

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
USING SINGULAR AND PLURAL NOUNS IN PERFORMING
DIALOGUE AT THE FIRST SEMESTER OF THE SEVENTH
GRADE AT MTsN 2 BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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RADEN INTAN LAMPUNG
2017**

ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING SINGULAR AND PLURAL NOUNS IN PERFORMING DIALOGUE AT THE FIRST SEMESTER OF THE SEVENTH GRADE AT MTsN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

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Speaking English and mastering its grammar are not easy to do for students who are new in learning English because they face different conditions, moreover in Indonesia. There are some ways to talk interlocutor by using English. One of the best ways to improve is by using dialogue. For this reason the objective of this research is to find out the error that students make in singular and plural noun in performing dialogue based on Surface Strategy Taxonomy at the first semester of seventh grade at MTsN 2 Bandar Lampung.

This research used qualitative research or purposive sampling research in collecting and analyzing the data. Where the data were gathered from the students and then analyzed in order to draw a conclusion. The subjects of this research are 42 students of the seventh grade in VII I class. This research used documentation as a tool to analyze the error by recorded, listened and transcribed their dialogues. The students had 2 minutes in performing dialogue; the researcher listened the dialogue to analyze, percentage, and classify the error based on Surface Strategy taxonomy.

In conclusion, based on the result of the research, it was found the total of the students' errors were 66 items, there are 43 (65,1%) items of omission error, 19 (28,8%) items of addition error, and 4 (6,1%) items of misformation error. There are many errors that students made in omission, addition, and misformation. Those are indicating students' speaking ability and an application of grammar especially in using singular and plural noun is still low.

Keywords: *Singular and Plural Nouns, Performing Dialogue, Qualitative Research.*



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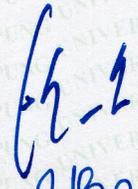
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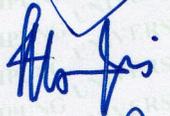
A thesis entitled : **An Analysis of Students' Grammatical Errors in Using Singular and Plural Noun in Performing Dialogue at The First Semester of Seventh Grade in MTsN 2 Bandar Lampung in The Academic Year 2017/2018**, by : **M. Faisal Budiman, NPM: 1211040043, Study Program: English Education** was tested and defended in the examination session held on: Monday, December 11th 2017.

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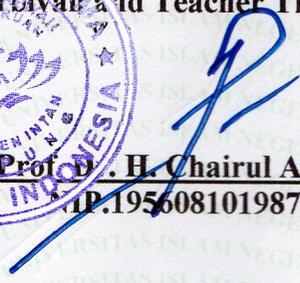
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الْمُدَّثِّرُ (١) قُمْ فَأَنْذِرْ (٢) وَرَبَّكَ فَكَبِّرْ (٣)

1. O thou wrapped up (in the mantle)! 2. Arise and deliver thy warning! 3. And thy Lord do thou magnify! (Qs. Al-Mudatsir 1-3)¹



¹ Yusuf Ali Abdullah, *The Holy Qur-ān: English Translation & Commentary* (1st ed.) ,(Lahore: Shaik Muhammad Ashraf,1934), Sura 74, Verse 1-3.

DECLARATION

I hereby declare this thesis entitled “An Analysis students’ grammatical errors in using singular and plural nouns in performing dialogue at the first semester of the seventh grade at MTsN 2 Bandar Lampung in the academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various source and they are properly acknowledgement in the text.



Bandar Lampung,

2017

Declared By,

M. Faisal Budiman
1211040043

DEDICATION

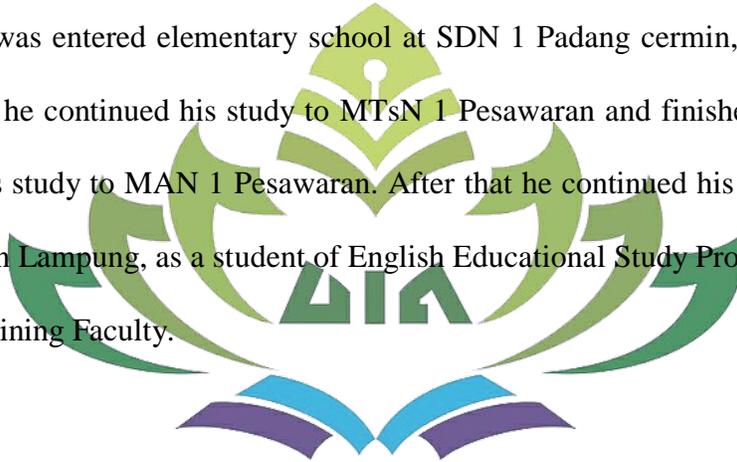
This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Pulung, Sy and Mrs. Kholisoh who always love, support and keep on praying for my life and success, and give me strength to finish this thesis.
2. My beloved uncle and aunt, Mr. Syarif Effendi Yusuf, S.H. and Mrs. Yulina Effendi, SP.di. Who always love, care and motivate me to finish this thesis.
3. My beloved sisters and brothers, Ermeliza, SP.d, Bayu Pratama Atmaja, S.Kom, M. Fadli Satria, Nisatun Naila, and M. Abdaul Fahri who always support me.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.
5. My beloved friends in UIN Raden Intan Lampung.

CURRICULUM VITAE

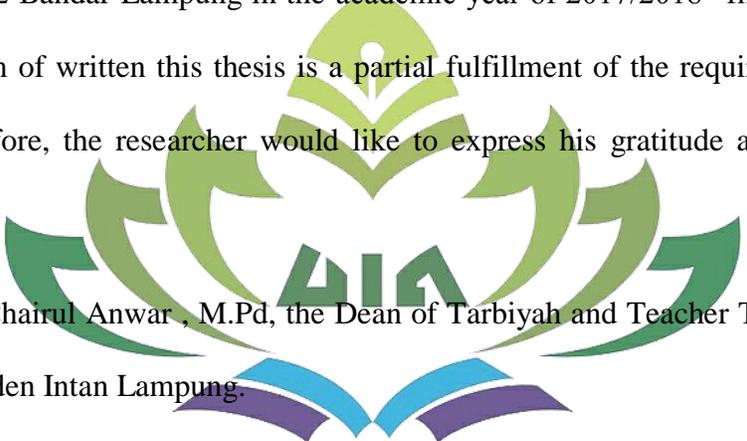
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ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah the Almighty for his merciful, and blessing. May sholawat and salam always be with the prophet Muhammad SAW who bring us from the darkness to the lightness, this thesis entitled “An Analysis students’ grammatical errors in using singular and plural nouns in performing dialogue at the first semester of the seventh grade at MTsN 2 Bandar Lampung in the academic year of 2017/2018” finally completed. The primary aim of written this thesis is a partial fulfillment of the requirement to obtain S1-Degree. Therefore, the researcher would like to express his gratitude and appreciation, especially to:

- 
1. Dr. H. Chairul Anwar , M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
 2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung, and also as the Advisor who spent her time in order to help, to give the researcher advise, and to support the researcher in finishing this thesis.
 3. Deri Herdawan, M.Pd, the Co-advisor who help, guide, and support researcher in finishing this thesis.
 4. All lecturers of English Study Program in UIN Raden Intan Lampung, who have taught the researcher since year of her study.

5. Eva Suryani, S.Pd an English teacher of MTsN 2 Bandar Lampung who helped the researcher to collecting the data.
6. Resti febtrina, S.Pd a student of S2-Degree in UNILA who helped the researcher also in collecting the data.
7. H. Nurhadi, S.Ag, M.Pd.I, as the Headmaster of MTsN 2 Bandar Lampung, and all staffs of MTsN 2 Bandar Lampung who has allowed the researcher to carry out the research in their institution and for giving the contribution while I was conducting the research.
8. All of my friends in PBI, especially Rija Dwiyono, SP.d, Hendri Yono, Erlika Dewi, Desti Kiranasari, Desi Ratnasari, Yoss Chandra Margiyanata, Putri Maryam Ulfa, Lufy Sisca Sari, Denti Wulandari, Nora Anggraini, and the last Zulida Sa'diah.

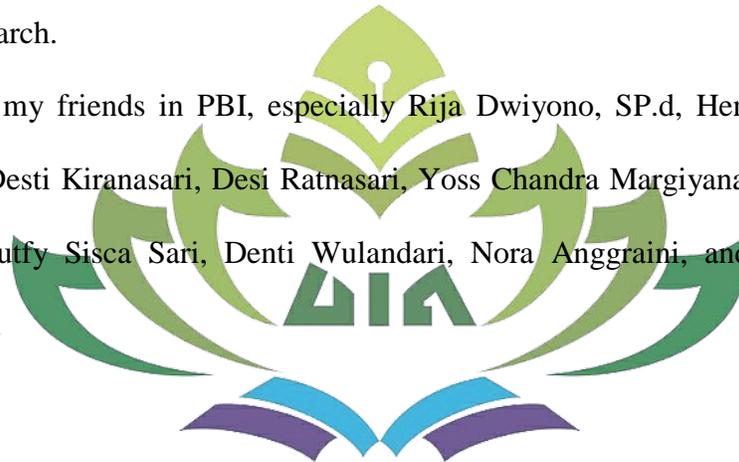


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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is very important in human life because it is a tool of communication. There are many languages that used to communicate in the world, because all countries in the world have their own language, without language people cannot interact with others. However, people cannot understand what the other people say if they do not know the language that they use. In other words, it is difficult to do all activities without language. People need language not only for communicating but also for keeping up with science and technology.

Language is a system of communication by sound, operating through the organs of speech and hearing, among members of given community, and using vocal symbols possessing arbitrary conventional meaning. Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by the people of a particular country or profession. Therefore, there is a relation between a language and the people who speak. Considering the fact above, the language is very important in human life.

English is the most language which uses in around the world, English is the universal language, and many countries learn English as their second language. In English learning it self, there are four skills that must be master by the students, namely reading, listening, speaking and writing. These skills are closely related to each other. These should be supported by knowledge of the language components, such as vocabulary, structure, sound or phonology, etc. One of the most Skills that students should be master and also difficult for students is speaking. This is hardly surprising when one considers everything that is involved when speaking such as: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.¹

Study in speaking aims to improving the quality of the learners' speaking skills as well as to increase the quantity of their knowledge of the language of system.² If someone does not have good capability in speaking, he or she will get difficulty in making relationship to others. In speaking English, beside organs of speaking, one way to make speaking easier to understand or easier to catch the meaning is a system of grammar. Through it, we are able to see the quality of the learners' speaking skill. That's why both of them can not be separated.

¹ Lucy Pollard, *Teaching English*, (London: Lucy Pollard Copyright, 2008), p. 33

² Kenneth Anderson, *Study Speaking* (2nd ed), (New York: Cambridge University Press, 2004), p.8.

Furthermore, talking about the aims of study in speaking or other various of science (include study English in general, botany, biology, mathematic, etc) ALLAH SWT promises a high degree for anyone who has knowledgeable

Allah SWT Said in the Qur'an Surah Al-Mujadilah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

(Qs. Al-Mujadilah: 11)

“To (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge.” (Qs. Al-Mujadilah: 11)³

Speaking English and mastering its grammar are not easy to do for students who are new in learning English because they face different conditions, moreover in Indonesia, English is rarely used in daily activity. Students commonly use English when they are in specific occasion; for example, in teaching learning process in the classroom. They still feel odd in using English in their environments which do not support them to speak English. Sometime it becomes the main factor why the students always make grammatical error in speaking English when their teacher asks them to speak English.

Furthermore, the limitation of the time to practice speaking and lack of knowledge in grammar and organizing words may cause the great difficulties to compose good and

³ Yusuf Ali Abdullah, *The Holy Qur-ān: English Translation & Commentary* (1st ed.), (Lahore: Shaik Muhammad Ashraf, 1934), Sura 58, Verse 11.

correct sentences in English. Beside the problem above, students' problem that their faced in speaking is lack of desire to learn English itself.

There are some ways to talk interlocutor by using English, one of them is by using dialogue. To improve the students' speaking skill, the teacher needs to give the students a lot of speaking practice. One of the best ways to improve the students' speaking is by using dialogue. Dialogue will make student practice to use language in communication. Dialogue is also suitable for practice to speaking. Casters state "Dialogue is used to describe a conversational interaction between at least two speakers regardless of the purpose. Dialogue is not just about mere conversation, nor is it debate or series of monologues. It is a process of thinking or thinking through something."⁴From the explanation above, the research assumed that many people have pieces of the answer, and together they can put them into a workable answer. Beside that Copeland says, "Dialogue is collaborate two or more sides work together toward common understanding. Every one is part of solution to the problem. In dialogue, one listens to the other side to understand, find meaning and find agreement."⁵Thus, dialogue are very helpful in language learning whether the language becomes alive in the context of dialogue and it is because dialogue represent real communication of ideas from one person to another.

