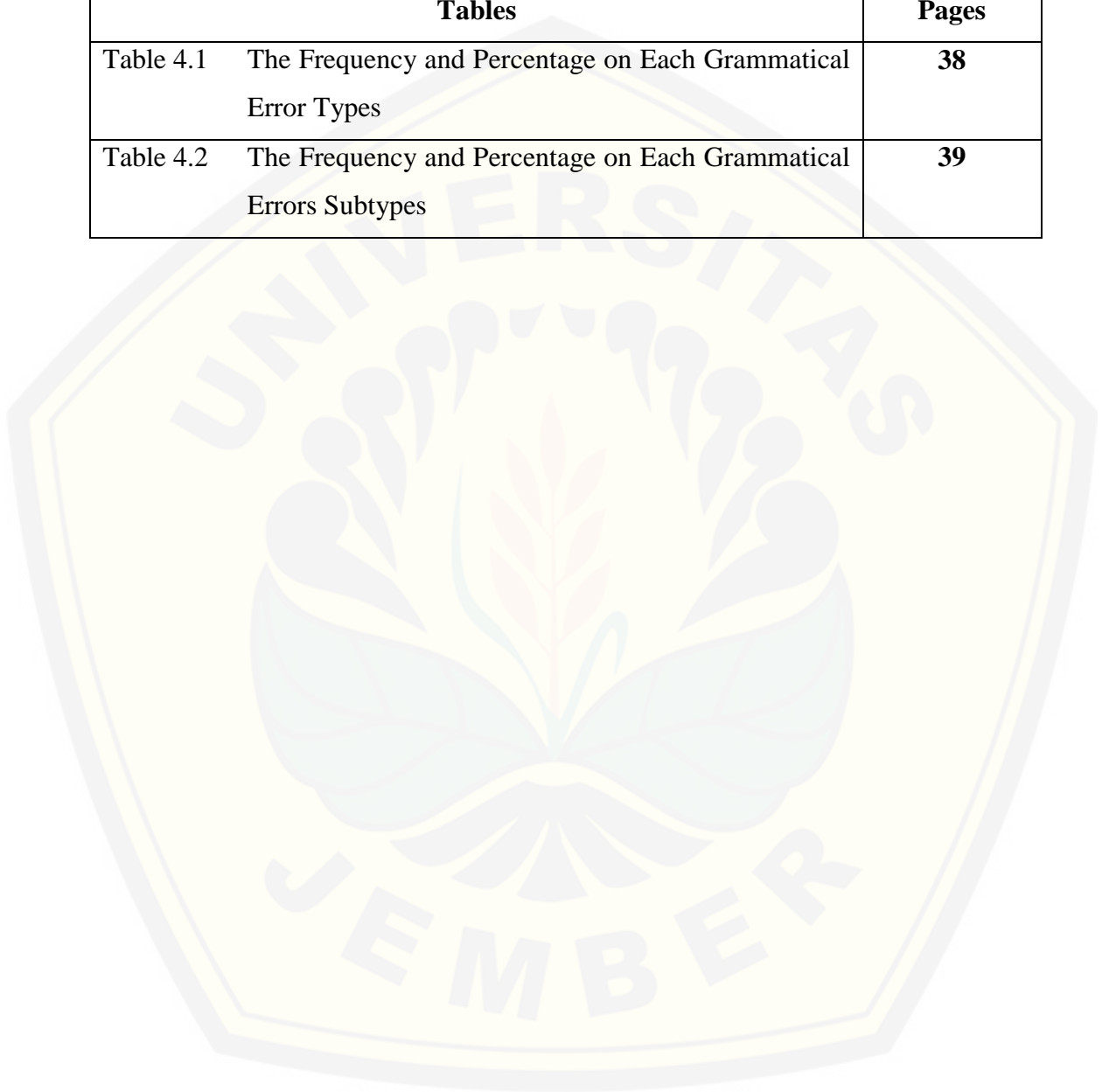
2.4.2 The Cause of Errors	18
2.5 Grammatical Errors	20
2.6 Definition of Writing Skill	21
2.7 Descriptive Paragraph Writing	22
2.8 Simple Present Tense	23
2.8.1 Definition of Simple Present Tense	23
2.8.2 The Form of Simple Present Tense.....	24
2.9 Previous Studies	27
CHAPTER 3. RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Area Determination Method.....	30
3.3 Respondent Determination Method.....	30
3.4 Data Collection Method	31
3.4.1 Writing Test	31
3.4.2 Interview	32
3.4.3 Documentation	33
3.5 Data Analysis Method	33
3.6 Operational Definitions of Key Terms	34
CHAPTER 4. RESULTS OF DATA ANALYSIS AND DISCUSSION	36
4.1 Interview	36
4.2 Documentation	36
4.3 The Result of Writing Test.....	37
4.4 The Analysis of the Students Grammatical Errors	37
4.4.1 The Types of Grammatical Errors Made by The Students	37
4.4.2 The Analysis of the Cause of Errors	45
4.5 Discussion	49
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS	54
5.1 Conclusions	54
5.2 Suggestions.....	54

REFERENCES..... 56
APPENDICES.....60



LIST OF TABLES

Tables	Pages
Table 4.1 The Frequency and Percentage on Each Grammatical Error Types	38
Table 4.2 The Frequency and Percentage on Each Grammatical Errors Subtypes	39



LIST OF APPENDICES

A. Research Matrix	60
B. The Guide of Interview	62
C. The English Teacher Lesson Plan	64
D. Students' Score on Writing	69
E. A Coding Guide	70
F. Writing Test	72
G. The Identification and Evaluation of Grammatical Errors	73
H. The Tabulation of Grammatical Errors	81
I. The Statement Letter for Accomplishing The Research	82
J. The Students' Works on Descriptive Paragraph Writing	83

CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the reason of conducting the research. They are background of the research, problems of the research, objectives of the research, significance of the research, and the scope of the study.

1.1 Background of the Research

English language teaching in Indonesia especially in junior and senior high school includes four skills namely listening, speaking, reading, and writing. In Kurikulum 2006 or KTSP those English skills become the basic competences of English subject since the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English. From the four skills, writing is important because it is a way to communicate in written form.

Harmer (2001:79) defines writing as the form of communication which has the goal to convey the writer's feeling through written language. It is an activity of expressing messages, ideas and information in written form. When we are writing, it is not only simply about organizing idea but also making our writing sensible and understandable by using correct structure.

Based on the Curriculum of 2006, the writing lesson in Junior High School includes some genres of text like procedure text, descriptive text, narrative text and recount text. The descriptive text is taught in the odd semester of the eighth grade. Hutchinson (2005:4–10) in her writing guide-book proposes that descriptive writing should use vivid nouns, vivid verbs, and vivid adjectives to draw a vivid image to the readers. It should focus on one subject and give detail information like the appearance and the characteristics to make readers know and understand what the writer says in the writing.

Writing a descriptive text makes the students use various vocabularies and apply the English structure which will improve their writing skill. Cahyono and Widiati (2006:139) state that writing is the most complex skill compared to the other

three ones. As a language skill, writing reinforces grammar, vocabulary, the mechanic and reading as well as the social function as a means of communication.

Unfortunately, writing does not get enough attention in secondary schools. The students are given exercises in writing correct sentence and organizing paragraph. Therefore, it is not easy for Indonesian students to use correct structure or good grammar in English. They still make errors in writing a description like the errors in using simple present tense that is used in descriptive text.

Kroeger (2005:2) describes grammar as the explanation of why language users regard a certain language form is correct while others are incorrect. In other words, it is about how to make the form of the language itself useful and appropriate in communication. Brown (2000:362) states that:

Grammatical competence occupies a prominent position as a major component of communicative competence. **Organizational** competence is an intricate, complex array of rules, some of which govern the sentence (grammar), while others govern how we string sentence together (discourse). Without the structure that organizational constraints impose on our communicative attempts, our language would simply be chaotic.

In grammar, there will be structural properties of word structure, phrase structure, sentence structure and text structure. Thus, using correct structure in writing is needed to make the writing itself readable and understandable.

Errors frequently occur in students' writing because they are in the process of writing in English as the target language. They still lack of knowledge about the target language especially on the structure. Other factor is because they still think of their first language when they are learning or acquiring the new language structures. The condition deals with the concept of Language Transfer as a phenomenon in language learning situation when the learners have to switch their own language into the foreign language (Arabski, 2006:12). It can be said that the learners are unsuccessfully applying the language transfer.

In addition, it is necessary to discuss error analysis in teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understand the process of a foreign language acquisition. They should

know how the target language is learnt or acquired and the best strategy that the learners have to employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

Indonesian students are facing difficulty in learning English because they are still strongly affected by their mother tongue rules. Kellerman and Smith (1986:2) state that the learner's native language has constraint role in the second language acquisition. The two language differences will make the acquisition of second language not easy. The condition is termed as shortsighted transfer. The differences between their mother tongue (Indonesian) and English make the students face difficulties on grammar, vocabulary, spelling, and pronunciation. The students often find difficulty in using correct English grammar like arranging words into correct utterances or sentences whereas in communicating with others it is a must to have good vocabulary and correct grammar which will enable people to understand what is being communicated. Therefore, grammar is an important aspect to be mastered in using language.

Based on the preliminary study by interviewing the eighth grade English teacher it was found that the students of the eighth grade have many difficulties in writing. The teacher said that the students did not have enough competence to write. She teacher found errors like the inappropriate use of to infinitive, verb+ing, and be or auxiliary. The most common error is the use of verbs. That is why in writing a paragraph they still make many grammatical errors. The information from the teacher shows that it is difficult for the students to apply the grammatical rules of English.

There were some similar studies conducted previously on the topic of error analysis (Ratnah, 2103; Hidayah, 2013; Ulfa, 2014; Ambawani, 2104). Ratnah in her journal classified the errors in students' translation based on the classification of surface strategy taxonomy, the sources of errors and the causes of errors on the use of four tenses. Meanwhile, Hidayah in her journal entitled *Error Analysis on the Use of Simple Present Tense and Simple Past Tense in Writing Essays Among TESL College*

Students, analyzed the Malaysian college students' writing focusing on the use of simple present tense and simple past tense. Furthermore, Ulfa in 2014 analyzed the grammatical errors made by the students in writing a descriptive text. Finally, Ambawani in 2014 analyzed the grammatical errors on google translation.

The four studies above analyzed grammatical errors. Ratnah's research and Hidayah's research describe the errors on the use of more than one tenses. Meanwhile, Ulfa and Ambawani conducted the study on grammatical errors that did not only focus on the use of tenses but also the other elements of grammar like the use of preposition, articles, to be and pronoun.

It can be seen that none of the previous studies focused on the use of simple present tense only in the form of a paragraph. The researcher wants to have a deeper analysis only on the simple present tense that is applied in the teaching of English text writing in the eighth grade and to find out the causes of errors. That is why the researcher is interested in conducting a research entitled "The Analysis of the VIII A Students' Grammatical Errors of Using Simple Present Tense in Writing Descriptive Paragraph at SMPN 2 Bondowoso."

1.2 Problems of the Research

Based on the background, the research problems are formulated as follows:

- a) what are the types of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso?
- b) what are the causes of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso?

1.3 Objectives of the Research

In relation to the research problems, the objectives of the study are as follows:

- a) to describe the types of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso.
- b) to find out the causes of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso.

1.4 Significance of the Research

The writer expects that the results of the research are useful input for:

- a) English teachers of junior high school

The result of this study will be useful for the English teachers in anticipating students' errors in writing by using the pattern of simple present tense and to help the teachers know the causes of errors.

