

**STUDENTS' GRAMMATICAL ERRORS IN USING NOUN PHRASES IN  
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA N 2  
BANDAR LAMPUNG IN THE ACADEMIC YEAR 2017/2018**

**A Thesis**

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

**By**

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**RADEN INTAN LAMPUNG**

**2018**

## ABSTRACT

### STUDENTS' GRAMMATICAL ERRORS IN USING NOUN PHRASES IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2017/2018

By

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The research was conducted based on the phenomena that happened in the school. Grammar is one of important composition in English. The students at the tenth grade of SMA N 2 Bandar Lampung still made grammatical errors especially in using noun phrases. The objectives of this research were to find out the errors done by students in using noun phrases, and to know the proportion of errors made by students at the tenth grade of SMA N 2 Bandar Lampung in The Academic Year 2017/2018.

The research methodology was used descriptive qualitative. The data were taken from students' writing task. The population of this research was all the sentences in using noun phrases made by students at the tenth grade of SMA N 2 Bandar Lampung that consists 123 students. The sample of this research was 187 sentences containing errors in using noun phrases based on Linguistic Category Taxonomy.

The result of the research showed that there were three types of errors in using noun phrases made by students based on Linguistic Category Taxonomy. They were Head Error, Pre-Modifier Error and Post-Modifier Error. The proportion of errors was 95 items of Head Error (50.80%), 85 items of Pre-Modifier Error (45.45%), 7 items of Post-Modifier Error (3.74%). Furthermore, the researcher found that Head Error was the highest error made by the students. Generally, the students made such kinds of errors because they only transferred rules from their mother tongue. It happened since they did not really comprehend the target language. James said that this is including interlingual errors

**Keyword:** *Error Analysis, Grammar, Noun Phrases*



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A thesis entitled: **STUDENTS' GRAMMATICAL ERRORS IN USING NOUN PHRASES IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018** was tested and defended in the examination session held on Wednesday, August 8<sup>th</sup>, 2018.

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## DECLARATION

I hereby declare that this thesis entitled “Students’ Grammatical Errors in Using Noun Phrases at the Tenth Grade of SMA N 2 Bandar Lampung in the Academic Year 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text



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## MOTTO

وَوَجَدَكَ ضَالًّا فَهَدَىٰ ۝۷

And He found you lost and guided [you]

(Ad-Duha : 7)<sup>1</sup>



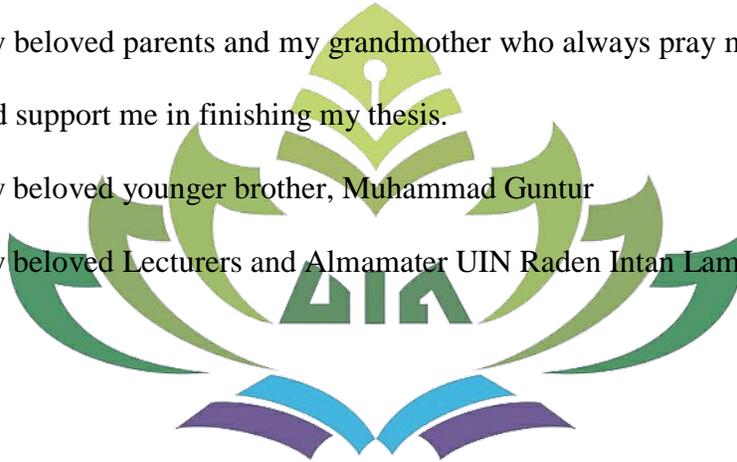
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<sup>1</sup> The Presidency of Islamic Researches, UFTA, CALL, and GUIDANCE, The Holly Qur'an English Translation of The Meaning and Commentary. Al Madinah Al-Munawarah, King Fahd Qur'an Printing Complex, 1410, p. 2375

## DEDICATION

This thesis is dedicated to

1. My beloved parents and my grandmother who always pray me for my success and support me in finishing my thesis.
2. My beloved younger brother, Muhammad Guntur
3. My beloved Lecturers and Almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

Suci Novianti was born on 10<sup>th</sup> of November 1995 in Bandar Lampung. She lives on Jl. Amir Hamzah Number 10/6, Gotong Royong Bandar Lampung. She is the first child of two children of a couple R.M Syafruddin Prawira Negara, S.H. and Aspriati.