⁴ Sarah Davey Casters, *The Socratic Classroom*, (Brisbane: Sense Publisher, 2012), p.11.

⁵ Matt Copeland, *Socratic Circles*, (Portland: Stenhouse Publishers, 2005), p.27

Based on the explanation above, it is able to conclude that dialogue can help the students to learn English as a foreign language or a second language. The dialogue will give the students opportunities to practice and use language according to the language function and situation. It is important for the English teacher to use dialogue in their English class. In this case the dialogue was used as a tool to analyze students' errors in using singular and plural form, in this research students asked to make a small group which consist at least two students to make short dialogue about singular and plural noun that had been given.

Based on preliminary research, which data were obtained by interviewing the English teacher of VII I (Mrs. Eva Suryani, S.Pd) especially about the students' speaking ability in using singular and plural nouns, she said that the students noticed that they often do some errors in using singular and plural nouns in speaking. They still found difficulties in using singular and plural nouns and distinguish between singular forms which are changed to plural form. Moreover they are still afraid to say something in English, how to spell the words, they make many errors in their speaking especially in singular and plural forms for example:

1. I have a cars (Addition Error)
2. They have one children (Misformation Error)
3. Her names is Sinta (Addition Error)
4. He has two brother (Omission Error)

The errors of singular and plural nouns above were stated by the teacher as samples that are often done by the students in speaking dialogues. Then the correct answers should be:

1. I have a car
2. They have one child
3. Her name is Sinta
4. He has two brothers

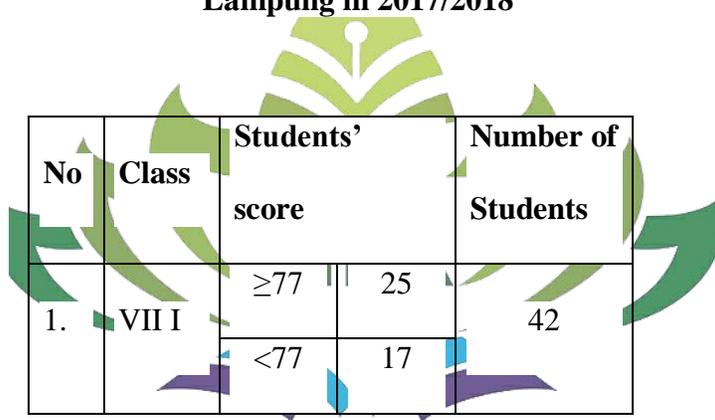
Based on interviews some students in VII I about what are commonly difficulties that they face in speaking English. Most of students still have difficulties in grammatical rules. Although, they have studied about grammar, they do not understand enough about it, so they usually did some grammatical errors; one of the errors is about how to change singular to plural noun and how to say the words, since their vocabularies mastery still low.

When the students want to say some words, thoughts, and their ideas in English language, then the grammatical changes will not happen like in Indonesian language. This is why the students do error and find difficulties when they speak in English. In this research focused on analyzing the students' grammatical errors especially in using singular and plural nouns in performing dialogue. Then, by performing dialogue, the students learn to communicate a single idea clearly and

effectively in speaking. This research interested in investigating the students' performing dialogue in using singular and plural nouns.

As happened in seventh grades at MTsN 2 Bandar Lampung, many students who do not achieve the first grade semester completeness limit Minimum Criteria (KKM). It can be seen as the following table of the students' score in speaking.

Table 1
Students' Speaking Score ability at the Seventh Grade of VII I in MTsN 2 Bandar Lampung in 2017/2018



No	Class	Students' score		Number of Students
1.	VII I	≥ 77	25	42
		< 77	17	

Based on the table above it can be seen that the students' achievement is still not optimal. There are 25 students achieve score above KKM, but 17 students got score under KKM.⁶ It could be inferred that most of students still had difficulties in using singular and plural noun.

⁶ The teacher's document of the seventh grade of MTsN 2 Bandar Lampung.

Based on the previous explanation above there were obstacles faced by students in speaking especially in grammatically in using singular and plural nouns, in this research interested to conduct the research entitled “An analysis of students’ grammatical errors in using singular and plural noun in performing dialogue at the first semester of seventh grade in MTsN 2 Bandar Lampung”

B. Identifications of Problem

Based on the background of problem, it has identified the problem as follows:

1. The students’ speaking skill was low.
2. The students faced difficulties in applying singular and plural in performing dialogue.
3. The students’ knowledge of nouns is still poor.

C. Limitation of Problem

Based on the identification of problem above, this research focused on the problem of an analysis students’ grammatical error in using singular and plural noun in performing dialogue based on Surface Strategy Taxonomy at seventh grade in MTsN 2 Bandar Lampung.

D. Formulations of Problem

Based on limitation of problem above, the formulated the problem as follows:

1. What types of grammatical errors made by students in using singular and plural in performing dialogue?
2. What are the proportion (frequency and percentage) of the four error types of Surface strategy taxonomy that are found in singular and plural noun in performing dialogue?

E. Objectives of Research

1. To find out types of error that students made in singular and plural noun. In this research, the students asked to make short dialogue consist of two students or three students which related to their material about daily conversation (greeting, introduction, and describing someone).
2. To find out proportion (frequency and percentage) of the four error types of Surface strategy taxonomy that would found in singular and plural noun in their speaking in dialogue.

F. Significance of the research

This research is expected to give several benefits as follow:

1. For theoretical contribution, this research is expected to give information for English teacher and to develop knowledge of the researcher in practicing the

theories which were gotten by researcher within her college lessons with the real condition in her environment, especially to spread the benefits of the theories to others, and to give motivation for the students in learning English, especially grammar and speaking; to give consideration for English teacher in understanding usage in speaking happened to his pupils. And to give other researcher a valuable experience which can be used in the future.

2. For practical contribution, it will help the English teacher to be familiar with students' common mistake and facilities them to improve their weakness in speaking.

G. Scopes of the research

1. Subject of the research

The subject of this research was the students at the seventh grade of the first semester at MTsN 2 Bandar Lampung.

2. Object of the research

The object of the research was an analysis students' grammatical error in using singular and plural noun in performing dialogue.

3. Place of the research

The research conducted at MTsN 2 Bandar Lampung.

4. Time of the research

The research was conducted in the first semester at 2107/2108 Academic year.

CHAPTER II

THE FRAME OF THEORIES

A. The Concept of Error

Learning the second language is a process which involves the making of mistakes, even errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from the learner "s native language. According to Harmer , errors are part of the learner inter language that is a version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery.⁷

1. Definition of error

According to Brown, "an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner. Dullay defines error as "the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance".⁸ Error is usually compared with mistake, but there is

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2001), p. 34.

⁸ Heidi Dullay Et.al., *Languauge Two*, (Oxford: Oxford University Press, 1982), p.138.

distinction between them. Stephen Pit Corder distinguishes error from mistake: a mistake is random performance slip caused by fatigue, excitement, etc. mistake can be readily self- corrected, whereas an error is systematic deviation made by learners who have not yet mastered the rule of L2. Error cannot be self –corrected because it is a product reflective of the learner’s current stage of LT 2 development or underlying competence. Errors are not something to be prevented, but errors are sign that learners are actively engaged in hypothesis testing which would be the result in the acquisition of target language rules.



2. The Difference between Mistake and Error



Error and Mistake is different. Error is unintentionally deviant and is not self-correctible by its author. Then, errors are the result of some failure of performance.⁹ Besides, errors cannot be self corrected until the relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.¹⁰

⁹ Carl James, *Errors in Language Learning and Use :Exploring Error Analysis* (New York : Addison Wesley Longman, Inc.,1987),p.78-79

¹⁰ *Ibid*, p.83.

Otherwise, mistake is either intentionally or unintentionally deviant or self-correctible. Then, mistake is a problematic criterion to apply in practice.¹¹ Moreover, mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is deviance is a sufficient prompt for self-correction, then we have a first-order mistake.¹²

Moreover, an error can not be self corrected, according to Freeman, while a mistake is a random performance slip by fatigue, excitement, etc., and therefore can be readily self-corrected.¹³ Then Corder was careful to distinguish between error and mistake. Mistake is akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learners as an error. The learner in this case has incorporated a particular erroneous form (from the perspective of the TL) in to his or her system.¹⁴

On the other hand Dulay states that, “the distinction between performance and competence errors is extremely important, but it is often difficult to determine the

¹¹ *Ibid*, p.78-79.

¹² *Ibid*, p.83

¹³ Diane Larsen-freeman, Michael H. Long, *An Introduction to Second Language Acquisition Research*, (New York: Addition Wesley Longman, Inc.,1999) ,p.59.

¹⁴ Susan M. Gass, Larry Selinker, *Second Language Acquisition: An Introductory Course*, (New Jersey: Lawrence Erlbaum Associates Publishers, 1994), p.67

nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term error to competence based on deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or cause of deviation might be".¹⁵ It is able to conclude that in this research would not given the difference between error and mistake, incorrect forms in students' dialogue regarded as error.

3. Definition of Error Analysis

Human learning is fundamentally a process that involves the making of mistakes and errors. For instance, if the learners are learning English the learners always make some mistake and some errors, so the learners must try to correct them by asking the other person has mastered English well to analyze the learner's error. Therefore, the teacher needs error analysis to analyze carefully the students' errors constructing the new language system (English language) and give feedback on those errors properly.

Furthermore, error analysis becomes part of the methodology of language learning that is learn to help the student's difficulties. According to Tarigan the steps of errors analysis are as the following:

¹⁵ Heidi Dullay Et.al., *Langauge Two*, (Oxford: Oxford University Press, 1982), p.139.

- a) Collecting the data of errors
- b) Identifying of errors
- c) Considering the order of the errors types
- d) Classifying of errors
- e) Estimating the area of errors
- f) Correcting the errors¹⁶

According to Roxana the methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

- a) Collection of the data (either from “free” composition by students on a given theme or from examination papers)
- b) Identification of errors (labeling the exact nature of deviation, e.g. dangling preposition, anomalous sequence of tense, etc.)
- c) Classification into error types (e.g. errors of agreement, articles, verb form, etc)
- d) Statement of relative frequency of error types
- e) Identification of the areas of difficulty in the target language
- f) Therapy (Remedial, Drills, Lessons, etc).

¹⁶ Henry Guntur Tarigan, *Pengajar remedy bahasa*, (Bandung : Angkasa, 1990) p.7.

While the above methodology is roughly representative of the majority of error analysis in the traditional framework, the more sophisticated investigations when further, to include one or both of the following:

1. Analysis of source of the errors (e.g mother tongue interference, over generalization, inconsistency in the spelling of system of the target language, etc).
2. Determine of the error in terms of communication, norm, etc.¹⁷

Corder said that there are two functions of errors analysis, there are theoretical and practical:

- a) To investigate the language learning process
- b) To show whether it is necessary for the teacher to have remedial teaching.¹⁸

As mentioned above, the practical uses of error analysis is very significance of the practical uses of error analysis is to the teacher. It means that the teacher analyzes the learners' error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

¹⁷ Roxana mihache, *Constructive analysis and error analysis*, Journal of Matelse Education Research, 1999, Vol. 2, No. 2, pp. 1076-1077.

¹⁸ Corder, S.P, *Error Analysis and Interlanguage*, (New York: Oxford University Press, 1981), p.45

4. Taxonomies of Error Analysis

a. Linguistic Category

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Many researchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies.

b. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may misinformation items or miss-order them . Many researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the 3 Dulay, language two, 12 cognitive processes that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic. They are types of this category, they are:

a) Omission

The omission errors are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

Example: she a student of SMANSABA –for- she is a student of SMANSABA TO BE is committed in nominal sentence. According to Dulay, it could be concluded that omission is refers to the absence of an item which must be present in a well-formed utterance.

b) Addition

Addition errors are characterized by the presence of an item that must not appear in a well- formed. It means that addition error is the opposite of omission. There are three terms of addition as the following:

1. Double Marking An error in which a concept is expressed twice when the language requires its expression only once e.g: I am get best score for I get best score She doesn't knows my name for She doesn't know my name The TO BE am and additional s are unnecessary.
2. Regularization An item, which requires special rules is indicated by the application of a regular rule or an error 13 E.g: The Hortatory

Exposition text is readed by fahmy The verb read in past form is read
–not readed.

3. Simple Addition Simple addition error is an error that does not belong to double marking E.g: On over there/ in over there The preposition in and on are never used while saying over there.

c) **Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of malformation error:

1. Regularization

 Regularization is an item in which a regular marker is used in an irregular one Example: Woman for Women.