- b) Future Researcher

The research is only focusing on students' grammatical errors on the use of simple present tense in writing descriptive paragraph. The result of this research would be a reference for other researchers that will conduct a research of grammatical error analysis by using different tense, genre or methodology.

1.5 The scope of the Study

In this study, the discussion was limited on the students' errors in using the simple present tense in writing a descriptive paragraph and the cause of errors.

There are three levels of Junior high school students. They are the students of seventh year, the eighth year and the ninth year. The writer selected only the VIII A class students of SMP N 2 Bondowoso in the 2016/2017 academic year and conducted a study on their performance of using simple present tense in writing descriptive paragraph and the cause of errors was discussed based on interlingual and intralingual errors..

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter contains the discussion of the theories related to the research problems. They are the definition of the term errors and mistakes, the differences between English and Indonesia language rules, types of errors based on surface strategy taxonomy, error analysis, grammatical errors, definition of writing skill, descriptive paragraph, simple present tense and previous studies.

2.1 The Definition of the term Errors And Mistakes

The term “Errors” and “Mistakes” are differently defined. According to Brown (2000:217), mistakes are the unsuccessful or the slip of using language either in native language or second language. It reflects occasional lapses in performance which occur because the learner is unable to perform what he or she knows (Ellis, 1997:17. The example of mistakes is like in the sentence *Its snowing outside* and *The car is great with it's new color*. In the first sentence, “its” is actually the slip of the use of “it’s” the short for “it is” so it should be *It's snowing outside*. In the second sentence, the word “it’s” in “it’s new color” actually refers to the expression of belonging “its”. Therefore, the second sentence should be *The car is great with its new color*. From the sentences, it can be seen that there were the slip of using the expression “its” and “it’s”.

Meanwhile, errors which are commonly made by the second or foreign language learners are defined as the failure of using correct language system which is caused by the low competence of the language users. The sentence “*Do you can walk?*” reflects the speaker’s insufficient knowledge about the English language system. The writer of the sentence wants to express “*Dapatkah kamu berjalan?*” and he has already known the English words of *dapat*, *kamu*, and *berjalan* so he writes the sentence that way. Unfortunately, the way to ask someone’s ability in English is by directly putting the modal “can” in the beginning of the sentence and followed by

the subject and the verb. So, the correct sentence should be “*Can you walk?*”. Here, the writer’s knowledge is not sufficient enough to write in English.

Dulay et al.(1982:138) note errors as the the deviation of certain language system both in conversation and composition which happen mostly in a language learning. It is also said that learners’ errors are the phenomena when the learners use the systematic language which is not correct yet.

In conclusion, errors are the deviation of certain language system made by the language learners who do not have enough language competency or knowledge. On the contrary, mistakes are the “slip” or imperfection of language system use that can be made by either native language or second language users. Thus, mistakes are not caused by the deficiency of language competency.

2.2 The Differences between English and Indonesia Language Rules

It is already known that every language has its typical language system. Robins (2015) states that different communication systems conform different languages. Therefore, English and Indonesian have differences on their systems especially in grammar. One simple example of Indonesian-English differences is that in English the verb changes according to tenses. When the verb is used to express present activities the infinitive verb is used, e.g *I work everyday*. However, when the verb is used to tell about past activity, verb 2 is used, e.g *I worked yesterday*.

The differences between Indonesian and English on the aspect of grammar vary. The following differences are related to Contrastive Analysis .

1. Noun Phrase

Sneddon (1996:129) notes that nouns have a role as the heads of great variety of various phrase structure. The modifiers of nouns can be demonstrative, quantifiers, and adjective. The formation of Noun Phrase in Indonesian is in contrast to English. Indonesian noun phrase puts the noun before the modifier. In contrast, in English, the modifier comes first and is followed by the noun.

Indonesian		English	
Head word	Modifier N	Modifier N	Head word
Pensil	saya	My	pencil
Bunga	cantik	Beautiful	flower
Anjing	besar	Big	dog

2. Personal Pronoun

In Indonesian personal pronoun is known as “*kata ganti orang*”. According to Sneddon (1996:160) personal pronouns draw the social relations between the people. It represents the personal role in a language form like in sentence. There will be personal pronoun and possessive pronoun as well as the as a subject and as an object. A personal pronoun becomes a subject when it is used to replace a common or proper noun as a subject of a sentence like “I like apples” in which *I* as the subject. As an object, personal pronoun is affected by the action taken by the subject in a sentence, for example the use of object pronoun *me* in “My father really loves me.” Meanwhile, possessive pronouns which demonstrate ownership or possession like *mine, yours, hers, his, ours and theirs* can also function as subject like in “You and I have books. Mine is blue.” As an object, a possessive pronoun is like in sentence “My teacher asks the class to make a painting, fortunately she likes mine.”

Aghna (2012) states that in Indonesian the structure of personal pronoun and possessive pronoun are not different. In English, personal pronoun and possessive pronoun are different. Indonesian still uses the word “*saya*” for both personal pronoun and possessive pronoun. Meanwhile, English uses “*I*” as the personal pronoun and “*Mine*” to express the possessive pronoun.

Indonesian	English
<u>Saya</u> mahasiswa	<u>I</u> am a student (personal pronoun)
Buku itu milik <u>saya</u>	The book is <u>mine</u> (possessive pronoun)

Moreover, Bennu (2013) in his research finds that the personal pronoun of English and Indonesia are different. The differences he finds are as follows:

- 1) The first singular person pronouns in Indonesia are “*saya, aku, ku*” can be used as a subject and as an object. In English, the subject of the first singular person is “*I*” and the objective case is “*me*”.

Indonesian	English
Saya suka apel	I like apple (“ <i>I</i> ” as a subject)
Dia suka saya	He likes me (“ <i>me</i> ” as an object)

- 2) The first person plural in Indonesia termed as “*kita*” or “*kami*” is used as a subject as well as an object. English uses “*we*” to present the first person plural as subject and “*us*” as an object.

Indonesian	English
Kami orang Indonesia	We are Indonesian (“ <i>We</i> ” as a subject)
Ayah memberi kita semangat	Father gives us spirit (“ <i>us</i> ” as an object)

- 3) The term “*dia, ia, or beliau*” in Indonesian represent the singular third person for both masculine and feminine in the position of a subject as well as an object in a sentence. On the contrary, English has different pronouns of the third person singular according to gender. For males it uses “*he*” and for females it uses “*she*”. Each of the pronoun has different form in subjective and objective case.

Indonesian	English
<u>Dia</u> seorang guru	<u>She</u> is a teacher (“ <i>She</i> ” as a subject)
Mawar itu untuk <u>nya</u>	The rose is for <u>her</u> (“ <i>her</i> ” as an object)

3. The Idea of Plural

Plurals are the expression of more than one. Indonesian represents plurality in reduplication of the word of the noun but English has the patterns of adding suffix “-s” or “-es” to the last alphabet of the noun. The other pattern of English plural is irregular plural like the noun “ox” is pluralized into “oxen” and the noun “knife” is pluralized into “knives”

Indonesian	English
Buku dipenuhi kata – kata	A book is full of <u>words</u> (adding s)
Ibu mempunyai pisau – pisau di dapur	Mother has <u>knives</u> in the kitchen (irregular plural)

2.3 Types of Errors

Some kinds of taxonomies are commonly used in analyzing errors. Dulay et al. (1982:146-189) proposed the four taxonomies to classify errors, examine errors or analyze errors descriptively. The first taxonomy is error type based on Linguistic Category which classifies errors based on either or both language component and the particular linguistic constituent the errors affects. The second error is based on Surface Strategy Taxonomy which concerns the identification of cognitive process that underlies the learners’ reconstruction of the new language. The third is based on Comparative Taxonomy which compares the structure of the second language errors and certain other types of constructions, and the fourth error is based on Communicative Effect Taxonomy which deals with errors from how the errors affect the language listeners or readers.

The errors in this study will be analyzed based on Surface Strategy Taxonomy. It identifies the errors dealing with how the learners acquire new language cognitively and produce something with the new language.

Dulay et al. (1982:150) mentioned that surface strategy taxonomy focuses on the ways of altering the surface language structure. The students’ errors in using simple present tense can be appropriately classified using the types of errors based on

surface strategy taxonomy rather than the other three types of taxonomies because the errors reflect the students' imperfection in learning English grammar and constructing a text with the correct grammar. It can determine how far the learners' ability is in mastering English grammar. The second or foreign language users like Indonesian students, sometimes, make errors in the categories of addition, omission, misformation, and misordering.

2.3.1 Omission

According to Dulay et al. (1982:154) the errors of omission occur when an item that must exist in a good utterance is absent. In this case, the learners do not include an item needed like a morpheme or a word in a sentence. For example grammatical morphemes *is, am, are, the, and of* which has minor roles in conforming sentence meaning. Moreover, the omission of words such as article, to be, noun or verb will cause the failure of constructing a good utterance. For examples:

- We students
- I am reading book

The two above sentences have omission errors. In the first sentence, the to be "are" does not exist between the subject and the adjective. The omission error on the second sentence is the omission of the article "a" before the noun "book". The correction of the errors are "We are students" and "I am reading a book".

Meanwhile, the errors of omission analyzed in this study are:

1. Omission of Be

In this kind of errors, the sentences do not have "to be" (is, am, are) in the nominal sentences. For example "The kitten's name Penny." The sentence is incorrect because there is no to be "*is*" after the subject. So, the sentence should be "The kitten's name *is* Penny."

2. Omission of Suffix *-s/-es* of the verb for third singular person verb

In this error, the presence of the suffix *-s/-es* from the verb of the third singular person is omitted, for example “My rabbit *sleep*.” The sentence is incorrect because Azar (2002:84) stated that “*a final -s/ es is added to a simple present tense verb if a singular noun or third singular pronoun*”. Therefore, the verb needs to be added by *-s/-es/-ies*. So, the correction is “My rabbit *sleeps*.”

3. Omission of Verb

In this case, the students’ sentences does not have any verb. The order of words in a sentence is basically the subject comes first followed by verb and the object comes after the verb (Kroeger, 2005:56). For example ”Penny usually to bath.” This sentence is incorrect because there is no verb after the subject. So, the correct sentence should be “Penny usually takes a bath.”

4. Omission of Noun/ Subject

In this type of error, the subject in the sentence is absent, for example “When I get home, *usually play with Penny*.” It can be seen that in the italicized clause there was no subject which expresses who does the action and what the sentence talks about (Kroeger, 2005:55). Therefore, the unexistence of subject makes the sentence incomplete and it does not make sense. The correct sentence is “When I get home, *I usually play with Penny*.”

2.3.2 Addition

Dulay et al. (1982:156) defined addition errors as the existence of unnecessary item in a well-performed sentence or utterance. The learners make errors on this category when they add an item which is not needed in the utterance. Addition errors are classified into double marking, regularization and simple addition.

a. Double marking

Most of addition errors are the unsuccessful effort of erasing unnecessary items in some linguistic construction but being needed in some other linguistic construction. For example:

- The rabbit does not jumps (incorrect)
- The rabbit does not jump (correct)

There is a double marker “does” and “jumps” in the first sentence so that it is incorrect. The sentence uses simple present tense in which the negative sentence is marked by the auxiliary “does”. If the auxiliary “will” occurs, the verb “jumps” will turn into the infinitive one “jump”. The learners are commonly making this double marking.

b. Regularization

In addition errors, a regularization may occur. Main verb and nouns are usually used as typical rule but in English linguistic class, there are some rule exceptions dealing with grammar which is called as irregular form. For example:

- He eated a bar of chocolate (incorrect)
- He ate a bar of chocolate (correct)

The first sentence is judged as an incorrect sentence because the learners generalize the irregular verb like the regular verb which in English system is characterized by adding –ed at the end of the word when the verbs are changed into V2 and V3. Meanwhile, the irregular verb does not have typical rule in changing the verb.

c. Simple addition

A simple addition is one other addition error besides double marking. There is no definite characteristic of simple addition error. It is only defined as the use of an unnecessary item which should not be there in a correct utterance. For example:

- An elephants walks (incorrect)
- An elephant walks (correct)

The morpheme “-s” in the subject “elephant” makes the first sentence incorrect. The article “an” and the verbs “walks” indicate that the subject must be singular so that the subject “elephant” does not need any morpheme “-s”.

Addition errors analyzed in this study are:

1. Addition of To Be (before and after verb)

It occurs when students add unnecessary “to be” in their sentences. It appears after the subject before the verb. For example “I *am* like my cat.” In the structure of positive sentence of simple present tense, it is not necessary to add “to be” before the verb. The sentence will be ambiguous because in Indonesian the sentence means *aku seperti hewan kucingku* instead of what the students mean by *aku suka kucingku*. So, the sentence should be “I like my cat.”

2. Double To Be

The use of double “to be” in sentences make the sentence incorrect. For example “Its *is* name is Hippo.” The “to be” *is* after the subject is unnecessary so the correct sentence is “Its name is Hippo.”

3. Addition of Suffix -s/-es of the Verb

It happens when the students add suffix -s/-es to the verb of first singular person, for example “I *gives* Hippo meat.” Murphy (1994:4) gave the example of simple present tense like “I/you/they/we drive/work.” And “He/she/it drives/works.” It can be seen that the verb for the first singular person does not need suffix -s/-es. Therefore, the sentence should be “I *give* Hippo meat.”

2.3.3 Misformation

Errors of misformation are described by Dulay et al. (1982:158) as the incorrect use of morpheme or structure. For examples:

- I live in front of an dormitory
- She likes this flowers

The occurrence of misformation errors are seen in those two sentences. In the first sentence, the article should be “a” because the word dormitory that comes after

the article has consonant sound. The second sentence has misformation error because of the use of wrong morpheme. The morpheme “this” is used instead of “these” in expressing plural marker.

Misformation also occurs in the regularization. Main verb and nouns are usually used as typical rule. In English linguistic class, there are some rule exceptions dealing with grammar which is called as irregular form. For example the verb “hit” has the same form as “hit” in past form and “hit” in past participle form instead of being changed into “hitted”. The same case occurs in the plural form of “knife” that is “knives” rather than “knifes”. The learners overgeneralize the grammatical rule so that they make such kinds of errors.

The subtypes of misformation errors are:

1. Inappropriate use of To Be.

The error happens when “be” according to singular and plural subjects are used inappropriately. For example “My cats is funny.” Murphy (1994:156) stated that plural nouns take plural verb of be. It means that when plural nouns occur in simple present tense, the appropriate be is “are”.

From the sentence, it can be seen that the students inappropriately use the singular and plural forms. The sentence represents plural form “cats” but the “to be” used “is” is inappropriate because the tobe for plural noun is “are”.

2. Inappropriate use of Singular and Plural Form.

The incorrect form of singular and plural form may occur. For example “Its ear are long.” The sentence shows the inappropriate plural form of “ear” because the ears are always a couple. So, it is necessary to add suffix -s after the noun. Therefore, the correct one is “Its ears are long.”

3. Inappropriate use of Verb

The error happens when the choice of verbs are inappropriately used in sentences, for example “I usually ready carrot for my rabbit.”

In the sentence, the verb used is incorrect because the word *ready* is not a verb. Therefore, the sentence should be “I usually *prepare* carrot for my rabbit.”

4. Inappropriate form of Modal Auxiliary.

The error happens when the auxiliary verbs of simple present tense *do* and *does* are used inappropriately. Like in the sentence “Hippo *do* not like fish.” The sentence is incorrect because the auxiliary verb for third singular person subject is *does*. Therefore, the correct sentence is “Hippo *does* not like fish.”

5. Inappropriate use of Subject

Kroeger (2005:45) said that the subject in a sentence can be a pronoun, proper names and noun phrases. The error occurs when there is an inappropriate use of subject which makes the sentence incorrect.

For examples:

- *It* fur is soft.
- When *him* is angry, he will bark.

The phrase “it fur” in the first sentence made the sentence incorrect because the phrase should represent a noun belongs to someone. So, the word “it” should be changed into the form of possessive adjective “its”. Meanwhile, in the second sentence, the object pronoun “him” was incorrect because it should represent the position of the third singular person as a subject. Therefore, the correct sentences are:

- *Its* fur is soft.
- When *he* is angry, he will bark.

2.3.4 Misordering

Misordering errors typically occur when a morpheme or group of morpheme in a sentence is placed inccorectly (Dulay et al, 1982:162). It can be defined as the learners’ inappropriate placement of the items in a sentence. Misordering occurs when the learners make direct translation of their native language into the target language. For examples:

- They are students dilligent
- What you are watching?

In the noun phrase of the first sentence, the learners put the words in inappropriate order. It is written “students dilligent” instead of “dilligent students”. In Indonesian noun phrase, the modifier should come after the head noun while in English the modifier comes before the head noun. The first sentence should be “They are dilligent students”. So, in Indonesian that sentence is bias. In the second sentence, the misordering error happens when be “are” is placed after the subject “you”. In a correct interrogative sentence, the “to be” or in this case “are” should be placed before subject. The correction of the second sentence must be “What are you watching?”.

2.4 Error Analysis

2.4.1 Error Analysis Defined

According to Ellis (1997:17), errors reflect gaps in a learners’ knowledge; they occur because the learner does not know the correct one. Indonesian students as EFL learners still make errors in using English grammar because their competence in mastering English language is still insufficient. It is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Ellis (1997:15-19) also proposed the step of analysing errors as the process of identifying errors, describing errors, explaining errors and evaluating errors.

Brown (2000:166) says that error analysis is the study of students’ error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. According to Richard (1974:172), error analysis is the study and analysis of the errors made by non-native language learners. It has important role in a second language acquisition in general to examine second language and foreign language in particular. Meanwhile, Aqsa (2015) investigated the importance of analysing errors. He found out that error analysis serves as a linguistics analysis

providing a deep insight in language learning or acquisition. The result of the analysis will also provide suggestions of appropriate solutions like better teaching techniques to solve learning problems revealed from the analysis.

From the definition above, it can be concluded that error analysis is a methodology of investigating learners' competence in acquiring a second language or a foreign language. It describes learners' interlanguage and can be used to identify the possible mistakes or errors they make.

2.4.2 The Cause of Errors

Errors arise from several possible general sources, namely interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic and cognitive strategies, and no doubt countless affective variables (Brown, 2000: 218).

2.4.2.1 Interlanguage Errors

According to Brown (2000:224), interlingual errors are caused by the interference of the mother tongue because the learners' mother tongue is the system they know. It deals with contrastive analysis hypothesis that aims at describing the differences and similarities between the two languages with a view to predicting possible learning problems. Thus, this source of errors come from the differences between the mother tongue (Indonesian) and English language system in which the mother tongue interferes the target language acquisition.

2.4.2.2 Intralanguage Errors

The second sources of errors is intralanguage (intralingual) errors. Brown (2000:224) identified the intralingual source of errors as the second step of language learning after the interference (interlanguage), in which learners begin to generalize the language system within the target language itself. There is no interference from mother tongue towards the target language on this source of errors. According to

Richard (1974:6), these types of errors are direct results of the learners' attempt to create language system they are learning. The interlanguage errors are caused by:

1. Overgeneralization, it draws a general conclusion in this case language structures from the previous form of language structures.
2. Ignorance of rule restrictions, it is caused by learners' inadequate knowledge of language pattern.
3. Incomplete application of rules, the learners fail to apply correct English spelling pattern to different words.
4. False concept hypothesized, it occurs when the learners borrow an element from one part of English pronunciation and put it into another.

2.4.2.3 Sociolinguistic Context of Communication

"The sociolinguistic context of natural, untutored language acquisition can give rise a certain dialect acquisition that may itself be a source of error"(Brown, 2000:227). The sociolinguistic context of learning covers the classroom situation like the teacher, textbooks and the materials given which probably becomes the cause of errors.

The teacher might mislead an explanation that is not confirmed by the students so that they make errors. Other causes are misunderstanding of some materials in textbook or because of a memorization of some language structures that the students contextualize them improperly. Those phenomena occur in classroom context naturally and tend to be the cause of the inappropriate implications of language form.

2.4.2.4. Psycholinguistic and Cognitive Strategy

This error comes from the unsuccessfully used learning styles. The learners may have their own strategies to make good production of new language. The example is when a learner said "*Let us work for well done of our country.*" The use of phrase *well done* instead of *welfare* makes the sentence strange (Brown, 2000:227).

Based on the explanation above, there are four sources of errors. However, the errors used in analysing the data in this study are only limited on interlanguage and intralanguage errors.

The classification of the types of errors applied in this research is as stated by Dulay et al. (1982:150) that the Surface Strategy Taxonomy focused on how the surface structure of a language is produced. The learners in producing new language may make errors of omission, addition, misformation and misordering. The taxonomy helps the researcher to identify the cognitive process behind the learners' new language production on the surface structure. This research only focused on the four kinds of errors on the surface language structure and did not investigate how the sociocultural context, psychological and learning strategies affect the learners in making errors. Therefore, the errors found in this research were analyzed based on the interlanguage and intralanguage errors.

2.5 Grammatical Errors

Thornbury (2006:92) states that within the context of foreign learning and teaching, grammar is described as a systematic way, the rules that govern how words are combined and sequenced in order to form a sentence . This means that English learners are supposed to be able to analyze any sentence using rules and principles of the available grammar.

Brown (2000:362) argues that grammar competence is a major component of communication because it is needed when we are speaking or writing. Whereas, tenses are considered to be the most difficult skill to learn for the Indonesian students. They have to combine some parts of grammar, like subject, verbs, auxiliary verbs, articles, objects, adjectives, and adverbs in English language structure. Thus, by applying good grammatical structure, the content of the writing will be easily understood and the messages, ideas, or information will be delivered properly and more meaningful.

Leacock et al (2010:1) notes that written grammatical errors are categorized as the errors in grammar, usage, or mechanics and sometimes spelling errors. They also define grammar as a system of words and sentences assembly in conveying meaning. It means that grammatical errors are deviation of language rules which causes an utterance not well-formed.

Grammar is the complex rules of morphology and syntax. So, grammatical error in students' writing includes syntactical error and morphological error. In this research, the grammatical errors were investigated from the surface strategy taxonomy which includes omission, addition, misformation, and misordering. In this research, the researcher analyzed the errors on the use of simple present tense in descriptive paragraph. Thus, the grammatical errors investigated in this research are Omission of "to be", Omission of verb, Omission of Subject, Inappropriate form of "to be", Double "to be", Inappropriate use of singular and plural form, Addition of "to be" (before and after verb), Omission of suffix "-s/-es", Addition of suffix "-s/-es", Inappropriate use of verb, Inappropriate use of subject and Inappropriate form of modal auxiliary.

2.6 Definition of Writing Skill

Nation (2009:113) notes that when students learn to write with other skills of listening, speaking and reading they are involved in meaning-focused use, language-focused learning, and fluency development. It aims at making them perform English in daily lives. The examples of activities of writing are filling in forms, making lists, writing friendly letters and business letters, note-taking and academic writing. It refers to the goal of writing skill that the students can communicate using English in written form.

Meyers (2005:2) states that writing is a way to produce language naturally when we speak. It is like speaking to others on paper or on computer screen. In doing so, we have to discover and organize ideas and put them together on a paper.