2. Archie – Form The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. Example : This Cars for these cars and This instead of these.

3. Alternating forms

In this type of error, the students know a lot more about various members of a class of words and the different usages among them.

However this fact sometimes confuses him to which one to use.

Example: They have gave it and I seen her

yesterday Gave instead of given and seen instead of saw 14 d.

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed. The students often do misordering on the group of morphemes. Example: a). What I can do for you? The word order above is incorrect. It should be What can I do for you? b). I don't know what is that for I don't know what that is.

c. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the students of target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners's mother tongue (indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error

identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences. Example: a. The boy handsome – for- The handsome boy b. University big – for- Big university

d. Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. Many language teachers and researchers believe that students' errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about teacher's aims should be to prevent mistakes from occurring in the early stage while are the pupils wholly dependent on the teacher for what they learn, it should be possible to achieve the aim. So, these theories above are the literatures which serve as a basis for the research and it help this research to answer the first question on the research problem. But in this research only use the theory of Surface Strategy Taxonomy on the process of analyzing the types

of error because these theories concern to the surface elements of a language are changed in specific and systematic ways as the previous description above.¹⁹

In this research, to analysis the students' error, this research focused on surface strategy taxonomy as the base for showing the classification of the errors. By using Surface Strategy Taxonomy is easier to classify the error that often appears in singular and plural error. Beside that Surface Strategy Taxonomy is more specific to analyze the error that often appears in singular and plural error.

5. Concept of Surface Strategy Taxonomy

According to Dullay, this research focused on surface strategy taxonomy as a basic to analyze the students' errors. Surface strategy taxonomy highlights the ways surface structures are altered; Learners may *omit* necessary items or *adds* unnecessary ones; they may *misform* items or *misorder* them. However, those surface elements of language are altered in specific and systematic ways which we enumerated briefly at the beginning of this chapter.

Analyzing errors from a surface strategy perspective holds much promise for researchers concern with identifying cognitive processes that underline the learner's reconstruction of the new language. It also makes us aware that learners' errors are

¹⁹ Heidi Dullay Et.all, *Op.Cit*, p.150

based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use interim principles to produce a new language.²⁰

6. Error Types Based on Surface Strategy Taxonomy.

According to Dulay, Burt, Krashen, there are four types or errors based on the surface strategy taxonomy, omission, addition, misformation and misordering.

a. Omission Error

Omission errors are characterized by the absence of items that must appear in well-formed utterance.

For example: 

- 1) Susan is good student.
- 2) Jack is best student in his class.

In utterance 1 the student omits an indefinite article *a* for *Susan is a good student*, while in utterance 2 a definite article *the* is omitted for *Jack is the best student in his class*.

²⁰ *Ibid*, p.151

b. Addition Error

Addition errors are the opposite of omission errors. They are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Dulay, Burt, Krashen (1982: 156) divides addition errors into three types, double marking, regularization, and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others.

For example:

- 1) The girl does not dresses up appropriately.
- 2) The teacher did not arrived on time.

In the utterance a *The girl does not dresses up appropriately* is incorrect because the tense is simple present tense. So the correct is *The girl does not dress up appropriately*.

In the utterance b *The teacher did not arrived on time* is incorrect because the tense is simple past tense. So the correct is *The teacher did not arrive on time*.

2) Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker.

For example:

Incorrect correct

- *mans* : *men* (plural from man)

- *buyed* : *bought* (past tense from buy)

- *childs* : *children* (plural from child)

The examples above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take markers.

3) Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

For example:

- 1) I am is a student
- 2) You can to swim in the swimming pool anytime.

In the utterance a the sentence *I am is a student* is incorrect sentence because add with word *is*. So the correct sentence is *I am a student*. And in the utterance b the sentence *You can to swim in the swimming pool anytime* is incorrect sentence because add with word *to*. So the correct sentence is *You can swim in the swimming pool anytime*.

c. Misformation



Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. There are three subtypes of misformation errors, regularization error, archi-form, and alternating form.

1) Regularization Errors

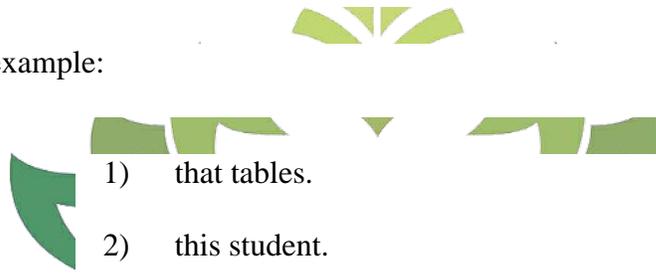
Regularization errors are errors in which regular marker are used place of irregular ones. For example, the verb *run* does not become *runned*, but *ran*; the noun *sheeps* is also *sheep* in plural, not *sheeps*. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules

used to produce the regular ones to those that are irregular, resulting in errors of regularization.

2) Archi-forms

The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The forms selected by the learner are called archi-form. The following examples are dealing with the use of demonstrative adjective *this*, *that*, *these*, and *those*.

For example:

- 
- 1) that tables.
 - 2) this student.
 - 3) these book.
 - 4) those table.

This type of misformation errors has been called archi-form. *That* should be followed by singular form, while *these* should be followed by plural.

3) Alternating Form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternative of various member of class with each

other. This error is marked with an error in the proper selection of words. This error occurs when the second language learner is at the level of vocabulary and grammar grows (beginner stage). For example put the subject "I" on the position of the object that should be replaced with "me".

For example:

- 1) I see her yesterday.
- 2) He would have saw them.

The utterances above have incorrect use of the verbs see and saw instead of saw and seen respectively.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur systematically for both L₂ and L₁ learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions.

For example:

- 1) Do you know who is she?
- 2) What you are thinking about?

In the utterance a sentence *Do you know who is she?* is incorrect sentence, because there is misordering of word. So the correct sentence is *Do you know who she is?* And in the utterance b sentence *What you are thinking about?* is incorrect sentence, because there is misordering of word. So the correct sentence is *What are you thinking about?*

B. The Concept of Speaking

1. Definition of speaking

Speaking skill has written in the previous chapter is one of the basic language skills that has important role rather than other skill due to its significant and its use for communication. In this research would explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

According to Thornbury, Speaking is an act of producing words. Speaking is so much part of daily life that we take for granted. Most of people produce tens of thousands of words in a day.²¹ Jones also state, one purpose of speaking is a tool of communication; therefore, speakers are required to be able to express what they want to say effectively as possible in order to convey the message.²² In addition bull

²¹ Scott thornbury, *How to Teach Speaking*, (New York: Longman.2001), p.1.

²² Rhodry jones, *Speaking and Listening*, (London: John Murray Publisher Ltd, 1989), p.14.

states, "Speaking is talking to some body about something use voice to say something."²³

Bygate says, Speaking is a skill which deserves attention every bit as much literary skills, in both first and second language. It is skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business.²⁴ It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw state, there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem: or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.²⁵ Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

²³ Victoria Bull, Oxford Learner Pocket Dictionary, (New York: University Press, 2000)

²⁴ Martyn Bygate, *Language Teaching: A scheme for teacher education; Speaking*, (Oxford University Press, 1997), p.viii.

²⁵ JO McDonough, Christopher Shaw, *Material and Methods ELT*, (Melbourne: Blackwell Publishing, 2003), p.134

Based on the previous definition above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion, to the other person. Moreover, speaking can not be dissociated from listening aspect, because speaking involves speaker and listener.

2. Types of spoken language

According to Brown there are two types of spoken language as follows

- 
- a) Monologues; when one speaker uses spoken language for any length of time, as in speech, lectures, readings, news broadcasts, and the like, the hearer must process, long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehend.
 - b) Dialogue; involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).²⁶

In this case dialogue used to collect the error that students make in singular and plural noun, the researcher will ask the student to make a twenty pairs group and ask them to make short dialogue which relate in singular plural noun. In this research,

²⁶ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (2nd ed) (New York: Longman, 251)

the students' dialogue has recorded then the result of the dialogue transcribed in the written version to analyze their error.

C. The concept of dialogue

There are some ways to talk interlocutor by using English, one of them is by using dialogue. To improve the students speaking skill, the teacher need to gives the students a lot a practice speaking. One of the best to improve the students' is by using dialogue. Dialogue will make student practice to use language in communication. Dialogue is also suitable for practice to speaking. Chasters state "Dialogue is used to describe a conversational interaction between at least two speakers regardless of the purpose.

Dialogue is not just about mere conversation, nor is it debate or series of monologues. It is a process of thinking or thinking through something."²⁷ From the explanation above, in this research assumes that many people have pieces of the answer, and together they can put them into a workable answer. Beside that Copeland says, "Dialogue is collaborate two or more sides work together toward common understanding. Every one is part of solution to the problem. In dialogue, one listens to the other side to understand, find meaning and find agreement."²⁸ Thus, dialogue are very helpful in language learning whether the language becomes alive in the context of

²⁷ Sarah Davey Casters, *The Socratic Classroom*, (Brisbane: Sense Publisher, 2012), p.11.

²⁸ Matt Copeland, *Socratic Circles*, (Portland: Stenhouse Publishers, 2005), p.27

dialogue and it is because dialogue represent real communication of ideas from one person to another.

Based on the explanation above, it can be concludes that dialogue can help the students to learn English as a foreign language or a second language. The dialogue will give the students opportunities to practice and use language according to the language function and situation. It is important for the English teacher to use dialogue in their English class. In this case the researcher will use dialogue as a tool to analyze student errors' in using singular and plural form, the researcher will ask students to make a small group which consist at least two student to make short dialogue about singular and plural noun that had been given.



D. The Concept of Noun

1. Definition of Noun



Noun is regarded as the important part in a sentence. In addition, it may function as the chief or head word in many structure of modification. In English language, “nouns typically inflect for number (singular or plural) and case (plain or genitive).²⁹ The singular nouns are words which indicate we are speaking of one or single thing. While plural nouns are words which indicate we are speaking of more than one certain number of things. Nouns are commonly defined as words that refer

²⁹ Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: Cambridge University Press, 2005), p. 82.

to a person, place, thing, or idea.³⁰ In other words, a noun generally indicates a person, place or thing.³¹

Noun is a word denoting substance, plan, animal, person or something which is considered as a substance.³² Nouns are words that allow us to name and label the persons, entities, objects, places, and concepts that make up our world.³³ According to Hornby in Oxford Advanced Learner's Dictionary of Current English, noun is word which can function as the subject or object a verb, or the object of preposition.³⁴ Other meaning of noun is the name of a living or lifeless thing: Mary, John, horse, cow, dog; hat, house, tree; London, Chicago; virtue.³⁵ From all the meanings above, we can summarize that noun is a word that one part of speech used to describe things, person, etc, and has certain function in the sentence structure.

2. Kinds of Noun

According to Frank in her book, *Modern English: a Practical Reference Guide*, nouns can be classified into four kinds of noun:³⁶

³⁰ Evelyn P. Altenberg, Robert M. Vago, *English Grammar*, (New York: Cambridge University Press, 2010), p. 3.

³¹ Elly Van Gelderen, *An Introduction to the Grammar of English*, (Amsterdam: John Benjamins Publishing Company, 2002), p. 12.

³² Akh. Kardimi, *Basic Grammar for Your Better TOEFL*, (Yogyakarta: Pustaka Widytama, 2005), p. 1 (Translated).

³³ Marcel Danes., *Basic American Grammar and Usage*, (New York: Barron's Educational Series, Inc, 2006), p. 22.

³⁴ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p. 574.

³⁵ George O. Curme, *English Grammar*, (New York: Barnes and Noble Inc, 1966), p. 11.

³⁶ Marcella Frank, *Modern English*, (New Jersey: Prentice-Hall, 1972) p. 6-7.

1. Proper Nouns

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. John Smith); (b) names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of time units (Saturday, June); (f) words used for personification –a thing or abstraction treated as a person (Nature, Liberty)

2. Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses (we can see, touch, and smell the object), for example flower, girls, etc. An abstract noun is a word for a concept; it is an idea that exists in our minds only (beauty, justice, and mankind).

3. Countable and uncountable nouns

A countable noun can usually be made plural by the addition of –s (One girl-two girls). Uncountable noun is not used in the plural. A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. Countable nouns are the opposite of non-countable nouns and collective nouns. A **non-countable noun** is a noun which does not have a plural form, and which refers to something that could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-

countable nouns are similar to collective nouns, and are the opposite of countable nouns.