Boardman (2002:11) notes that writing is really a form of thinking using the written words in which the writer has to think and organize the idea continuously.

From the definitions above, it is concluded that writing is a way of how people deliver and organize their ideas or thoughts from their mind through written language.

2.7 Descriptive Paragraph Writing

Chakravarty (2004:232-235) stated that a paragraph is the collection of sentences that is talking about a topic. The main topic and the following sentences should be a unity. It means that the following sentences relate and contribute something to the main topic. Wishon and Burks (1980:379) stated that descriptive writing reproduces how the things look, smell, taste, feel or sound; it may also express moods, like happiness, loneliness, or fear. Hutchinson (2005:4–10) in her writing guide book proposes that descriptive writing should use vivid nouns, vivid verbs, and vivid adjectives to draw a vivid image to the readers. It means that when we describe a particular thing we have to include how the thing is seen, tasted, felt and smelled to give clear image on reader's mind.

Langan (2008:455) defines description as a way to word out a picture. The writer must observe and record the specific details to awake the reader's senses to create vivid and real picture of the word. It means that the writer changes the picture or thing being described into detail sentences in order to make readers know what is being described.

In writing a descriptive paragraph, the writer should focus on one subject and give detail information to make readers know and understand what the writer writes in the writing. According to Wardiman et al (2008:16), the generic structure of descriptive are identification as the topic sentence that introduces the character and the description that contains some supporting details describing the character. Descriptive also has the language features of the use of simple present tense and adjectives.

The example of descriptive paragraph:

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

(Taken from: English in focus for grade VIII)

From the paragraph above, it can be seen that the first and the second sentence are the identification. They introduce the character to be described. The third sentence up to the last sentence are the description. Those sentences describe the character. The paragraph also shows the use of simple present tense and adjectives. The use of simple present tense in the paragraph are “Spot *is* a regular house cat”, “he *has* orange fur with white and black spots”, “Spot *does* not like rice, so I give him cat food”. The use of adjectives in the paragraph are “Spot is a *regular* house cat”, “He is an *adorable* cat”, “Spot is an *active* animal”.

2.8 Simple Present Tense

Simple present tense is one of English tenses used in some genres of text such as descriptive text and report text. The following subchapters will discuss further about simple present tense namely the definition of simple present tense, and the form of simple present tense.

2.8.1 Definition of Simple Present Tense

Tense is a systematic structure to describe different forms of verbs showing the time of action. Simple present tense is formed by using the simple form of the verb infinitive without ‘to’. When we have the third person singular subject, an –es or –s ending is added (Cook and Sutter, 1983:49). Furthermore, Murphy (1994:4) states that simple present tense is used to talk about things in general, something happens repeatedly all the time or functions as general truth. The simple present says that

something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths, Azar (2002:13) like “It snows in Alaska”. It is also stated that simple present tense expresses habitual activity like “I wake up at 7.00 every morning”. The simple present tense is also used to express non-action states or condition. It may indicate an action that exists right now or at the moment of speaking. So, simple present tense is used to express the general truths, statements of fact, habitual activities, a condition and the action occurring when it is spoken.

2.8.2 The Form of Simple Present Tense

There are two kinds of the form of simple present tense. They are the present tense of “be” and the present tense of verb that will be explained below.

1) Present Tense of “Be”

Present tense form of ‘be’ is *am*, *are*, or *is* and is written after the subject of the sentence. It is used to express the following situations:

(a) Profession, trade, occupation

Mr. Hyun is a Professor.

(b) Nationality

Mr. Raavi is an Indian.

(c) Size and shape

Mr. Allen is tall.

(d) Age

Ali is twenty-four.

(e) Characteristic

Mr.Allen is handsome.

(f) Condition

Joe is sick.

(g) Place

The kids are in my house.

(h) Color

This book is yellow.

– Positive Form

Subject + Tobe (is, am, are) + object/complement

For examples: I am a singer
subject + tobe + complement

You are students
subject + tobe + complement

Andi is sick.
subject + tobe + complement

– Negative Form

Subject + Tobe (is, am, are) + not + object/complement

For examples: I am not a singer
subject + tobe + not + complement

You are not students
subject + tobe + not + complement

Andi is not sick.
subject + tobe + not + complement

– Interogative Form

Tobe (is, am, are) + Subject + object/complement ?

For examples: Am I a singer ?
tobe + subject + complement

Are you students ?
tobe + subject + complement

Is Andi sick ?
tobe + subject + complement

2) Present Tense of Verb

The present tense of verb is formed by having simple form of a verb for the first person and the third person plural subject. For the third person singular subject the verb ends in s, or es. Simple present can be divided into positive,

negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in simple present tense are “always, often, usually, everyday, sometime, never, occasionally, seldom, twice a week”, etc.

– Positive Form

I, We, You, They + Verb + Object/complement

He, She, It, Singular name of people, Noun + Verb + s/es + Object/complement

For examples: I have much money.
subject + verb + object

She looks beautiful.
subject + verb + complement

– Negative Form

To make the negative sentence in the simple present tense, we put do not or does not after the subject. The pattern is:

I, We, You, They + Do not + Verb + Object

He, She, It, Singular name of people, Noun + Does not + Verb + Object

For examples: I do not have much money.
subject + do not + verb + object

She does not look beautiful.
subject + does not + verb + complement

– Interrogative Form

To make the interrogative sentence or yes/no question in simple present tense, we put *do* or *does* before the subject. The pattern is:

Do + I, We, You, They + Verb + Object?

Does + He, She, It, Singular name of people, Noun + Verb + object?

For examples: Do I have much money?
Do + subject + verb + object

Does she look beautiful?
Does + subject + verb + complement

– Negative Interrogative Form

To make the negative interrogative question in simple present tense, we put *do* or *does* before the subject. The pattern is:

Do not + I, We, You, They + Verb + object/complement?

Does not + He, She, It, a name of people, Noun + Verb + object/complement?

Or

Do + I, We, You, They + Not + Verb + object/complement?

Does + He, She, It, a name of people, Noun + Not + Verb + object/complement?

For examples: Do not I have much money?
do not + subject + verb + object

Do I not have much money?
do + subject + not + verb + object

Does not she look beautiful?
does not + subject + verb + complement

Does she not look beautiful?
does + subject + not + verb + complement

2.9 Previous Studies

The researcher found four previous studies related to the present research (Ratnah, 2013; Hidayah, 2013; Ulfa, 2014 and Ambawani, 2014). Ratnah in her journal classified the errors in students' translation based on the classification of surface strategy taxonomy, the sources of errors on the use of four tenses. For the use of present tense, she found errors of omission and the selection of time signals. Hidayah in his journal analyzed the Malaysian college students' errors focusing on the use of simple present tense and simple past tense. He found out that the most often grammatical occurred was misformation error in regularization like *He have money* and *People doesn't like dirty place*.

Ulfa in 2014 analyzed the grammatical errors made by the students in writing a descriptive text. She found out that omission errors occur as the most frequent

errors. It is in line with Ambawani in 2014 who analyzed the grammatical errors on google translation that also found omission errors as the most common errors.

The previous studies had the same topic with the present research that is of grammatical error analysis. Ratnah and Hidayah described the errors on the use of more than one tenses. Meanwhile, Ulfa and Ambawani conducted the study on grammatical errors that did not only focus on the use of tenses but also the other elements of grammar like the use of preposition, articles, to be and pronoun. However, the present research is different with the four previous studies because it only focused on the grammatical errors on the use of simple present tense in descriptive paragraphs. This research also analyzed the cause of the errors occurred based on intralanguage and interlanguage errors.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter contains the explanation of methodology used in this research. They were: research design, area determination method, respondent determination method, data collection method, data analysis method and operational definitions of the key terms. Each point is explained below.

3.1 Research Design

This research used a descriptive research design because it aims at describing the grammatical errors made by the eighth grade students in writing a descriptive paragraph. Kothari (2004:2-3) states that *Descriptive research* involves surveys and fact-finding describing about the present affairs. Schreiber & Asner (2011:15) state that “Descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual. There is no manipulation of a variable.” It is characterized by the unexistence of control over the variables. The researcher can only report what has happened or what is happening. In this study, the researcher described the grammatical errors on the use of simple present tense made by the eighth graders of SMPN 2 Bondowoso in the 2016/2017 academic year.

In general, this research was conducted in the following steps:

- (1) Finding the research problems
- (2) Determining the research area
- (3) Collecting the supporting data by interview and documentation
- (4) Determining the respondents of the research by Cluster Non-random Sampling
- (5) Constructing the research instrument in the form of descriptive paragraph writing test
- (6) Consulting the research instrument to the English teacher and my supervisors
- (7) Collecting the primary data by administering a writing test in the selected respondents' class

- (8) Identifying the grammatical errors on the use of simple present tense made by the students in writing a descriptive paragraph
- (9) Classifying grammatical errors based on the four categories by using a coding guide that was presented in Appendix E (Page 66)
- (10) Calculating the frequency and the percentage of each category of grammatical errors
- (11) Describing and evaluating the grammatical errors found as presented in Appendix G (Page 69)
- (12) Describing the causes of the errors by classifying into interlanguage and intralanguage errors
- (13) Concluding the result descriptively to answer the research questions

3.2 Area Determination Method

In this research, the researcher applied purposive method. Fraenkel and Wallen (2009:99) define purposive method as when the researcher has necessary information or knowledge of the population to make sure about the population representativeness towards the research. Purposive method means that certain area is characterized by the willingness of being representative and informative to the need of data for a research. The determination of the school was based on these following reasons:

1. SMP Negeri 2 Bondowoso is still applying *KTSP 2006* for grade eight and grade nine and descriptive text is taught.
2. The headmaster and the English teacher give permission to the researcher to conduct the research at this school.

3.3 Respondent Determination Method

The choice of population in this research is the eighth grade students of SMP 2 Bondowoso in the 2016/2017 academic year because they have been taught

descriptive text. They consist of six classes, namely VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The total number of the students is 238.

Considering the number of population, this research applied Purposive Sampling to select the research respondents. Kothari (2004:59) notes purposive sampling is the selection of the research sample in which the sample is believed to be representative to the research. The researcher selected VIII A Class as the sample of the research because the class has the lowest average score of writing among the six classes of the eighth grade. The class average score of writing is 65. The scores were taken from the test of writing descriptive paragraph given by the teacher which is presented Appendix D (Page 65). Therefore, the result of this research cannot be generalized to the students of the eighth grade in the school.

3.4 Data Collection Method

The data collection method was very important to provide information and facts for the researcher. The data in this research were taken from writing test, interview and documentation.

3.4.1 Writing Test

The writing test required the students to write a descriptive paragraph. Brown (2003:3) states that “A test, is a *method of measuring a person’s ability, knowledge, or performance in a given domain.*” It is also stated that a test must measure the test takers’ ability, competencies, or objectives. So, a test refers to any items or a set of questions that requires the testees’ response or answers to be measured as their ability or competencies. It was conducted not only to measure the students’ writing ability, but also to find the grammatical errors on the students’ writing. Therefore, a writing test was conducted to obtain the data about the students’ grammatical errors in using simple present tense in writing a descriptive paragraph.

The test that was administered should be reliable and valid. According to Brown (2003:20-22) a reliable test deals with the consistency of the test result when the test is given to the same students at different time. He also describes that a valid test must be appropriate to examine or to measure the performance matched to the material needs to test. The valid test will enable test administrator to determine how well the test takers reach the objectives or the competencies. The researcher applied content validity because the material of the writing test that is paragraph on descriptive text is available in the Curriculum of 2006 or KTSP. The researcher checked the students' writing twice or more to avoid any missing errors which is called as intra-rater reliability.

The time allocation for the test was 40 minutes. The students wrote a descriptive paragraph on the topic "My Pet" containing 8 to 10 sentences in which the first sentence is the topic sentence while the following sentences are the supporting details.

3.4.2 Interview

An interview is a collection of questions answered by the research subject to enable the interviewer to clarify questions and the interviewee to extensify any important answers (Fraenkel and Wallen, 2009:119). The interview was conducted to obtain the data about English teaching and learning process to the eighth grade students of SMPN 2 Bondowoso in the 2016/2017 academic year. The researcher used a structured interview. Kothari (2004:98) indicates that structured interview uses a set of predetermined questions that are asked in order. Thus, the researcher set the questions before having an interview with the English teacher. The interview was about the teaching and learning process of English writing and the problems faced by the students in writing in English.

3.4.3 Documentation

Cresswell (2014:211) mentions that qualitative research needs the collection of multiple form of data and intense time to get the natural setting information. He also mentions that a researcher can gather qualitative documents namely public documents (newspapers, reports) or private documents (personal journals, diaries, letter). In this research, documentation was used to get the data on the teacher's lesson plan of teaching descriptive paragraph and the students' score of writing. The lesson plan was used to know the teaching and learning process of writing descriptive paragraph. While the students' score was used to identify the research respondents.

3.5 Data Analysis Method

This research applied descriptive quantitative and qualitative data analysis method. The quantitative data described are the frequencies or the percentage of each error and the qualitative one is the cause of errors. At first, the researcher analyzed the grammatical errors on the use of simple present tense made by the students in writing a descriptive paragraph. The next step was the calculation of each error using Ali's formula. The data analysis will follow the steps proposed by Ellis (1997:15). The steps are as follows:

1. Identification of the grammatical errors made by the respondents in their descriptive paragraphs.
2. Description of the errors by classifying them into the four grammatical errors category in surface strategy taxonomy namely omission, addition, misformation and misordering by using coding guide.
3. Calculation of each category of errors produced that was presented in individual calculation to find out the percentage and the most dominant errors made by the students. The calculation of the percentage of errors followed the formula proposed by Ali (1993:186):

$$\% = \frac{n}{N} \times 100$$

Where:

% = the percentage of the students' grammatical errors of each category

n = the number of errors of each category

N = the total number of errors made by students

4. Explanation of the errors which are categorized into the four types of grammatical errors, namely addition, omission, misordering and misformation.
5. Evaluation of the grammatical errors found in the respondents' writings.
6. Description of the causes of errors.

3.6 Operational Definitions of Key Terms

Operational definition is essential to prevent misunderstanding between the researcher and the readers. Grammatical error analysis and descriptive paragraph writing will be operationally defined as follows:

a. Grammatical Error Analysis

In this research, the grammatical error being analysed is based on surface strategy taxonomy that is classified as follows:

1) Omission Errors

Omission of "to be", omission of suffix -s/-es for the verb of the third singular person subject, omission of verb and omission of subject.

2) Addition Errors

Double "to be", Addition of "to be" and addition of suffix -s/-es to the verb of first singular person.

3) Misformation Errors

Inappropriate form of "to be", inappropriate use of singular and plural form, inappropriate use of verb and inappropriate use of subject.

4) Misordering Errors

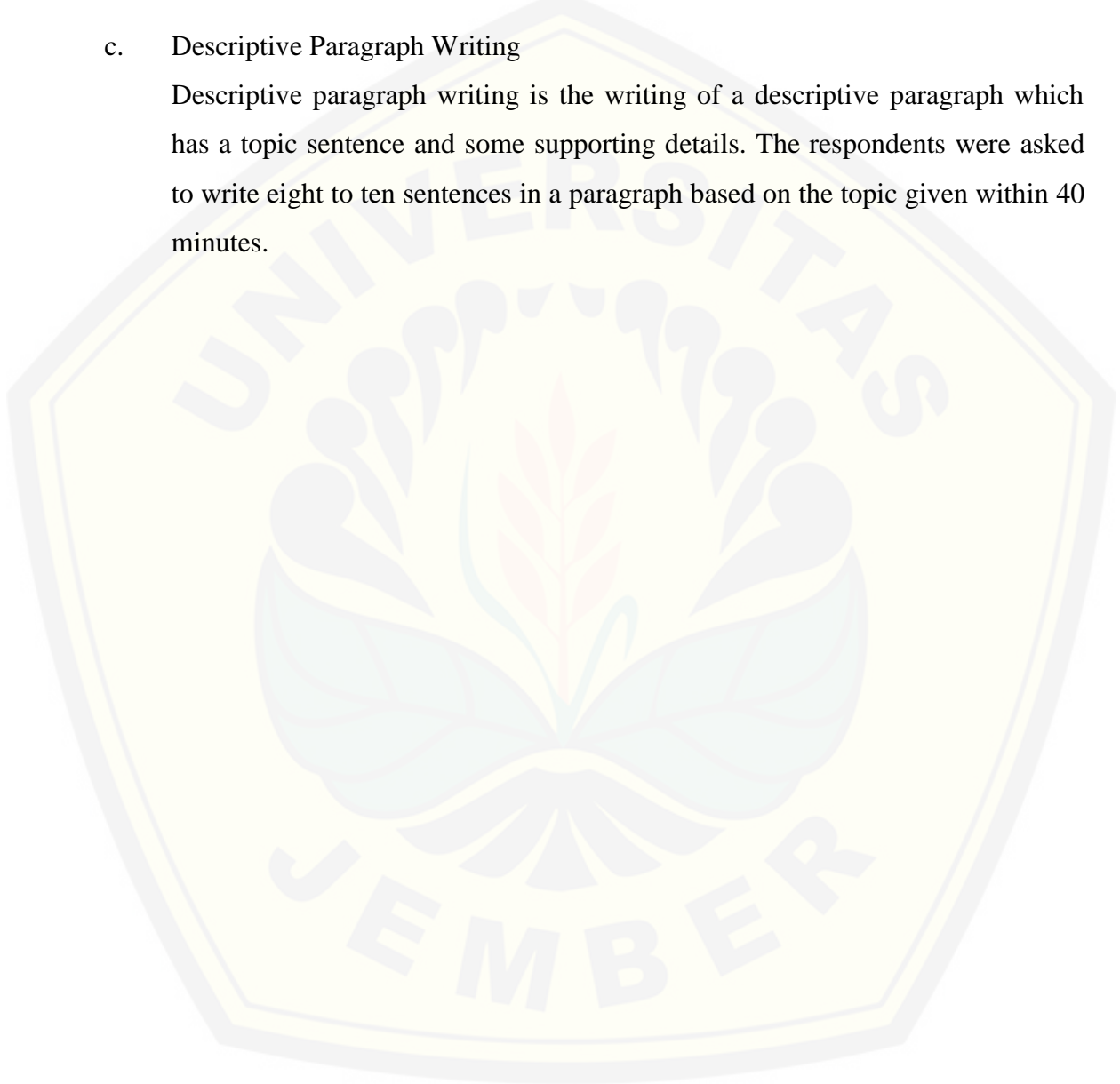
Incorrect arrangement of words and phrases in a sentence.

b. Cause of Errors

In this research, the cause of grammatical error being analysed is only based on interlingual errors and intralingual errors.

c. Descriptive Paragraph Writing

Descriptive paragraph writing is the writing of a descriptive paragraph which has a topic sentence and some supporting details. The respondents were asked to write eight to ten sentences in a paragraph based on the topic given within 40 minutes.



CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the data analysis and suggestions.

5.1 Conclusions

After getting the results of data analysis of the grammatical errors on the use of simple present tense made by the VIII A students in writing descriptive paragraph at SMPN 2 Bondowoso in the 2016/2017 academic year, the researcher drew the following conclusions:

1. The types of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso are omission (to be, suffix *-s/-es* for the verb of the third singular person subject, verb, subject), addition (double to be, to be, suffix *-s/-es* to the verb), misformation (inappropriate form of to be, inappropriate use of singular and plural form, inappropriate use of verb and inappropriate use of subject) and misordering.
2. The percentage of each types of errors were 47% on omission errors, 17% errors on addition, 32% errors on misformation and 4% errors on misordering errors where the most dominating error lay on the omission of suffix *-s/-es* for the verb of the third singular person subject.
3. The causes of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2 Bondowoso were from both interlanguage errors and intralanguage errors.

5.2 Suggestions

Based on the results above, the researcher proposes suggestions to the following people:

1. The English Teacher

By knowing the kinds of grammatical errors on the use of simple present tense made by the students at SMPN 2 Bondowoso, it is suggested to the teacher to give more attention to the teaching of tenses. The teacher is expected to help students to write with correct grammar especially in solving their problem in omission errors. Moreover, it is hoped that the cause of errors found can motivate the teachers to decrease the possible causes by having more effective teaching strategy/ assessment like collecting errors and listing the common errors from students' works. The teacher can point out the common errors to students and ask them to make correction in order to make them able to review the errors independently, understand better and be aware of the same errors occur later.

2. The Future Researcher

Based on the result of this research the future researchers are suggested to conduct another research on similar problem with different research methodology. As stated before, the investigation on the source of errors was only referring to theory of interlanguage and intralanguage. To know what actually the students feel that make them produced errors, it is suggested to further researchers to investigate the source of errors by conducting interview with the students or by delivering questionnaires to the students. It is also recommended to investigate the source of errors based on interlanguage, intralanguage, sociocultural context of communication, and psycholinguistic and cognitive strategy as proposed by Brown (2000:227) to get complete investigation of the source of errors.

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Appendix A

Research Matrix

Title	Problems	Variable	Indicators	Data Resources	Research Method
<p>The Analysis of the VIII A Students' Grammatical Errors of Using Simple Present Tense in Writing Descriptive Paragrah at SMPN 2 Bondowoso</p>	<p>1. What are the types of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph at SMPN 2. Bondowoso?</p> <p>2. What are the causes of grammatical errors on the use of simple present tense made by the VIII A students in writing a descriptive paragraph</p>	<p>Grammatical errors on the use of simple present tense in writing descriptive paragraph made by the VIII A students at SMPN 2 Bondowoso.</p>	<p>Surface strategy taxonomy:</p> <ol style="list-style-type: none"> 1. Omission 2. Addition 3. Misinformation 4. Misordering <p>(Dulay et al, 1982:154)</p>	<p>1. Respondents:</p> <p>The VIII A students at SMPN 2 Bondowoso</p> <p>2. Informant:</p> <p>The English teacher of SMPN 2 Bondowoso</p> <p>3. Documents:</p> <ul style="list-style-type: none"> - The English Teacher's lesson plan - The students' score of writing 	<p>1. Research Design:</p> <p>Descriptive Research</p> <p>2. Area determination Method:</p> <p>Purposive Method</p> <p>3. Respondent Determination Method:</p> <p>Purposive Sampling</p> <p>4. Data Collection Method:</p> <ul style="list-style-type: none"> - Writing Test - Interview - Documentation

	at SMPN 2 Bondowoso?				<p>5. Data Analysis:</p> $\% = \frac{n}{N} \times 100$ <p>% = percentage of errors of each components n= total number of errors of each component N= total number of errors made by the students.</p>
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Appendix B

Supporting Data Instruments

A. The Guide of Interview

No.	Questions	Data Resources
1	What curriculum is used in this school?	This school uses the curriculum of 2013 for the seventh grade and KTSP for the eighth grade and the ninth grade.
2	What kind of textbooks do you use in teaching English?	I use “English in Focus” and LKS Bima in teaching English. The students also have both of them.
3	How do you teach writing skill to your students?	I usually use various media like pictures. Writing skill is usually integrated with reading skill. So, after the lesson of reading the passage or text will be the material for the writing session.
4	In teaching writing, how do you teach grammar to students?	Actually, the English teachers here do not focus on teaching grammar. The teaching of grammar is inserted in the teaching of writing. For example, when daily activities or descriptive text is taught, it will be the discussion of simple present tense.
5	How do you administer writing test to the students?	I usually have exercises on objective test, completion test, arranging words into sentence, arranging sentences into paragraph and essay writing test. The essay test is in daily exercises and UAS.
6	What is the grammar focus in	For the eighth grade, we are

	teaching English Writing to your students (The eighth grade students)?	focusing on the tenses according to kinds of text that students are learning. For example simple present tense for in descriptive text and simple past tense in recount text.
7	Do you find students' grammatical errors in their writing?	Yes, I find a lot of errors like the inappropriate use of to infinitive, verb+ing, and be or auxiliary. The most common error is the use of verbs. It is because they still can not differentiate English structure and their mother tongue.
8	How do you overcome those problems?	To overcome the problem of grammar I usually explain again, give more examples and give written feedback on the students' works.