4. Collective Noun

A collective noun is a word for a group of people, animals, or objects considered as a single unit (audience, committee, class, enemy, faculty, team, government, public, etc) Collective nouns are countable nouns; they may be used in the plural. According to Thomson and Martinet in *A Practical English Grammar*, there are four kinds of noun in English.³⁷

- a) Common nouns: dog, man, table
- b) Proper nouns: France, Madrid, Mr. Smith, Tom
- c) Abstract nouns: beauty, charity, courage, fear, joy
- d) Collective nouns: crowd, flock, group, swarm, team.

To sum up, kinds of nouns consist of proper noun which is begun with a capital letter, concrete noun describes physical object, countable noun and uncountable noun explain noun can count and noun cannot count, and the use of collective noun usually for animal, people, living and lifeless. Those are above types of nouns, but in this research focused on countable and uncountable noun or singular and plural form of noun.

³⁷ A.J Thomson, A.V Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1987), p. 25.

3. The Concept of Singular and Plural Nouns

A noun is the name of a person, place or thing. A singular noun refers to one only. A plural noun refers to two or more. Schmitt explains that definition of singular noun is when a noun means one only, it is called singular (example: boy, girl, book, church, box), and when a noun means more than one it is called to be plural (example: boys, girls, books, churches).³⁸ There are many rules in using singular and plural nouns, as follows:

1. The plural of nouns is usually formed by adding s to a singular noun.

Example:

Singular	Lamp	Cat	Fork	Flower	Pen
Plural	Lamps	Cats	Forks	Flowers	Pens

2. Nouns ending in **s**, **z**, **x**, **sh**, and **ch**, **o**, form the plural by adding “**es**”

Example:

Singular	Moss	Dish	Buzz	Box	Church	Hero
Plural	Mosses	Dishes	Buzzes	Boxes	Churches	Heroes

³⁸ Beverly Schmitt, 1997-2002, *Singular and Plural Nouns* (Online).

3. Noun ending in “y” preceded by a consonant is formed into plural by changing “y” to “ies”

Example:

Singular	Lady	City	Army	Country
Plural	Ladies	Cities	Armies	Countries

4. Nouns ending in “y” preceded by a vowel form their plural by adding “s”.

Example:

Singular	Boy	Day
Plural	Boys	Days

7. Some nouns ending in “f” or “fe” are made plural by changing “f” or “fe” to “ves”.

Example:

Singular	Beef	Wife	Life
Plural	Beeves	Wives	Lives

Exceptions: The following may form their plural by adding “s”.

Singular	Chief	Fife	Safe	Roof	Grief
Plural	Chiefs	Fifes	Safes	Roofs	Griefs

Special note:

a) Irregular plurals noun

Singular	Man	Woman	Foot	Mouse	Tooth	Child	Goose
Plural	Men	Women	Feet	Mice	Teeth	Children	Geese

Singular	This	That
Plural	These	Those

b) Plural same as singular

Some words ending –s do not change in the plural.

Example:

Singular	Sheep	Crossroads	Species	Fish
Plural	Sheep	Crossroads	Species	Fish

Nouns taken from foreign languages without change generally retain their original plurals.

Singular	Alumna	Formula	Nebula	Vertebra	Automaton	Curriculum
Plural	Alumnae	Formulae	Nebulae	Vertebrae	Automata	Curricula
Singular	Datum	Gymnasium	phenomenon	Stratum	Alumnus	Focus
Plural	Data	Gymnasia	Phenomena	Strata	Alumni	Foci
Singular	Radius	Stimulus	Terminus	Amanuensis	Analysis	Axis
Plural	Radii	Stimuli	Termini	Amanuenses	Analyses	Axes
Singular	Basis	Ellipses	Hypothesis	Parenthesis	Theses	
Plural	Basis	Ellipses	Hypotheses	Parenthesis	Thesis	

Other forms of singular and plural nouns are:

a. Possessive nouns

To show position, add an apostrophe (') and s to singular form.

Singular	My brother	The girl	My student	My wife
Plural	My brother's	The girl's	My student's	My wife's

Using to be

Singular	Is	Was
Plural	Are	Were

Those are above mentions about many rules in singular and plural nouns. Many rules the changes in singular and plural nouns have been mention above.

E. Error analysis in Singular and Plural noun

1. Omission

Omission errors are often appears in singular and plural noun as follow.

For example:

- 1) She has two brother.
- 2) There are two class.

In utterance 1) brother should be brothers (omits “s”)

In utterance 2) class should be classes (omits “es”).

2. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Dulay, Burt, Krashen divide addition errors into three types, double marking, regularization, and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others.

For example:

- a. I have two childrens.
- b. There are two mouses in front of the door.

In the utterance 1) Plural form of “*childrens*” is “*children*” without “*s*” in the end of word. It should be “*I have two children*”

In the utterance 2) Plural form of “*mouses*” is “*mouse*” without “*s*” in the end of word. It should be “*There are two mouse in front of the door*”.

2) Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker.

For example:

- a. *Mans* : *men* (plural from man)
- b. *Childs* : *children* (plural from child)

The examples above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take markers.

3) Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

For example:



- a. Sonny eats an apples.
- b. I have a cars.

In the utterance (1) the sentence “*Sonny eats an apples*” is incorrect sentence because add with word *s*. The correct sentence is “*Sonny eats an apple*”. And in the utterance (2) the sentence “*I have a cars*” is incorrect sentence because add with word *s*. The correct sentence is “*I have a car*”.

3. Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. There are three subtypes of misformation errors, regularization error, archi-form, and alternating form.

1) Regularization Errors

Regularization errors are errors in which regular marker are used place of irregular ones. For example, the noun *sheeps* is also *sheep* in plural, not *sheeps*. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

2) Archi-forms



The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-form. The following examples are dealing with the use of demonstrative adjective *this*, *that*, *these*, and *those*.



For example:

- a) That tables. It is should be “Those tables”.
- b) This students. It should be “These students”.
- c) These book. It should be “These books”.
- d) Those table. It should be “This table”.

This type of misformation errors has been called archi-form. *That* should be followed by singular form, while *these* or *those* should be followed by plural.

3) Alternating Form

The use of alternating form often gives way to the apparently fairly free alternation of various members of a class with each other. In this error is mark with an error in the proper selection of words. This error occurs when the second language learner is at the level of vocabulary and grammar grows (beginner stage). For example put the subject "I" on the position of the object that should be replaced with "me". In this research, this error did not exist in utterance.



3. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur systematically for both L₂ and L₁ learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions. In this types of errors there is no error in singular in plural noun would be exist in the utterance.

CHAPTER III

RESEACH METHODOLOGY

A. Research Design

In conducting the research, this research used qualitative research, or purposive sampling research to describe and analyze the students' error. The grammatical errors were made by the students then identified and classified them based on surface strategy taxonomy. In this way, the data gathered from the students then analyzed them. The description in this research is about errors of singular and plural noun in performing dialogue.



B. Population, Sample and Sampling Technique

1. Population

According to Sugiyono, population is the whole subject or object of the research that has quality and particular characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.³⁹ Based on previous definition above, the population is defined as all members of any well defined class of people, events, or object.

³⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), p. 117-118.

In this case, in this research took the students of the seventh class at MTsN 2 Bandar Lampung as the population of the research. The population in this research are 392 students. The population consists of ten classes with the detail as follows:

Table 2

The Situation of Students at the Seventh Grade in MTsN 2 Bandar Lampung in 2016/2017

No.	Class	Gender		Total
		Male	Female	
1.	VII A	15	21	36
2.	VII B	17	21	38
3.	VII C	16	21	37
4.	VII D	17	22	39
5.	VII E	18	22	40
6.	VII F	17	22	39
7.	VII G	18	22	40
8.	VII H	19	20	39
9.	VII I	20	22	42
TOTAL				350

2. Sample

According to sugiyono states, sample is part of the amount and characteristic which is owned by population.⁴⁰ Based on the definition above, sample is the several of population that represent the population research. According to population above, this research took the sample of this research in VII I which has 42 students consist of 20 males and 22 females. In this research choose this class because in this has a low score in speaking.

3. The Sampling technique

Mcmillan states that the sample can be selected from a large number of groups of persons, identified as the population, or it can simply refer to group of subjects from whom data collected.⁴¹ In this research used purposive sampling technique. Arukinto states that purposive sampling technique is a sampling technique which isn't done based on stratified, random, or region but it is done based on a particular destination.⁴² According to Sugiyono states that purposive sampling technique is a technique of determining sample with certain considerations.⁴³ The researcher chosen VII I because this class had a lowest scores. In this research interested to obtain a comparison both of them, and they were still studying about how to speak

⁴⁰ *Ibid* , p.215

⁴¹ *Ibid* , p.169

⁴² *Loc.cit*, p.121

⁴³ *Ibid*, p.124.

in daily conversation (greeting, introduction, description thing), and inside the material mention about singular and plural nouns.

C. Data Collecting Technique

In this research collected the data by using documentation. Documentation is the process of recording the data gotten from documentation. Documentation is used to get data directly from the place research usually they are relevant books, laws, activities report, photos, film documenter.⁴⁴ Sugiyono also states that documentation is a record of events that have passed.⁴⁵ Therefore, documentation is a technique of collecting data that is indirectly given to research subject. According to explanation above the researcher collected the data by using documentation as follow:

1. In this research asked the teachers' help to ask all of students to make a short dialogue.
2. The dialogue that students made were about (greeting, introduction, and describing someone) which they have studied with their teacher. And in this research also asked all of students to use singular and plural noun in their dialogue.
3. Then, asked them to made twenty one pairs, and one by one of the pairs must perform their dialogue in front of class. And while one pair performs their

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta. 2006), p 231

⁴⁵ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif & R&D*, (Bandung: Alfabeta. 2013), p.329

dialogue, other pair must wait outside the class to make conducive situation. Each pairs has 2-3 minutes to apply their dialogues in front of the class. And the researcher must record their dialogue.

4. Then, listened the recording and next transcribe the dialogue to the written version to analyze the singular and plural errors. The data analyzed based on surface strategy taxonomy.

D. Trustworthiness The Data

According to Setiyadi, basic principle of reliability is consistency, and qualitative research is also always tried to keep the data collected remains consistent.⁴⁶ Furthermore, qualitative research is also always tried to keep the data collected authentic and life overview of research subjects in an honest and balanced.⁴⁷ In addition, the method commonly uses to improve the reliability and validity in qualitative research is triangulation. Triangulation is a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data by using two or more methods in collecting the data, eventually makes more accurate conclusion.

According to Cohen and Manion, there are several kinds of triangulation as follows:

1. Time Triangulation

⁴⁶ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif & Kualitatif*, (Yogyakarta: Graha Ilmu, 2006). p.30.

⁴⁷ *Ibid*, p.31.

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection is carried out from the same group with different time.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection, place triangulation purpose is to be able to use different places for similar data.

3. Theory triangulation

The researcher collects the data based on different theories.

4. Method triangulation

Researcher uses different methods for collecting similar data

5. Researcher triangulation

In collecting for the same or similar data, it can be done by several researchers.

6. Triangulation Methodology

In collect data by the same learning process but by using different approaches.⁴⁸

Based on the statement above, this research used triangulation of Researchers. In this case, in this research has asked the expert to analyze the result of the students' dialogues transcriptions. Furthermore, in this research asked Mrs. Eva Suryani as

⁴⁸ *Ibid*, p.246-247.

the teacher of VII I also helped in collecting the data by watched students, when the students performing their dialogue, in this research also asked Resti ferbtrina, S.Pd (Student S2 Degree in Lampung University) to analyze the students' dialogue in order to get credibility of the data.

E. The Research Procedures

In conducting research, the researcher applied the following procedure:

1. Determining the focus of the research.

The focused of this research was analyzing of students' grammatical errors in using singular and plural noun in performing dialogue.

2. Determining the subject of the research.

The subject of the research was the student of the seventh grade at MTsN 2 Bandar Lampung.

3. Giving speaking test.

In this research mentioned what the students have to do with the speaking dialogue, then asked all of students to make a short conversation and write down what they were speak about the material given.

4. Collecting the data.

In this research collected the data of students' work through the dialogue performance.

5. Identifying and classifying the errors.

In this research identified and classified the students' speaking errors based on surface strategy taxonomy; omission, addition, misformation, or misordering.

6. Evaluating, analyzing, and calculating the percentage of the errors.

In this research analyzed the students' error and calculate the proportions (frequency and percentage) made by students.