B. Documents

The English teacher's lesson plan

Students' Score on Writing

Appendix C

The English Teacher's Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP	: SMP Negeri 2 Bondowoso
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>
Jenis teks	: esei pendek
Tema	: <i>Describing an animal</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 4 x 40 menit (2 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Menulis kalimat dengan menggunakan bentuk Simple Present Tense
- Melengkapi kalimat dengan ragam bahasa yang tepat berdasarkan keterangan pada gambar
- Menyusun kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf dengan benar
- Menulis paragraf deskriptif dengan format yang ditentukan

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- Buku BSE “English In Focus for Grade VIII “
 - Kalimat rumpang (halaman 17)
 - Penjelasan penggunaan *Simple Present Tense* dan latihan (halaman 14)

- Penjelasan teks deskriptif (halaman 16)
- Tugas menulis paragraf deskriptif (halaman 21)

b. LKS Bima

- Latihan – latihan menulis teks deskriptif (halaman 8-9)

3. **Metode Pembelajaran:** three-phase technique

4. **Langkah-langkah Kegiatan**
Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang bacaan yang akan dibaca
- Menulis hal-hal yang ingin diketahui tentang bacaan

Motivasi :

- Menulis lima hal tentang ciri- ciri binatang: *have you ever seen a lion?, is a lion big?, is a lion strong?*
- Menulis jawaban tentang ciri - ciri apa saja yang sering disebutkan: *What do you think about a lion? Do you like a lion? Etc.*

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru bersama siswa:

- ☞ Melengkapi teks yang rumpang dengan membaca keterangan yang tersedia
- ☞ Melengkapi kalimat dengan ragam bahasa yang tepat berdasarkan keterangan pada gambar

Elaborasi

Dalam kegiatan elaborasi, guru bersama siswa:

- ☞ Menulis kalimat dengan menggunakan bentuk *simple present tense*
- ☞ Menulis kalimat dari susunan kata-kata acak dan menulis paragraf dari susunan kalimat – kalimat acak
- ☞ Menulis paragraf deskriptif dengan format surat yang ditentukan

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan.
- b. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Melengkapi rumpang teks esei pendek 2. Meyusun kata menjadi kalimat yang bermakna 3. Menyusun kalimat menjadi teks esei yang bermakna 4. Menulis teks esei pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Menyusun kalimat acak menjadi paragraf Essay	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the words into good sentences.</i> 3. <i>Arrange these jumbled sentences into a good paragraph!</i> 4. <i>Write a descriptive paragraph based on the picture given!</i>

- a. Instrumen:

Task 1. Complete the blank spaces with suitable words in the right box!(English in Focus Page 17)

Task 2. Arrange these words into good sentences!

1. Giraffe – tallest – the – is – animal
2. has – It – four – legs
3. giraffe's – A – neck – long – is – very
4. skin – Its – usually – white – and – is – brown
5. It – eats – and – grass – leaves
6. reaches – It – the – leaves – of – a – tree – high

Task 3. Arrange these jumbled sentences into a good paragraph!

1. It has thick and long legs.
2. They look like pillars.
3. An elephant is a strong and big animal.
4. But its eyes and tail are small.
5. It has two very large ears, a long trunk and two white tusks.
6. The elephant lives on leaves of trees, plants, fruits and grains.

Task 4. Write a description for one of the following pictures! Use the words given next to the pictures! These guiding questions will help you to make good description. (English in Focus page 21)

1. What is the name of the animal?
2. Where does it live?
3. What are the physical features?
 - Its legs and arms
 - Its color
 - Its fur or feathers
4. What is the unique about it?



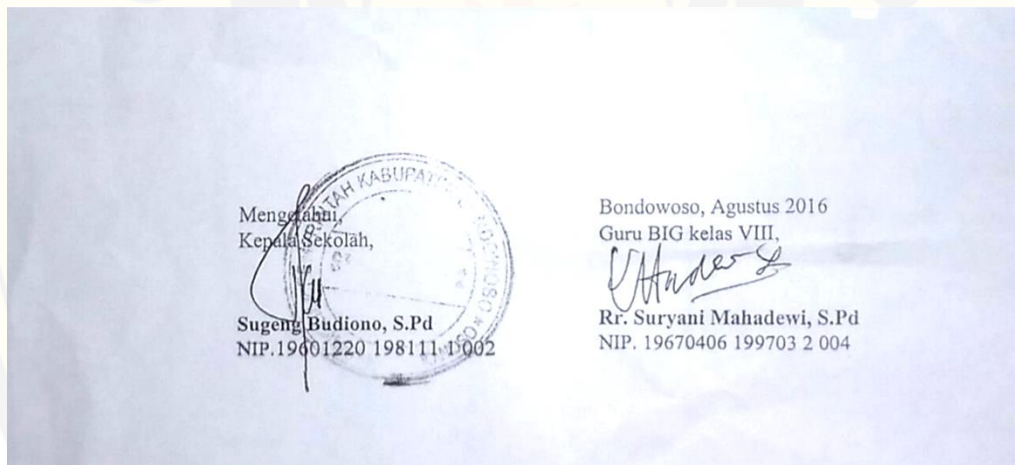
- Australia
- mammal
- brown fur
- jumps with two legs
- pouch

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 3
2. Jumlah skor maksimal $6 \times 3 = 18$
3. Nilai maksimal = 10
4. Nilai Siswa = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

c. Rubrik Penilaian Esei

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0



Appendix D
Students' scores on Writing

DAFTAR NAMA SISWA
Kelas VIII.A
SMP NEGERI 2 BONDOWOSO
T.A 2016/2017

NO	NO. INDUK	N A M A	NILAI	NO	NO. INDUK	N A M A	NILAI
1	12687	AHF	60	31	12759	RFS	55
2	12730	AAG	65	32	12715	RD	80
3	12648	ARA	55	33	12637	RS	68
4	12728	AS	78	34	12685	TDS	57
5	12570	AFR	60	35	12603	TYR	60
6	12688	ARG	65	36	12724	YMN	65
7	12572	APP	63	37	12604	YKW	85
8	12612	AJ	75	38	12605	YJT	85
9	12692	ADA	57	39	12646	ZAA	70
10	12574	ANASW	55	JUMLAH			2.534
11	12614	ASH	80	RATA - RATA			65
12	12616	BBP	70				
13	12659	DAS	65				
14	12582	DPA	60				
15	12662	FIU	57				
16	12741	FBS	60				
17	12586	FKM	65				
18	12743	H	63				
19	12744	IAL	83				
20	12621	IA	57				
21	12746	IR	53				
22	12747	JPL	60				
23	12750	MMD	63				
24	12626	MDA	68				
25	12671	NOP	80				
26	12672	NYZ	65				
27	12673	NH	57				
28	12676	NJD	68				
29	12678	ODR	57				
30	12713	QAY	45				

Appendix E

A Coding Guide

No.	Errors	Code	Characteristics
1	Omission	O	<ul style="list-style-type: none"> - Omitting To Be Erroneous: The dog's name Penny Correct: The dog's name <u>is</u> Penny - Omitting Suffix -s/-es of the verb for third singular person verb Erroneous: My rabbit <i>sleep</i>. Correct: My rabbit <i>sleeps</i>. - Omitting Verb Erroneous: It usually to bath. Correct: It usually <i>takes</i> a bath. - Omitting Noun/ Subject Erroneous: When I get home, usually play with Penny. Correct: When I get home, <i>I</i> usually play with Penny.
2	Addition	A	<ul style="list-style-type: none"> - Double To Be Erroneous: Its <i>is</i> name is Hippo. Correct: Its name is Hippo. - Adding To Be before and after verb Erroneous: I <i>am</i> love my cat. Correct: I love my cat. - Adding Suffix -s/-es Erroneous: I loves my rabbit. Correct: I love my rabbit.

3	Misformation	Mf	<ul style="list-style-type: none"> - Inappropriate form of To Be Erroneous: My cats <i>is</i> funny. Correct: My cats <i>are</i> smart. - Inappropriate use of singular and Plural form. Erroneous: Its <i>ear</i> are long. Correct: Its <i>eyes</i> are long. - Inappropriate use of Verb Erroneous: I usually <i>ready</i> carrot for my rabbit. Correct: I usually <i>serve</i> carrot for my rabbit - Inappropriate form of modal auxiliary. Erroneous: Hippo <i>do</i> not like fish. Correct: Hippo <i>does</i> not like fish. - Inappropriate use of Subject Erroneous: 1) <i>It</i> fur feels soft. 2) When <i>him</i> is afraid, he will bark. Correct: 1) <i>Its</i> fur feels soft 2) When <i>he</i> is afraid, he will bark
4	Misordering	Mo	<p>Incorrect placement of the words in the sentence structure.</p> <p>Erroneous: 1) It like is tiger. 2) Hippo eats meat because <i>is it</i> delicious.</p> <p>Correct: 1) It is like a tiger. 2) Hippo eats meat because <i>it is</i> delicious</p>

Appendix F

Writing Test

Subject	: English
Level/semester	: 8/1 (Odd)
Skill	: Writing
Core Material	: Descriptive Paragraph
Time Allocation	: 40 minutes

Read the instruction below!

Please write a descriptive paragraph which contains 8 – 10 sentences based on the topic “My Pet”. In writing your paragraph, try to write the first sentence as the topic sentence and the following sentences as the supporting details. You may use the questions below to help you in writing your paragraph.

1. What is your pet?
2. What makes you like your pet?
3. What are the characteristics of your pet? (cheerful/ cute/ friendly/ attractive/ smart)
4. What are the physical features of your pet?
5. What do you usually do with your pet?

Appendix G

The Identification and Evaluation of Grammatical Errors

No.	Errors	Corrections
1	<ul style="list-style-type: none"> - I like Coboy because <u>its</u> _ funny. Mf O - Coboy very <u>like</u> milk. O - It always <u>sleep</u> and gets up at night. O - When it _ tired, it <u>sleep</u> in my bed. O O 	<ul style="list-style-type: none"> - I like Coboy because <u>it is</u> funny. - Coboy very <u>likes</u> milk. - It always <u>sleeps</u> and gets up at night. - When it <u>is</u> tired, it <u>sleeps</u> on my bed.
2	<ul style="list-style-type: none"> - I <u>am</u> like my pet. A 	<ul style="list-style-type: none"> - I like my pet.
3	<ul style="list-style-type: none"> - <u>It name</u> is Giant Mf - I like him because his fur _ very beautiful. O - He likes to _ around the house. O - Giant usually <u>sleep</u> on the sova. O 	<ul style="list-style-type: none"> - <u>Its name</u> is Giant. - I like him because his fur <u>is</u> very beautiful. - He likes to <u>run</u> around the house. - Giant usually <u>sleeps</u> on the sofa.
4	<ul style="list-style-type: none"> - My cat <u>like</u> milk. O - My cat <u>like</u> to play watel in pail big I <u>ready</u>. O Mf 	<ul style="list-style-type: none"> - My cat <u>likes</u> milk. - My cat <u>likes</u> to play water in pail big I <u>prepare</u>.
5	<ul style="list-style-type: none"> - <u>He's</u> name is Rambo. Mf - If he <u>fight</u> he always <u>won</u>. O Mf - He _ smart. O - If I whistle he quickly <u>approach</u> to me. O - If he _ sleepy, he <u>sleep</u> in stable. O O 	<ul style="list-style-type: none"> - <u>His</u> name is Rambo - If he <u>fights</u> he always <u>wins</u>. - He <u>is</u> smart. - If I whistle he quickly <u>approaches</u> to me. - If he <u>is</u> sleepy, he <u>sleeps</u> in stable.