7. Reporting the research to include in the research result.

F. The Data Analysis

Data analysis is the process of organizing in order to obtain regularity of the research pattern form. According to Miles and Huberman there are three major phases of data analysis; data reduction, data display, and conclusion drawing or verification⁴⁹. Ellis in Tarigan states that there are five steps to analyze the data which contains students' errors. It consists of: collecting the data, identifying the errors, classifying, explaining and evaluating.⁵⁰ Data analysis was conducted to create understanding of the data enable the researcher to present the result of this research to the readers. After collecting the students' documentation, these are the following steps about data analysis process of this research:

1. The researcher collecting the data from the students' work.

⁴⁹ Matthew B. Miles and A. Michael Huberman, *Qualitative data Analysis* (London: SAGE Publications Ltd, 1994) p.10

⁵⁰ Hendri Guntur Tarigan and Djago Taringan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 2011) p.53

2. The researcher identified the students' errors' by underlining the errors items.
3. The researcher classified the students' error based on surface strategy taxonomy, they were addition, omission, misformation, and misordering. There are three kinds of misformation errors: Regularization errors, Archi-forms, and Alternating forms. In this research misordering did not make by the students, because the students only made the errors in using singular and plural noun.
4. The researcher explained the students' errors.
5. The researcher calculated the percentage of each error.

To get the percentage of them, this research used the following formula:

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

Note:

P = Number of percentage

F = frequency of students' errors

N = the total Error

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The main instrument of this research was documentation. The data gained from the students in performing dialogue in using singular and plural noun. In collecting the data, in this research has chosen forty two students who came from one class at the seventh grade of VII I in MTsN 2 Bandar Lampung to complete the data. The data were analyzed based on Surface Strategy Taxonomy.

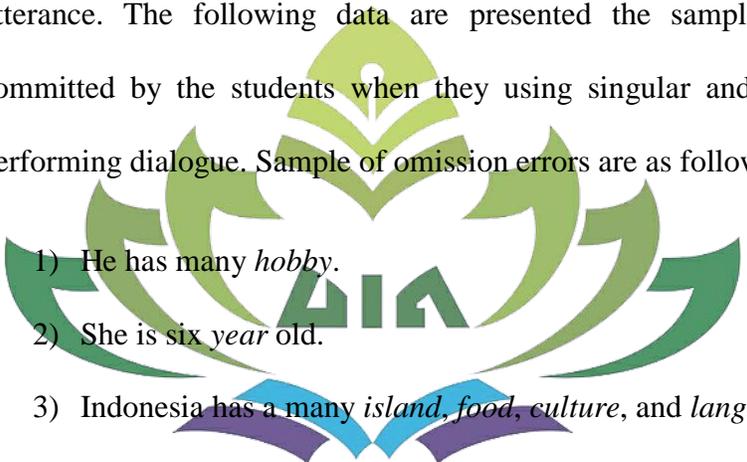
The numbers of students were 42, but the subject of the research were 38 students, because when documentation has taken, there are 2 students absent, and 2 students did not make the dialogue or did not perform. The dialogue was made by students, the dialogue were about daily conversation or their material (how to give greeting, introduce, describing someone or things, and farewell) that their teacher had given. Then, the dialogue was transcribed. The incorrect forms in students' dialogue regarded as error. After checked students' result of dialogue, it found that there were 43 items of omission error, 19 items of addition error, 4 items of misformation error.

Below the presented several example, apparent errors made by the student in performing dialogue in using singular and plural noun.

1. Type of the students' error in using singular and plural noun in performing dialogue based on Surface Strategy Taxonomy.

a) Omission

Omission error is characterized by the absence of an item in a well-formed utterance. The following data are presented the sample of the errors committed by the students when they using singular and plural noun in performing dialogue. Sample of omission errors are as follows :

- 
- 1) He has many *hobby*.
 - 2) She is six *year* old.
 - 3) Indonesia has a many *island, food, culture, and language*.
 - 4) I have two *brother* and two *sister*.
 - 5) He has many *company*.

The sentence in example (1) above, the student omitted “ies” in the end of “*hobby*”. In the example (2 and 3) the student also omitted “s” in the end of nouns “*year, island, food, culture, and language*”. In the example (4 and 5) the student omitted “ies” in the end of nouns “*brother, sister, and company*”. In the examples above the revision of omission error as follow:

- 1) He has many *hobbies*.
- 2) She is six *years* old.
- 3) Indonesia has a many *islands, foods, cultures, and language*.
- 4) I have two *brothers*, and two *sisters*.
- 5) He has many *companies*.

Complete data of omission errors see appendix.

b) Addition

Addition errors are characterized by the presence of an item that must not appear in a well- formed utterance. The following data were presented as example of the error when using singular and plural noun in performing dialogue. Sample of addition errors are as follows:

- 1) I only have ~~one~~ *brothers*.
- 2) My parent has three *childrens*.
- 3) There are four *deers*,

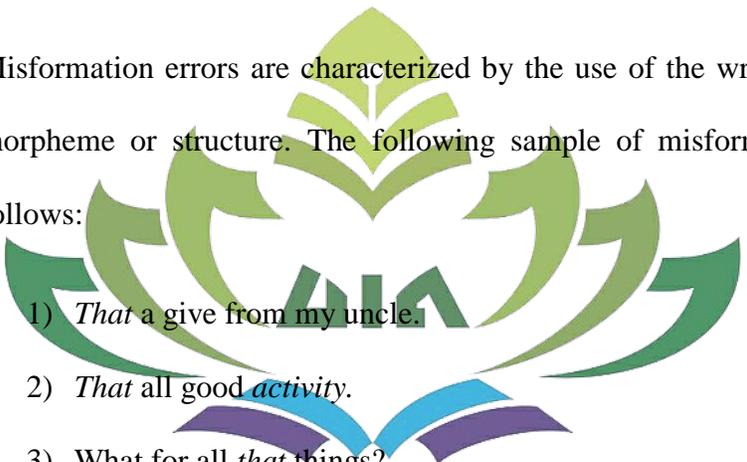
In the example above (1) the student added “s” in the end of noun “*brother*”, in that sentence “s” should be omitted, and for the example (2 and 3) the student added “s” in the end of irregular noun “*childrens and deers*”, it is should be omitted “s” became “*children and deers*”. The correct sentences should be :

- 1) I have only one brother.
- 2) My parent has three children.
- 3) There are four deer.

Complete data of omission errors see appendix.

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The following sample of misformation errors as follows:

- 
- 1) *That* a give from my uncle.
 - 2) *That* all good *activity*.
 - 3) What for all *that* things?

In the example above (1, 2 and 3) students were error in using determines (*that*). In the sentence (2) there is omission error either. The revision of misformation errors as follows:

- 1) *Those* agive from my uncle.
- 2) *Those* all good activities.
- 3) What for all *those* things?

Complete data of misinformation errors see appendix.

2. Analysis Errors each group

- **Sample 1 (Afifah&Ghefira)**

Addition

There is no error that students made in addition.

Omission

Sentence : My father is a director, he has many company.

Incorrect : My father is a director, he has many *company*.

Comment : In the sentence above there is no "ies" in the end of word *company*.

Correct : My father is a director, he has many companies.

Misformation

There is no error that students made in misformation.

- **Sample 2 (Adelia& lulu)**

Addition

There is no error that students made in addition.

Omission

Sentence : I want to buy my favorite food.

Incorrect : I want to buy my favorite food.

Comment : In the sentence above there is no “s” in the end of word *food*.

Correct : I want to buy my favorite foods.

Misformation

There is no error that students made in misformation.

- Sample 3 (Raisa&Shintia)

Addition

There is no error in addition.

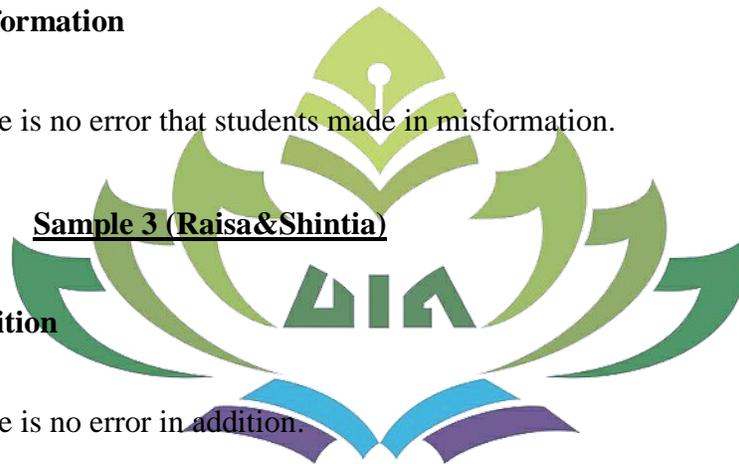
Omission

Sentence : She has beautiful eye.

Incorrect : She has beautiful eye.

Comment : In the sentence above there is no “s” in the end of word company.

Correct : She has beautiful eyes.



Misformation

There is no error that students made in misformation.

- **Sample 4 (Aria & Moreno)**

Addition

Sentence : She has straight hairs.

Incorrect : She has straight *hairs*.

Comment : In the sentence above student was added “s” in the utterance.

Correct : She has straight hair.

Omission

Sentence : She has nice cloth.

Incorrect : She has nice *clothes*.

Comment : In the sentence above students were omitted “es” in the word cloth.

Correct : She has nice clothes.

Misformation

There is no error that students made in misformation.

- Sample 5 (Intandwi&Komala)

Addition

There is no error that students made in addition.

Omission

Sentence : I read novel and books whenever I have time.

What kind of novel and book do you like?

I like harry potter and naruto novel

I like history and science book.

Incorrect : I read novel and books whenever I have time.

What kind of novel and book do you like?

I like harry potter and narutonovel

I like history and science book.

Comment : In the sentence above there is no “s” in the end of word *novel*, *kind*, *novel*, and *book*.

Correct : I read novels and books whenever I have time.

What kinds of novel and book do you like?

I like harry potter and naruto novels

I like history and science books.

Misformation

Sentence : Do you have that novels?

Incorrect : Do you have that novels?

Comment : Demonstrative adjective did not change by students “those”

Correct : Do you have those novels?

- Sample 6 (Ilham& Deva)

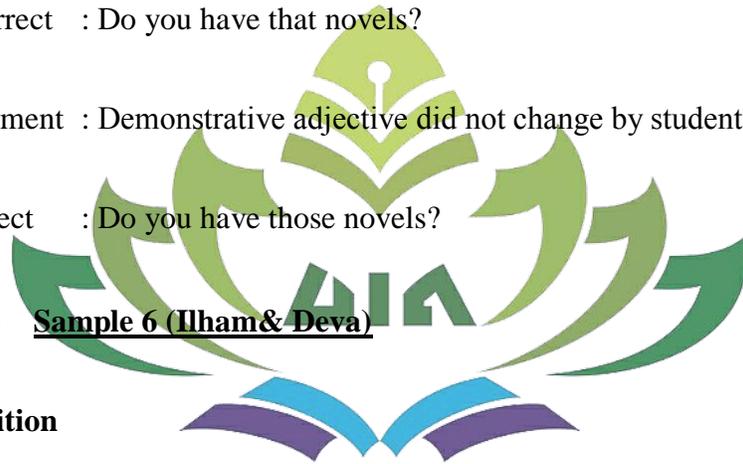
Addition

Sentences : I have five deers, and ten sheeps.

Incorrect : I have five *deers* and ten *sheeps*.

Comment : Error in used an irregular noun “deer” and “sheep”.

Correct : I have five deer, and ten sheep.



Omission

Sentence : I have many pet.

How many pet do you have.

Incorrect : I have many *pet*.

How many *pet* do you have?

Comment : Students were omitted “s” in the word *pet*.

Correct : I have many pets.

How many pets do you have?

Comment : In the sentence above there is no “S” in the end of word company.

Misformation

Sentence : That is good for you.

Incorrect : *That is* good for you.

Comment : Demonstrative adjective did not change.

Correct : Those are good for you.

- **Sample 7 (Shakira&Salsabila)**

Addition

Sentence : What is your hobbiesShakira?

Incorrect : What is your *hobbies*Shakira?

Comment : Student was added “s”in the word “hobbies”

Correct : What is your father job?

Omission

Sentence : My hobby is all about sport.

Incorrect : My *hobbies are* all about *sport*.

Comment : Student wasomitted “s” in the word “hobby” and “sport”.

Correct : My hobbies are all about sports.

Misformation

Sentence : That is good for you.

Incorrect : *That is* good for you.

Comment : Demonstrative adjective did not change.

Correct : Those are good for you.

- **Sample 8 (Fadil& Reza)**

Addition

Sentence : What is your *fathers* job?

Incorrect : What is your *fathers*job?

Comment : Student added “s” in the word “father”

Correct : What is your father job?

Omission

Sentence : I have one brother and *two sister*.

Incorrect : I have one brother and *two sister*.

Comment : Student omit “s” in the word “sister”.

Correct : I have one brother and two sisters.

Misformation

There is no error that students made in misformation.

- **Sample 9 (Reni & Dwi)**

Addition

There is no error that students made in addition.

Omission

Sentence : Indonesia has many island, food, culture, and language.

Incorrect : Indonesia has many *island, food, culture, and language*.

Comment : The student was omitted "s".

Correct : Indonesia has many islands, foods, cultures, and languages.

Misformation

There is no error that students made in misformation.

- **Sample 10 (Jessica & Indah)**

Addition

Sentences : So, hoe many goat, cow, buffalos, camel, deers, and sheeps are willing to sacrifice?

There are four deers, two goats, five sheeps, and a cow.

Incorrect : So, hoe many goat, cow, buffalos, camel, deers, and sheeps are willing to sacrifice?

There are four deers, two goats, five sheeps, and a cow.

Comment : In the sentences above, student was added “s” in the word “deer” and “sheep”

Correct : So, hoe many goat, cow, buffalos, camel, deer, and sheep are willing to sacrifice?

There are four deer, two goats, five sheep, and a cow.

Omission

Sentence : So, hoe many goat, cow, buffalos, camel, deers, and sheeps are willing to sacrifice?

Incorrect : So, hoe many goat, cow, buffalos, camel, deers, and sheeps are willing to sacrifice?

Comment : Student was omitted “s”.

Correct : So, hoe many goats, cows, buffalos, camels, deers, and sheeps are willing to sacrifice?

Misformation

There is no error that students made in misformation.

- **Sample 11 (Raihan&Fikri)**

Addition

There is no error that students made in addition.

Omission

Sentence : All good activity.

Incorrect : All good activity.

Comment : In the sentence above there is no "ies" in the end of word *activity*.

Correct : All good activities.

Misformation

Sentence : All that do you do?

Incorrect : All *that* do you do?

Comment : Demonstrative adjective did not change.

Correct : All those do you do?

- **Sample 12 (Arrafi&Danvy)**

Addition

Sentence : I always help my mothers fry banana and rice?

Incorrect : I always help my *mothers* fry banana and rice?

Comment : Student was added “s” in the word “mother”.

Correct : I always help my mother fry banana and rice?

Omission

Sentence : I always help my mothers fry banana and rice?

My mother always sells fried banana and rice every morning.

Incorrect : I always help my mothers fry *banana* and rice?

My mother always sells fried *banana* and rice every morning.

Comment : In the sentence above there is no “S” in the end of word “banana”.

Misformation

There is no error that students made in misformation.

- **Sample 13 (Suci& Nabila)**

Addition

There is no error that students made in addition.

Omission

Sentence : Why do you collect many stamp?

Because I like to see the unique picture of many stamp.

How do you time do you swim in a week?

Incorrect : Why do you collect many stamp?

Because I like to see the unique picture of many stamp.

How do you time do you swim in a week?

Comment : In the sentence above there is no “S” in the end of word “stamp, picture, and time”.

Correct : Why do you collect many stamps?

Because I like to see the unique pictures of many stamp.

How do you times do you swim in a week?

Misformation

There is no error that students made in misformation.

- **Sample 14 (Viska&Halimah)**

Addition

There is no error that students made in addition.

Omission

Sentence : I have two brother and two sister.

Incorrect : I have two *brother* and two *sister*.

Comment : In the sentence above there is no “s” in the end of word “brother and sister”.

Correct : I have two brothers and two sisters.

Misformation

There is no error that students made in misformation.

- **Sample 15 (Rizqi&Rifqi S)**

Addition

Sentence : He is my children.

She is bringing two kilo rices.

Two bottles waters.

Incorrect : He is mychildren.

She is bringing two kilo rices.

Two bottles waters.

Comment : In those sentences above student was added “s” in the end of word “children, rice, and water”.

Correct : He is mychild.

She is bringing two kilo rice.

Two bottles water.

Omission

Sentence : She is six year.

Incorrect : She is six *year*.

Comment : In the sentence above there is no “S” in the end of word year.

Correct : She is six years.

Misformation

There is no error that students made in misformation.

- **Sample 16 (Teuku&Wigo)**

Addition

Sentence : Two piece of chees, two bottle of milks, two bottle of sugars.

Incorrect : Two piece of chees, two bottle of *milks*, two bottle of *sugars*.

Comment : In the sentence above student was added “s” in the end of word “milk and sugar”.

Correct : Two pieces of cheeses, two bottles of milk, two bottle of sugar.

Omission

Sentence : Two piece of chees, two bottle of milks, two bottle of sugars.

Incorrect : Two *piece* of *chees*, two *bottle* of milks, two *bottle* of sugars.

Comment : In the sentence above student was omitted “s and es” in the end of s word “Pieces, cheeses, and bottles”.

Correct : Two pieces of cheeses, two bottles of milk, two bottle of sugar

Misformation

There is no error that students made in misformation.

- **Sample 17 (Amara & Dzakiya)**

Addition

Sentence : I only have one brothers.

My parents has three childrens.

Incorrect : I only ~~have~~ one brothers.

My parents has three childrens.

Comment : In the sentence above student was added “s” in the end of word “Brothers, parents, and childrens”

Correct : I only have one brother.

My parent has three children.

Omission

Sentence : He has many *hobby*.

Incorrect : He has many *hobby*.

Comment : In the sentence above there is no “ies” in the end of word hobby.

Misformation

There is no error that students made in misformation.

- Sample 18 (Sisilia&Novia)

Addition

Sentences : I want to buy my *mouse* food.

I have two *mouse* and two rabbits.

Incorrect : I want to buy my *mousefood*.

I have two*mouse* and two rabbits.

Comment : irregular noun did not change “mouse”

Correct : I want to buy my *mice* food.

I have two*mice* and two rabbits.

Omission

There is no error that students made in omission.

Misformation

Sentence : That a form my uncle.

Incorrect : *That* a form my uncle.

Comment : Demonstrative adjective did not change.

Correct : Those a form my uncle.

- **Sample 19 (Aziz & Bintang)**

Addition

There is no error that students made in addition.

Omission

Sentence : There are many place.

What place are they?

Incorrect : There are many *place*.

What *place* are they?

Comment : In the sentence above student was omitted “s” in the end of word place.

Misformation

There is no error that students made in misformation.

The detail of errors that were student made, it is able to see on the table bellows:

Group	Name of error	Students' error	Correct
1	Omission	• He has many <i>company</i>	<i>Companies</i>
	Addition	–	–
	Misformation	–	–
2	Omission	• My favorite <i>food</i>	<i>Foods</i>
	Addition	–	–
	Misformation	–	–
3	Omission	• She has beautiful <i>eye</i>	<i>Eyes</i>
	Addition	–	–
	Misformation	–	–
4	Omission	• She has nice <i>cloth</i>	<i>Clothes</i>
	Addition	• She has straight <i>hairs</i>	<i>Hair</i>
	Misformation	–	–

5	Omission	<ul style="list-style-type: none"> • I read <i>novel</i> and <i>book</i> • What <i>kind</i>? • Harry potter <i>novel</i> • Science <i>book</i> 	<i>Novels and books</i> <i>kinds</i> <i>Novels</i> <i>Books</i>
	Addition	–	–
	Misformation	Do you have <i>that novel</i> ?	<i>Those novels</i>
6	Omission	<ul style="list-style-type: none"> • I have many <i>pet</i>. • How many <i>pet</i>, 	<i>Pets</i> <i>Pets</i>
	Addition	<ul style="list-style-type: none"> • I have five <i>deers</i> • Ten <i>sheeps</i> 	<i>Deer</i> <i>Sheep</i>
	Misformation	–	–
7	Omission	<ul style="list-style-type: none"> • My <i>hobby</i> • All about <i>sport</i> 	<i>Hobbies</i> <i>Sports</i>
	Addition	<ul style="list-style-type: none"> • What is your <i>hobbies</i> • What is your <i>hobbies</i> 	<i>Hobby</i> <i>Hobby</i>
	Misformation	• <i>That is</i> good	<i>Those are</i>
8	Omission	• Two <i>sister</i>	<i>Sisters</i>
	Addition	• What is your <i>fathersjobs</i> ?	<i>Father</i>
	Misformation	–	–

9	Omission	<ul style="list-style-type: none"> • <i>Island</i> • <i>Food</i> • <i>Culture</i> • <i>Language</i> 	<i>Islands</i> <i>Foods</i> <i>Cultures</i> <i>Languages</i>
	Addition	–	–
	Misformation	–	–
10	Omission	<ul style="list-style-type: none"> • <i>Goat</i> • <i>Cow</i> • <i>Camel</i> 	<i>Goats</i> <i>Cows</i> <i>Camels</i>
	Addition	<ul style="list-style-type: none"> • <i>Deers</i> • <i>Sheeps</i> • <i>Deers</i> • <i>Sheeps</i> 	<i>Deer</i> <i>Sheep</i> <i>Deer</i> <i>Sheep</i>
	Misformation	–	–
11	Omission	<ul style="list-style-type: none"> • <i>All activity</i> • <i>All good activity</i> 	<i>Activities</i> <i>Activities</i>
	Addition	–	–
	Misformation	<ul style="list-style-type: none"> • <i>All that</i> 	<i>All those</i>
12	Omission	<ul style="list-style-type: none"> • <i>Banana</i> 	<i>Bananas</i>

		<ul style="list-style-type: none"> • <i>Banana</i> 	<i>Bananas</i>
	Addition	<i>Mothers</i>	<i>Mother</i>
	Misformation	–	–
13	Omission	<ul style="list-style-type: none"> • <i>Stamp</i> • <i>Stamp</i> • <i>Stamp</i> • <i>Stamp</i> • <i>Picture</i> • <i>Stamp</i> • <i>Two time</i> 	<i>Stamps</i> <i>Stamps</i> <i>Stamps</i> <i>Stamps</i> <i>Pictures</i> <i>Stamps</i> <i>Two times</i>
	Addition	–	–
	Misformation	–	–
14	Omission	<ul style="list-style-type: none"> • <i>Two brother</i> • <i>Two sister</i> 	<i>Brothers</i> <i>Sisters</i>
	Addition	–	–
	Misformation	–	–
15	Omission	<ul style="list-style-type: none"> • <i>Six year</i> 	<i>Years</i>
	Addition	<ul style="list-style-type: none"> • <i>Children</i> • <i>Rices</i> 	<i>Child</i> <i>Rices</i>

		<ul style="list-style-type: none"> • <i>Waters</i> 	<i>Water</i>
	Misformation	–	–
16	Omission	<ul style="list-style-type: none"> • Two <i>piece</i> • <i>Cheese</i> • Two <i>bottle</i> • Two <i>bottle</i> 	<i>Pieces</i> <i>Cheeses</i> <i>Bottles</i> <i>Bottles</i>
	Addition	<ul style="list-style-type: none"> • <i>Milks</i> • <i>Sugars</i> 	<i>Milk</i> <i>Sugar</i>
	Misformation	–	–
17	Omission	<ul style="list-style-type: none"> • He has many <i>hooby</i> 	<i>Hobbies</i>
	Addition	<ul style="list-style-type: none"> • One <i>brothers</i> • <i>Childrens</i> • <i>My parents</i> 	<i>Brother</i> <i>Children</i> <i>Parent</i>
	Misformation	–	–
	Misformation	–	–
18	Omission	<ul style="list-style-type: none"> • <i>Mouse</i> • <i>Two mouse</i> 	<i>Mice</i> <i>Mice</i>
	Addition	–	–
	Misformation	<ul style="list-style-type: none"> • <i>That a give</i> 	<i>Those</i>

19	Omission	<ul style="list-style-type: none"> • <i>Place</i> • <i>Place</i> 	<i>Places</i> <i>Places</i>
	Addition	–	–
	Misformation	–	–
Total of errors			66

Based on the result of the research above, the highest errors made by students was omission, the following table is the frequency of the students errors in using singular and plural noun in performing dialogue based on Surface Strategy Taxonomy.

B. Discussion of finding

1. Type of error that students' made in using singular and plural noun in performing dialogue based on Surface Strategy Taxonomy.

This research was conducted on 05thSeptember 2017 until 05th October 2017. At the time the aim of this research was mentioned to the students. In collecting the data was used dialogue. In this research students were made dialogue about singular and

plural noun, the students' dialogue was recorded as the way to analyze the error that students made, then the dialogue was transcribed.

After collected the data from the students, the errors were identified and then were classified based on Surface Strategy Taxonomy, they are; omission, addition, misformation.