6	<ul style="list-style-type: none"> - Its name <u> </u> Danis. O - Its <u> </u> very cute and attractive cat. O - I usually <u>plays</u> with Danis. A - I'm so happy to <u>plays</u> with Danis. A 	<ul style="list-style-type: none"> - Its name <u>is</u> Danis. - It <u>is</u> very cute and attractive cat. - I usually <u>play</u> with Danis. - I'm so happy to <u>play</u> with Danis.
7	<ul style="list-style-type: none"> - <u>Is my pet cat.</u> Mo - The <u>characteristics</u> of my pet is cute. Mf - My pet's physical features <u> </u> creepy eyes, furry and <u> </u> O - <u> </u> face <u> </u> like a tiger. Mf O 	<ul style="list-style-type: none"> - <u>My pet is a cat.</u> - The <u>characteristic</u> of my pet is cute. - My pet's physical features <u>are</u> creepy eyes, furry and <u>its face is</u> like a tiger.
8	<ul style="list-style-type: none"> - She <u>is like</u> a banana. A O - <u> </u> feathers <u>is</u> a beautiful, eyes <u>is</u> Mf Mf Mf - <u> </u> a red. 	<ul style="list-style-type: none"> - She <u>likes</u> banana. - <u>Its feathers are</u> beautiful, its eyes <u>are</u> red.
9	<ul style="list-style-type: none"> - <u>Its</u> <u> </u> like a cockatoo. Mf O - It <u>like</u> to eat banana and papaya. O - Tusi <u>like</u> fly around the house. O - It always <u>playing</u> with me and my brother. Mf 	<ul style="list-style-type: none"> - <u>It is</u> like a cockatoo. - It <u>likes</u> to eat banana and papaya. - Tusi <u>likes</u> to fly around the house. - It always <u>plays</u> with me and my brother.
10	<ul style="list-style-type: none"> - I usually <u>cat</u> it "Molly". Mf - It <u>have</u> brown and white fur. O - It <u>like</u> to <u> </u> around in house. O O - It like to <u>chases</u> everyone in my house. A - Molly usually <u>sleep</u> under the three. O 	<ul style="list-style-type: none"> - I usually <u>call</u> it "Molly". - It <u>has</u> brown and white fur. - It <u>likes</u> to <u>run</u> around the house. - It likes to <u>chase</u> everyone in my house. - Molly usually <u>sleeps</u> under the three.

11	<ul style="list-style-type: none"> - I <u>likes</u> my pet because <u>is it</u> cute. A Mo - Every morning I <u>gives</u> Edo dog food. A - I <u>have playing</u> in my house. Mf 	<ul style="list-style-type: none"> - I <u>like</u> my pet because <u>it is</u> cute. - Every morning I <u>give</u> Edo dog food. - I <u>play</u> in my house.
12	<ul style="list-style-type: none"> - <u>It</u> <u>is</u> body is black and white Mf A stripes. - <u>Its</u> eats meat. Mf - Cat <u>are</u> strong jumper. Mf 	<ul style="list-style-type: none"> - <u>Its</u> body is black and white stripes. - <u>It</u> eats meat. - Cat <u>is</u> strong jumper.
13	<ul style="list-style-type: none"> - It <u>__</u> very funny and adorable. O - <u>It's</u> <u>have</u> thin fur. Mf O - It is a small cat and <u>__</u> <u>have</u> sharp teeth. O O - If <u>him</u> <u>feel</u> tired or sleeping, Mf O - <u>__</u> usually <u>sleep</u> on the sofa. O O 	<ul style="list-style-type: none"> - It <u>is</u> very funny and adorable. - <u>It</u> <u>has</u> thin fur. - It is a small cat and <u>it</u> <u>has</u> sharp teeth. - If <u>he</u> <u>feels</u> tired or sleepy, <u>he</u> usually <u>sleeps</u> on the sofa.
14	<ul style="list-style-type: none"> - She <u>is</u> <u>like</u> a carrot. A O - <u>__</u> <u>fur</u> is a beautiful. Mf - <u>__</u> eyes <u>is</u> a yellow. Mf Mf - Rabbit does not <u>__</u> vegetable. O 	<ul style="list-style-type: none"> - She <u>likes</u> carrot. - <u>Its</u> <u>fur</u> is beautiful. - <u>Its</u> eyes <u>are</u> yellow. - Rabbit does not <u>like</u> vegetable.
15	<ul style="list-style-type: none"> - I <u>likes</u> my pet because <u>__</u> <u>__</u> cute. A O O - He <u>have</u> orange fur with white O and black. - <u>__</u> Eye <u>__</u> blue. Mf O - I usually <u>__</u> to bad. O 	<ul style="list-style-type: none"> - I <u>like</u> my pet because <u>it is</u> cute. - He <u>has</u> orange fur with white and black. - <u>His</u> eyes <u>are</u> blue. - I usually <u>go</u> to bed.

16	<ul style="list-style-type: none"> - I like my pet because _ _ funny. O O - The physical <u>features</u> of my pet is beautiful. Mf 	<ul style="list-style-type: none"> - I like my pet because <u>it is</u> funny. - The physical <u>feature</u> of my pet is beautiful.
17	<ul style="list-style-type: none"> - <u>name</u> is Kelly. Mf - I like my pet because _ _ very lively. O O - Characteristics Kelly <u>is</u> cute and smart. Mf - Physical feature Kelly <u>is have</u> black and white fur. A - I always <u>playing</u> Ball in the yard. Mf 	<ul style="list-style-type: none"> - <u>Its name</u> is Kelly. - I like my pet because <u>it is</u> very cheerful. - The characteristics of Kelly <u>are</u> cute and smart. - Physical feature of Kelly is black and white fur. - I always <u>play</u> ball in the yard.
18	<ul style="list-style-type: none"> - <u>The name</u> is Jacky. Mf - My pet <u>have</u> characteristics. O - It <u>is like</u> sleep in my bathroom. A O - <u>Is fur</u> is white and orange. Mf - I <u>am</u> usually _ with my cat <u>is</u>. A O A 	<ul style="list-style-type: none"> - <u>Its name</u> is Jacky. - My pet <u>has</u> characteristics. - It <u>likes</u> to sleep in my bathroom. - <u>Its fur</u> is white and orange. - I usually <u>play</u> with my cat.
19	<ul style="list-style-type: none"> - Her name _ Willy. O - It <u>look</u> like a chicken, but _ is smaller than chicken. O O - I like to cuddle her because <u>her</u> _ funny. Mf O - It usually <u>singing</u> and <u>fly</u> so high. Mf O - It <u>is have</u> beautiful voice. A O 	<ul style="list-style-type: none"> - Her name <u>is</u> Willy. - It <u>looks</u> like a chicken, but <u>it</u> is smaller than a chicken. - I like to cuddle her because <u>she is</u> funny. - It usually <u>sings</u> and <u>flies</u> so high. - It <u>has</u> a beautiful voice.
20	<ul style="list-style-type: none"> - I like my parrot because <u>her</u> is a very interesting and beautiful bird. Mf 	<ul style="list-style-type: none"> - I like my parrot because <u>she is</u> a very interesting and beautiful bird.

	<ul style="list-style-type: none"> - The characteristics of my parrot <u>is</u> very smart and cute. Mf - Every morning I <u>gives</u> Tery fresh vegetables and fruits. A - I <u>gives</u> her parrot water. A 	<ul style="list-style-type: none"> - The characteristics of my parrot <u>are</u> very smart and cute. - Every morning I <u>give</u> Tery fresh vegetables and fruits. - I <u>give</u> her parrot water.
21	<ul style="list-style-type: none"> - I like to play with my rabbit because <u>his</u> ___ very eager. Mf O - Lala does not ___ cabbage. O - He <u>like</u> to run around the house. O - Lala usually <u>sleep</u> in the stable. O 	<ul style="list-style-type: none"> - I like to play with my rabbit because <u>he is</u> very eager. - Lala does not <u>like</u> cabbage. - He <u>likes</u> to run around the house. - Lala usually <u>sleeps</u> in the stable
22	<ul style="list-style-type: none"> - I like to cuddle him because <u>fur him</u> ___ very refined. Mo O - He likes to <u>sleeps</u> in the stable. A 	<ul style="list-style-type: none"> - I like to cuddle him because <u>his fur is</u> very refined. - He likes to <u>sleep</u> in the stable.
23	<ul style="list-style-type: none"> - I <u>am</u> very like Conny. A - <u>My pets</u> is smart and friendly. Mf - Features of my pet <u>is</u> fat, short and he is lazy. Mf - Every morning he <u>eat</u> rice and chicken. O - He <u>is</u> <u>drink</u> water. A O - He <u>like</u> run in garden. O 	<ul style="list-style-type: none"> - I very like Conny. - <u>My pet</u> is smart and friendly. - Features of my pet <u>are</u> fat, short and lazy. - Every morning he <u>eats</u> rice and chicken. - He <u>drinks</u> water. - He <u>likes</u> to run in garden.
24	<ul style="list-style-type: none"> - <u>Its</u> is not thin. Mf - <u>Its</u> is fat. Mf - <u>Its</u> <u>like</u> to chirp. Mf O 	<ul style="list-style-type: none"> - <u>It</u> is not thin. - <u>It</u> is fat. - <u>It</u> <u>likes</u> to chirp.

	<ul style="list-style-type: none"> - But <u>Its</u> does not like to chirp at Mf night. - It <u>is like</u> bird food and water. A O - It <u>is like</u> bathe. A O 	<ul style="list-style-type: none"> - But <u>it</u> does not like to chirp at night. - It <u>likes</u> bird food and water. - It <u>likes</u> to bathe.
25	<ul style="list-style-type: none"> - He <u>like</u> eat carrot and leafy O vegetable. - <u>Eat after common Kaka playing.</u> Mo - He <u>is like</u> jump. A O - <u>When he after playing I to go in</u> Mo Mf O stable. 	<ul style="list-style-type: none"> - He <u>likes</u> to eat carrot and leafy vegetable. - <u>After eating, Kaka usually plays.</u> - He <u>likes</u> to jump. - <u>After playing, he goes in</u> stable.
26	<ul style="list-style-type: none"> - <u>It is</u> body is white and orange Mf A stripes. - <u>Its</u> eats meat. Mf - <u>Cat are</u> strong jump. Mf 	<ul style="list-style-type: none"> - <u>Its</u> body is white and orange stripes. - <u>It</u> eats meat. - <u>Cats</u> are strong jumper.
27	<ul style="list-style-type: none"> - <u>My pets</u> is smart and friendly. Mf - He <u>eat</u> bird food. O - <u>Features of my pet</u> is tall and he Mf is lazy. - He <u>like</u> fly in home yard. O - He always <u>sleep</u> in the stable bird. O 	<ul style="list-style-type: none"> - <u>My pet</u> is smart and friendly. - He <u>eats</u> bird food. - <u>Feature of my pet</u> of my pet is tall and he is lazy. - He <u>likes</u> to fly at the home yard. - He always <u>sleeps</u> in the stable bird.
28	<ul style="list-style-type: none"> - <u>He</u> name is Ali. Mf - <u>enjoy</u> view around. Mf O - He <u>like meat</u> eat. O Mo 	<ul style="list-style-type: none"> - <u>Its</u> name is Ali. - <u>He enjoys</u> the view around. - He <u>likes</u> to <u>eat meat</u>.