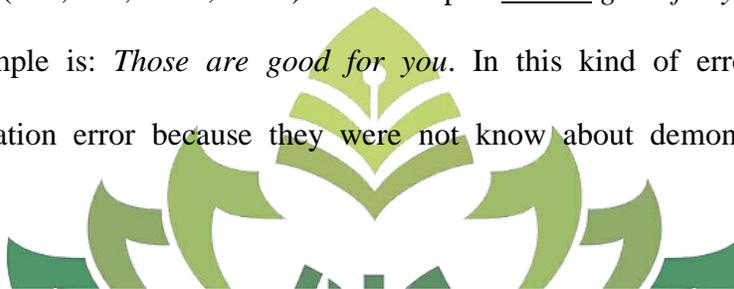
Based on the result of the research, it was found that the highest error made by students based on Surface Strategy Taxonomy is omission with 43 (65,1%) items form 66 items. According to Dullay “omission errors are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions”.¹ In this case students' understanding of using singular and plural is still low. It can be inferred that most of students confused of changing a few nouns (*company-companies, hobby-hobbies*), for example: *He has many hobby.*The underline item is omission. The revised of the example is: He has many hobbies.

The students committed many errors not only in omission, but also in addition 19 (28,8%) items of errors. Addition errors are the opposite of omission errors. They are characterized by the presence of an item, which must not be present in a well-

¹Heidi DullayEt.all, *Op.Cit*, p.150

formed utterance.² For example :*I only have one brothers*. The underline item is addition error. The revised of the example is: *I only have one brother*. The students did the addition error, because some of them do not know irregular or regular noun.

The last error made by students is misformation with 4 (6,1%) items. Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. In this case of error students do not know how to used demonstrative pronoun (that, this, these, those). For example: *That is good for you*, the revised of the example is: *Those are good for you*. In this kind of error, student made misformation error because they were not know about demonstrative adjective noun.



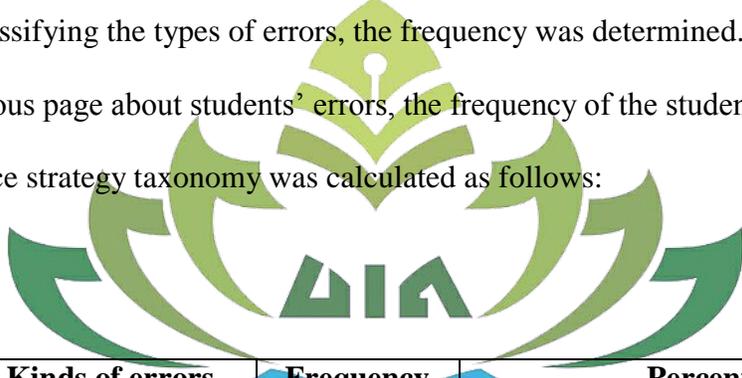
According to explanation above and by interviewing some student at VII grades in MTsN 2 Bandar Lampung and also interviewing the English teacher, it can be inferred that student make all of the errors items because they knowledge of singular in plural noun (generally in speaking) is still low. One of them said that they use English when they are in specific occasion, its mean English is rarely uses, and the students do not understand enough about grammatical rules. When the students want to say some words, thoughts, and their ideas in English language, then the grammatical changes will not happen like in Indonesian language. This is why the students do error and find difficulties when they speak in English. This research

²*Ibid*,p. 150

did at VII grade in junior high school degree (in this case the research located in MTsN 2 Bandar Lampung), because the students knowing or learn regularly about speaking when they are in VII grade (the researcher saw the syllabus).

2. Proportion (frequency and percentage) Students' Errors in Using Singular and Plural Noun Based Surface Strategy Taxonomi

After classifying the types of errors, the frequency was determined. From the table on previous page about students' errors, the frequency of the students' errors based on surface strategy taxonomy was calculated as follows:



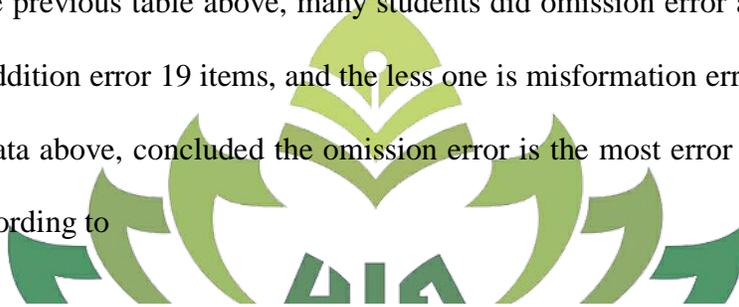
No	Kinds of errors	Frequency	Percentage
1.	Omission	43 items	65,1%
2.	Addition	19 items	28,8%
3.	Misformation	4 items	6,1%
Total		66 items	100%

Based on the result of the research above, the highest errors made by students was omission, the following table is the frequency of the students errors in using

singular and plural noun in performing dialogue based on Surface Strategy Taxonomy.

The objectives of this research were to describe the kinds of errors that student made in using singular and plural noun in performing dialogue based on surface strategy taxonomy, and to find out the proportion (frequency and percentage) of errors that students made in using singular and plural noun in performing dialogue.

From the previous table above, many students did omission error about 43 items of errors, addition error 19 items, and the less one is misinformation error 4 items. Based on the data above, concluded the omission error is the most error that was students did. According to



After this research was finished, the student should increase their skill in speaking and grammar, especially in using singular and plural noun, and also the student want to practice speaking more often then usual, because when the student want to give their ideas directly, it is possible for them to looking for a paper and a pen to write down their ideas.

Furthermore, this research hope make students realize speaking is one of the most important skill in learning English. And one of the best way, to make your English speaking better, the student have to make English dialogue or conversation every day.

CHAPTER V

CONCLUSION

A. Conclusion

Based on data that have obtained from the dialogue of students, it can be concluded errors that have done students as follows;

1. The types of errors that students made are omission, addition, and misformation.
2. The total numbers of errors committed by students were 66 items. And the proportion (frequency and percentage) based on Surface Strategy Taxonomy.
 - a) The numbers of omission errors were 43 items (65,1%).
 - b) The numbers of addition errors were 19 items (28,8%)
 - c) The numbers of misformation errors were 4 items (6,1%)

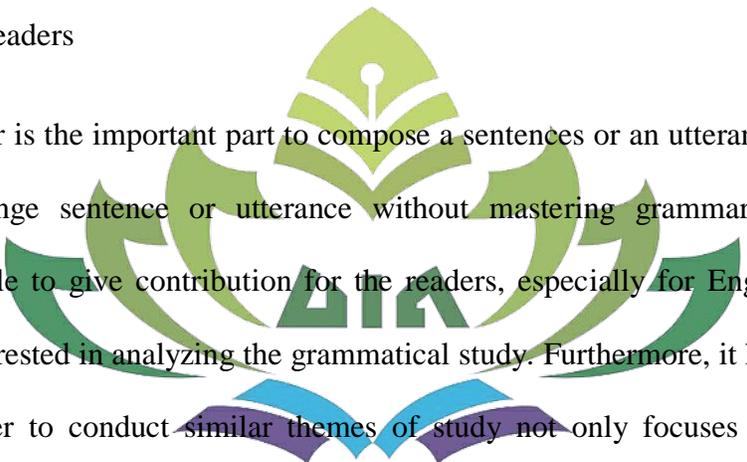
B. Suggestion

Considering the result of the research, this research would like to give some suggestion as follows:

1. For the students
 - a) The student should increase their effort in improving their knowledge in learning English especially in speaking and grammar, they have to speak up.

- b) When they are in the classroom or in the other condition, they have to try to speak English in their daily activity, because the foreign language is not as simple as like mother tongue. There are many rules that have to be obeyed.
- c) The student should increase their speaking skill in using singular and plural and more rules in grammar. And they also have to improve their skill in pronouncing the words, one way to increase their skill in speaking, the students have to speak up using English as often as they can.

2. For the readers



Grammar is the important part to compose a sentences or an utterance. someone can not arrange sentence or utterance without mastering grammar. This research hopes,able to give contribution for the readers, especially for English department who interested in analyzing the grammatical study. Furthermore, it hopes for further researcher to conduct similar themes of study not only focuses on grammatical errors or speaking skill, but also on the other aspects of the both.

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Appendix 1.

Guideline of Interviews in Preliminary Research

Day/date/year : Tuesday, 06th September, 2016

Interviewer : M. Faisal Budiman

Respondent : Eva Suryani, S.Pd

Place : Teacher Room

1. Teacher's interview

- a. Menurut anda bagaimana kemampuan penguasaan siswa/siswi dalam speaking dan grammar?
- b. Bagaimana dengan grammar dalam speaking mereka? Apakah para siswa/siswi mengalami kesulitan dalam membedakan mana singular noun atau plural noun?
- c. Bagaimana dengan nilai speaking mereka?

2. Students' Interview

- a. Apakah anda sudah pernah belajar speaking dan grammar khususnya perbedaan singular/plural noun?
- b. Apa anda mengalami kesulitan dalam speaking, jika “iya” berikan alasannya?

- c. Apakah anda mengalami kesulitan dalam membedakan singular dan plural noun, jika “iya”, kesulitan apa yang anda hadapi?



Appendix 2.

Interviews Script of Teacher in the Preliminary Research

Day/date/year : Tuesday, 06th September 2016

Interviewer : M. Faisal Budiman

Respondent : Eva Suryani, S.Pd

Place : Teacher Room

1. Menurut anda bagaimana kemampuan penguasaan siswa/siswi dalam speaking dan grammar?

Jawab:

Ada sebagian dari mereka yang memiliki kemampuan speaking dan grammar yang bagus, khususnya anak yang mengikuti lembaga kursus, tapi yang lain juga masih mengalami kesulitan dan bingung dalam belajar speaking dan grammar.

2. Bagaimana dengan grammar dalam speaking mereka? Apakah para siswa/siswi mengalami kesulitan dalam membedakan mana singular noun atau plural noun?

Jawab:

Ya, tentu, banyak dari murid-murid saya mengalami kesulitan dan bingung dalam membedakan mana singular noun atau plural noun. Salah

satu kendala yang mereka hadapi, disamping grammar adalah pronunciation.

3. Bagaimana dengan nilai speaking mereka?

Jawab:

Ada sebagian mereka yang mendapat nilai diatas standar, sebagian lagi dibawah standar, dan saya perbaiki nilai mereka dengan memperbanyak ulangan harian.



Appendix 3.

Interviews Script of Students in the Preliminary Research

Day/date/year : Tuesday, 06th September 2016

Interviewer : M. Faisal Budiman

Respondent :

7I : Allan asoka indra fani, Ajeng qurratu'aini naurah, Fikri fadila.

Place : Classroom

1. Apakah anda sudah pernah belajar speaking dan grammar khususnya perbedaan singular/plural noun?

Allan : Iya sudah pernah, waktu SD, sekarang juga masih belajar.

Ajeng : Iya pernah belajar, sekarang juga kadang-kadang belajar itu.

Fikri : Iya pernah.

2. Apa anda mengalami kesulitan dalam speaking, jika “iya” berikan alasannya?

Allan : Iya, banyak yang gag tahu artinya.

Ajeng : Sulit, tidak tahu pengucapannya.

Fikri : Iya, susah ngomong nya.

3. Apakah anda mengalami kesulitan dalam membedakan singular dan plural noun?

Allan : Iya.

Ajeng : Iya.

Fikri : Iya.



Appendix 4.**Dialogue task**

Instruction:

1. Make a group consist of two or three persons.
2. Make a short conversation based on your material about how to give greet, introduce, and describe someone.
3. Your conversation should contain at least 10 sentences.
4. Use singular and plural noun in your dialogue.

Directions:

1. Each group has two minutes to perform the conversation in front of the class.
2. Speak a loudly and clearly.

Good luck

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santunan pedulidalammelaks anakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur,					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan</p>	<p>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan 	<p>12 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks.</p>	<p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.</i>, dan semacamnya</p> <p>c. <i>Thank you. You are welcome.</i>, dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Alright.</i>, dan semacamnya</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan</p>	<p>dengan konteksnya (keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa 	<p>(a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c)</p>		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>keteladanan tentang perilaku santun dan peduli.</p>	<p>Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ungkapan (a) sapaan, 	<p>mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. Siswaberupaya berbicara 	<p>kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan</p>	<p>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</p> <p>Fungsi sosial</p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p><i>Myname is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya. Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>4 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kosakata (2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepemilikan <i>my, your, his, their</i>, dst. (3) Ucapan, tekanan kata, dan intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk 	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan perkenalan diri, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di 		<p>tertulis</p> <ul style="list-style-type: none"> • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://america.english.state.gov/files/ae/re_source_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat. Siswaberupaya berbicara secara lancar dengan ucapan, 	<p>dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</p> <p>Struktur teks</p> <p>a. <i>What day is it today? It's</i></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benar dan sesuai konteks.</p>	<p><i>Monday today. It is Tuesday tomorrow. When do we have English?</i>, dan semacamnya.</p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January</i>, dan semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five</i>, dan seterusnya</p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three.</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait hari, bulan, waktu dalam</p>	<p>tahun, dalam bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) 	<p>(d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk</p>		<ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What time? What date?, When?</i></p> <p>(4) Kata ganti <i>it</i> dan artikel <i>the.</i></p> <p>(5) Angka kardinal dan angka ordinal</p> <p>(6) Ucapan, tekanan kata, intonasi,</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan 	<p>interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p>		
<p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan</p>	<p>Teks lisan dan tulis untuk pemaparan jati diri</p> <p>Fungsi sosial</p> <p>Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f.</i> <i>My father is Mr. Zainal.</i> <i>How do you spell your name? Who is she? I have</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan dan menyaksikan guru memaparkan jati diridalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat, dalam maksimal 6 kalimat. Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam pemaparan jati diri. Siswa menirukan guru 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri. Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis

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<p>sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>two sisters, Siska and Muti. Is she your friend? dan sebagainya.</i></p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan sebagainya.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Nama status hubungan keluarga, kekerabatan, teman, tetangga (2) Nama profesi pekerjaan. (3) Kata tanya <i>Who? Which? How?</i> (4) Article <i>a, an, the..</i> (5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live,</i> dan sebagainya. (6) Penyebutan kata benda singular dan plural (-s), dan children (7) Ucapan, tekanan kata, Intonasi 	<p>mengatakan setiap kalimat.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam 	<p>tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati 		<ul style="list-style-type: none"> • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://america.english.state.gov/files/ae/re_source_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>konteks pembelajaran, <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk pemaparan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan antara ungkapan untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang 	<p>diri, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati diri.</p>		
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p>Fungsi sosial</p> <p>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i></p> <p>b. <i>Are they your toys?</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan). Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>24 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyengli

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Which one is your book? What is in your pocket? Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The police station is in the corner. dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes, dll.</i></p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag, dll.</i></p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital, dll.</i></p> <p>(4) Kata tanya <i>What?Which one? How many?</i></p> <p>(5) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(6) Kata ganti <i>it, they,</i></p>	<p>nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. 	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>sh.com</p> <ul style="list-style-type: none"> http://america.english.state.gov/files/ae/re_source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>this, that, those, these.</i></p> <p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take,</i> dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. 	<ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar</p>		

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		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p>		
<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks</p>	<p>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</p> <p><u>Masing-masing diajarkan secara terpisah</u></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) label nama dan (b) daftar barang. 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Fungsi sosial</p> <p>Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p>Struktur text</p> <p>a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.</p> <p>b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.</p> <p>Unsur kebahasaan</p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin,</p>	<p>label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut.</p> <ul style="list-style-type: none"> Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) label nama dan (b) daftar barang, dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) label nama dan (b) daftar barang, ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) label nama dan (b) daftar barang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p>	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan (a) label nama dan (b) daftar barang. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) label nama dan (b) daftar barang. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) label nama dan (b) daftar barang untuk fungsi nyata.</p> <p>Observasi:</p>		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>peduli, kerjasama.</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan (b) daftar barang. Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membandingkan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p style="text-align: center;">Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) label nama dan (b) daftar barang dan menuliskannya dalam jurnal 	<p>pengalaman belajar memahami dan membuat (a) label nama dan (b) daftar barang, termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya berbagai (a) label nama dan (b) daftar barang yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai (a) label nama dan (b) daftar barang. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		belajar sederhana dalam bahasa Indonesia.			
<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan semacamnya.</i></p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan semacamnya.</i></p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., dan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan unsur kebahasaan yang sesuai dengan fungsinya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsinya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang, binatang, 	12 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re_source_files http://learnen

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata sifat terkait fisik, mental, psikologis (2) Kata tanya <i>What ... look like? How?</i> (3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya. (4) Adverbia: <i>very</i> (5) Kata ganti <i>it, they, this, that, those, these.</i> (6) Kata kerja dalam simple present tense: <i>be, have.</i> (7) Ucapan, tekanan kata, intonasi, (8) Ejaan dan tanda baca (9) Tulisan tangan. <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p>	<p>benda.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap 		<p>glish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kerja sama.	<ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan 	<p>kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.</p>		
<p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> dan sebagainya.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: 	<p>12 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang benar dan sesuai konteks.</p>	<p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.</i>, dan semacamnya.</p> <p>c. <i>This story makes her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan -s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p>	<p>guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p> <p>Observasi: (penilaian yang</p>		<ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re/source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan 	<p>bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>unsur kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial,</p>	<p>Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial Menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p>Struktur teks Menyebutkan tujuan dan informasi rinci dari:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts.</i></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), ketepatan unsur kebahasaannya, format, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). Tingkat kelengkapan dan keruntutan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Slippery when wet.</i> <i>Warning – Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik (2) Ucapan, tekanan kata, intonasi (3) Ejaan dan tanda baca (4) Tulisan tangan <p>Topik</p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p> <p>Multimedia</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>tampilan, dsb.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>). • Siswa membaca secara lebih cermat semua (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) yang telah terkumpul dalam bentuk gambar dan foto 	<p>instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>).</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) untuk fungsi nyata.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) 		

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		<p>tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dipelajari tersebut di atas dengan yang ada di 	<p>sesuai fungsi sosialnya, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk kemudahan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>) yang telah dibuat. Kumpulan hasil analisis tentang beberapa berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/ caution</i>). 		

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<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan 	<p>24 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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	<p>singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful</i>, dll.</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan</p>	<p>tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa 	<p>tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. 		

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	<p>tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan 	<ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang</p>		

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		<p>sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Teks lagu pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca.</p> <p>(4) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial lagu. Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p>	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ http://www.mypages.com/site_php_files/lyrics_and_songs.php

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</p> <ul style="list-style-type: none"> Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan 	<p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan lagu yang ditulis tangan Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. Lembar soal dan hasil tes 		

Appendix 5.

Students' errors in using singular and plural noun in performing dialogue are follows:

1. Omission errors are made by students

No. Group	Omission	Correction
1	<ul style="list-style-type: none"> • He has many <i>company</i> 	<i>Companies</i>
2	<ul style="list-style-type: none"> • My favorite <i>food</i> 	<i>Foods</i>
3	<ul style="list-style-type: none"> • She has beautiful <i>eye</i> 	<i>Eyes</i>
4	<ul style="list-style-type: none"> • She has a nice <i>cloth</i> 	<i>Clothes</i>
5	<ul style="list-style-type: none"> • I read <i>novel</i> and books • What <i>kind</i>? • Harry potter <i>novel</i> • Science <i>book</i> 	<i>Novels</i> <i>kinds</i> <i>Novels</i> <i>Books</i>
6	<ul style="list-style-type: none"> • I have many <i>pet.</i> • How many <i>pet,</i> 	<i>Pets</i> <i>Pets</i>
7	<ul style="list-style-type: none"> • My <i>hobby</i> • All about <i>sport</i> 	<i>Hobbies</i> <i>Sports</i>
8	<ul style="list-style-type: none"> • Two <i>sister</i> 	<i>Sisters</i>
9	<ul style="list-style-type: none"> • Many <i>island</i> • <i>Food</i> 	<i>Islands</i> <i>Foods</i> <i>Cultures</i>

	<ul style="list-style-type: none"> • <i>Culture</i> • <i>Language</i> 	<i>Languages</i>
10	<ul style="list-style-type: none"> • <i>Goat</i> • <i>Cow</i> • <i>Camel</i> 	<i>Goats</i> <i>Cows</i> <i>Camels</i>
11	<ul style="list-style-type: none"> • <i>All activity</i> • <i>All good activity</i> 	<i>Activities</i> <i>Activities</i>
12	<ul style="list-style-type: none"> • <i>Banana</i> • <i>Banana</i> 	<i>Bananas</i> <i>Bananas</i>
13	<ul style="list-style-type: none"> • <i>Stamp</i> • <i>Stamp</i> • <i>Stamp</i> • <i>Stamp</i> • <i>Picture</i> • <i>Stamp</i> • <i>Two time</i> 	<i>Stamps</i> <i>Stamps</i> <i>Stamps</i> <i>Stamps</i> <i>Pictures</i> <i>Stamps</i> <i>Two times</i>
14	<ul style="list-style-type: none"> • Two <i>brother</i> • Two <i>sister</i> 	<i>Brothers</i> <i>Sisters</i>
15	<ul style="list-style-type: none"> • Six <i>year</i> 	<i>Years</i>
16	<ul style="list-style-type: none"> • Two <i>piece</i> • <i>Cheese</i> 	<i>Pieces</i> <i>Cheeses</i>

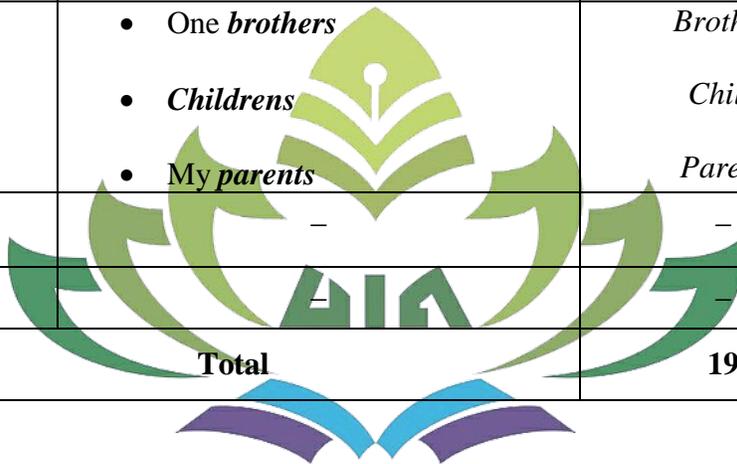
	<ul style="list-style-type: none"> • Two <i>bottle</i> 	<i>Bottles</i>
	<ul style="list-style-type: none"> • Two <i>bottle</i> 	<i>Bottles</i>
17	<ul style="list-style-type: none"> • He has many <i>hooby</i> 	<i>Hobbies</i>
18	<ul style="list-style-type: none"> • <i>Mouse</i> 	<i>Mice</i>
	<ul style="list-style-type: none"> • <i>Two mouse</i> 	<i>Mice</i>
19	<ul style="list-style-type: none"> • <i>Place</i> 	<i>Places</i>
	<ul style="list-style-type: none"> • <i>Place</i> 	<i>Places</i>
Total		43



2. Addition errors are made by students

No. Group	Addition	Correction
1	–	–
2	–	–
3	–	–
4	• She has straight <i>hairs</i>	<i>Hair</i>
5	–	–
6	• I have five <i>deers</i>	<i>Deer</i>
	• Ten <i>sheeps</i>	<i>Sheep</i>
7	• What is your <i>hobbies</i>	<i>Hobby</i>
	• What is your <i>hobbies</i>	<i>Hobby</i>
8	• What is your <i>fathers</i> jobs?	<i>Father</i>
9	–	–
10	• <i>Deers</i>	<i>Deer</i>
	• <i>Sheeps</i>	<i>Sheep</i>
	• <i>Deers</i>	<i>Deer</i>
	• <i>Sheeps</i>	<i>Sheep</i>
11	–	–
12	• <i>Mothers</i>	<i>Mother</i>

13	–	–
14	–	–
15	<ul style="list-style-type: none"> • <i>Children</i> • <i>Rices</i> • <i>Waters</i> 	<i>Child</i> <i>Rice</i> <i>Water</i>
16	<ul style="list-style-type: none"> • <i>Milks</i> • <i>Sugars</i> 	<i>Milk</i> <i>Sugar</i>
17	<ul style="list-style-type: none"> • <i>One brothers</i> • <i>Childrens</i> • <i>My parents</i> 	<i>Brother</i> <i>Child</i> <i>Parent</i>
18	–	–
19	–	–
Total		19



3. Misformation errors are made by students

No. Group	Misformation	Correction
1	–	–
2	–	–
3	–	–
4	–	–
5	• Do you have <i>that novel</i> ?	<i>Novels</i>
6	–	–
7	• <i>That is</i> good	<i>Those</i>
8	–	–
10	–	–
11	• <i>All that</i>	<i>Those</i>
12	–	–
13	–	–
14	–	–
15	–	–
16	–	–
17	–	–
18	• <i>That a give</i>	<i>Those</i>
19	–	–
Total		4

According to the data above the total of errors that students made are 66 items (Omission : 43 items, Addition : 19 items, and Misformation : 4) .

All photos below were about process when researcher collecting the data



While researcher mention about singular and plural noun



While researcher recording their dialogue