	<ul style="list-style-type: none"> - I usually with my pet <u>swimming</u>. Mo Mf 	<ul style="list-style-type: none"> - I usually <u>swim</u> with my pet.
29	<ul style="list-style-type: none"> - She <u>is</u> has white and black fur. A - Kitty <u>is</u> likes food cat and water A sugar. - Kitty <u>like</u> playing ball and string. O - Every morning I <u>to bathe</u> Kitty. Mf - Kitty <u>is</u> usually sleeps on the A table. 	<ul style="list-style-type: none"> - She <u>has</u> white and black fur. - Kitty likes cat food and water sugar. - Kitty <u>likes</u> playing ball and string. - Every morning I <u>bathe</u> Kitty. - Kitty usually sleeps on the table.
30	<ul style="list-style-type: none"> He <u>is</u> grey and black fur. Mf 	<ul style="list-style-type: none"> He <u>has</u> grey and black fur.
31	<ul style="list-style-type: none"> - He likes to <u> </u> around the house. O - When I <u> </u> <u>boring</u>, I usually <u>plays</u> O Mf A with Picho. 	<ul style="list-style-type: none"> - He likes to <u>run</u> around the house. - When I <u>am</u> <u>bored</u>, I usually <u>play</u> with Picho.
32	<ul style="list-style-type: none"> - I like my pet because its fur <u> </u> very soft. O - It <u>like</u> to <u> </u> around myhouse every O O morning. - <u>Its eye</u> <u> </u> very beautiful. Mf O 	<ul style="list-style-type: none"> - I like my pet because its fur <u>is</u> very soft. - It <u>likes</u> to <u>run</u> around my house every morning. - <u>Its eyes</u> <u>are</u> very beautiful.
33	<ul style="list-style-type: none"> - He <u>like</u> fish every morning. O - He <u>like</u> to run around the house. O 	<ul style="list-style-type: none"> - He <u>likes</u> fish every morning. - He <u>likes</u> to run around the house.
34	<ul style="list-style-type: none"> - Characteristics of my pet <u>is</u> Mf friendly, attractive and smart. - The physical features of my cat <u>is</u> Mf thick and beautiful. 	<ul style="list-style-type: none"> - The characteristics of my pet <u>are</u> friendly, attractive and smart. - The physical features of my cat <u>are</u> thick and beautiful.
35	<ul style="list-style-type: none"> - <u>Is my pet</u> cat. Mo 	<ul style="list-style-type: none"> - <u>My pet</u> is cat.

	<ul style="list-style-type: none"> - <u>Which</u> makes me love to pet Mf because he is beautiful. - My pet's physical features __ beautifuly eyes and furry. O - I <u>did</u> on my pet is <u>to give</u> him Mf Mf food and drink. 	<ul style="list-style-type: none"> - <u>He</u> makes me love pet because he is beautiful. - My pet's physical features <u>are</u> beautiful eyes and furry body. - What I <u>do</u> on my pet is <u>giving</u> him food and drink.
36	<ul style="list-style-type: none"> - <u>It</u> fur is very soft and slick. Mf - Sometimes, we <u>are</u> play in the A yard and sometimes we <u>are</u> play A in the living room. - So, <u>many peoples</u> like it. Mf 	<ul style="list-style-type: none"> - <u>Its</u> fur is very soft and slick. - Sometimes, we play in the yard and sometimes we play in the living room. - So, <u>many people</u> like it.
37	-	
38	-	
39	<ul style="list-style-type: none"> - He <u>have</u> beautiful voice. O - He <u>like</u> babble everyone in my O house. - He <u>is</u> <u>sleep</u> in stable. A O 	<ul style="list-style-type: none"> - He <u>has</u> beautiful voice. - He <u>likes</u> babble everyone in my house. - He <u>sleeps</u> in stable.

Note: The corrections given in the right column were only based on the grammatical errors being analysed in chapter 4, other errors occurred in the sentences were ignored.


Appendix H

The Tabulation of Grammatical Errors

Student's Number	Classification of Errors				Total
	Omission	Addition	Misformation	Misordering	
1	5	0	1	0	6
2	0	1	0	0	1
3	3	0	1	0	4
4	2	0	1	0	3
5	5	0	2	0	7
6	2	2	0	0	4
7	2	0	2	1	5
8	1	1	2	0	4
9	3	0	2	0	5
10	4	1	1	0	6
11	0	2	1	1	4
12	0	1	3	0	4
13	7	0	2	0	9
14	2	1	3	0	6
15	5	1	1	0	7
16	2	0	1	0	3
17	2	1	3	0	6
18	3	3	2	0	8
19	6	1	2	0	9
20	0	2	2	0	4
21	4	0	1	0	5
22	1	1	0	1	3
23	3	2	2	0	7
24	3	2	4	0	9
25	3	1	1	2	7
26	0	1	3	0	4
27	3	0	2	0	5
28	2	0	3	2	7
29	1	3	1	0	5
30	0	0	1	0	1
31	2	1	1	0	4
32	4	0	1	0	5
33	2	0	0	0	2
34	0	0	2	0	2
35	1	0	3	1	5
36	0	2	2	0	4
37	0	0	0	0	0
38	0	0	0	0	0
39	3	1	0	0	0
Total	86	31	58	8	183

Appendix I

The Statement Letter for Accomplishing The Research

 **PEMERINTAH KABUPATEN BONDOWOSO**
DINAS PENDIDIKAN
SMP NEGERI 2 BONDOWOSO
Jalan MT. Haryono No. 23 Telp. (0332) – 421910
e-mail : smpn02bondowoso@yahoo.co.id
KECAMATAN BONDOWOSO
BONDOWOSO

SURAT KETERANGAN
Nomor : ACC/PAG/ABO 10.1.28.002/2016

Yang bertanda tangan di bawah :


Nama : SUGENG BUDIONO,S.Pd
NIP : 19601220 198111 1 002
Pangkat/ Golongan : Pembina Tingkat I/IVB
Jabatan : Kepala SMP Negeri 2 Bondowoso

Menerangkan dengan sebenarnya bahwa :

Nama : SARAHTUSTA PUTRI IMANIAR
NIM : 120210401073
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

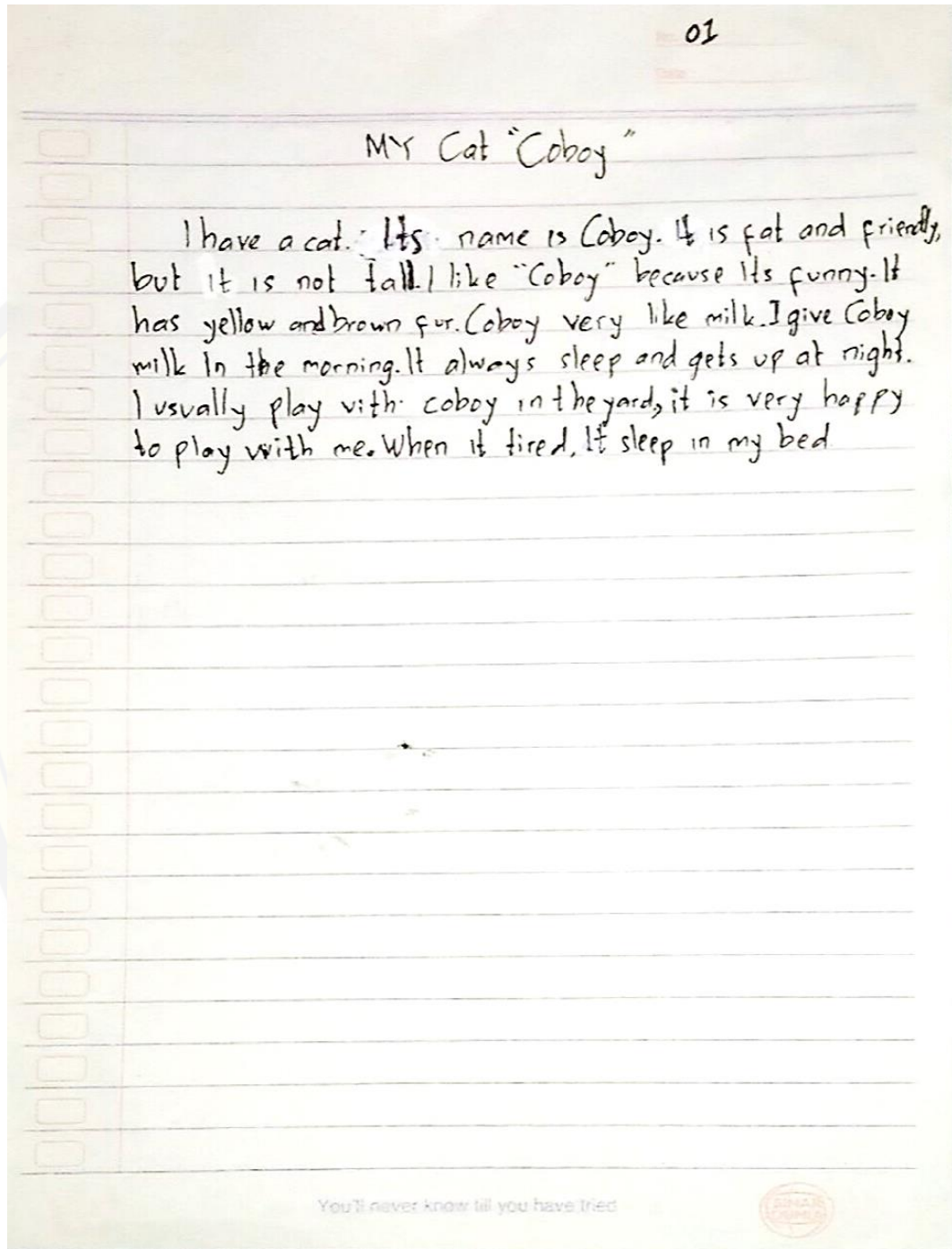
Yang bersangkutan benar-benar telah melaksanakan penelitian tentang “The Analysis of the Eighth Grade Students’ Grammatical Errors of Using Simple Present Tense in Writing Descriptive Paragraph at SMPN 2 Bondowoso in the 2016/2017 Academic Year” pada tanggal 27 Oktober 2016.

Bondowoso, 27 Oktober 2016
Kepala Sekolah,


SUGENG BUDIONO,S.Pd
NIP. 19601220 198111 1 002

Appendix J

The Students' Works on Descriptive Paragraph Writing



5

Date:

my cock

i have a cock. he's name is rambo. i like him because if he
fight he always won. his fur is ~~best~~ beauty. he smart. if i whistle he
quickly approach to me. i give him ^{corn} ~~corn~~ i give him stable for him live.
if he sleepy he sleep in stable.



100 = 32.

" My cat "

I have a pet. It is a cat. Its name is leny. I like my pet because its fur very soft. It is very cute, smart, and active. It like to around my house every morning. It has orange and white fur. Its eye very beautiful. Every day I give my pet food. I give leny fish. we play a ball in yard house.