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Firstly of all, the praise would be benefited to Allah S.W.T. the Almighty for the blessing given during the study and in completing this project. Furthermore, the gratefulness would be given to many persons who contributed their ideas and time to complete this final project.

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3. Dr. M. Muhassin, M.Hum, an Advisor who gave his guidance and help to finish this thesis.
4. M. Ridho kholid, M.Pd , The Co-Advisor who patiently guided in improving this thesis for its finalization.

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9. All lecturers of English Department in UIN Raden Intan Lampung who have given their support and spirit for this study.

Finally, there are still a lot of weaknesses in this thesis. For this, the criticism and suggestion were expected from the readers to enhance the quality of the thesis.

Bandar Lampung, August 2018

The Writer,

**Suci Novianti**

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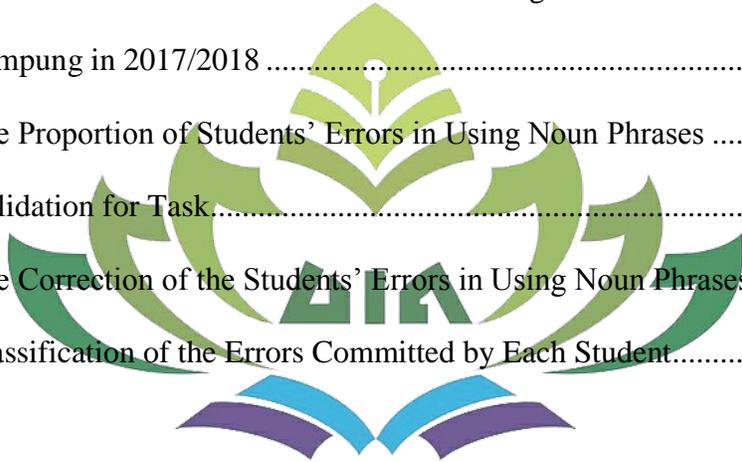
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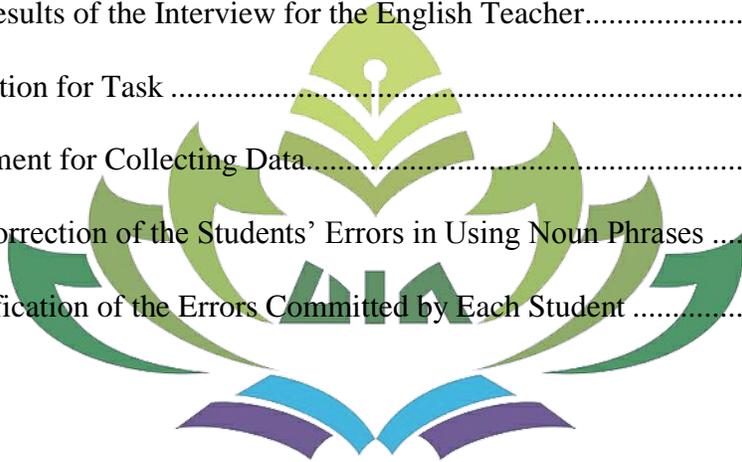
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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Making errors is the most natural thing in the world and unavoidable part of the process of learning a foreign language. Many kinds of errors arise when the learners write, because they do not master the structure well. The learners cannot avoid errors in learning second or foreign language. The process of learning a second language is a fundamentally different nature from the process of primary acquisition.

Errors in a foreign language especially in English are the cases which are difficult enough to avoid. As stated in an Assistant professor in English Language Teaching at the Bushehr University of Medical Sciences and Health Services in Iran, The learners are not aware of making the errors because they do not know the correct form and the interference of their mother tongue, which is described as

the negative and positive transfer between the mother tongue and the target language.<sup>1</sup>

Human beings can communicate with each other. As Nelson Mandela said that if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Every language has different patterns and rules that should be paid attention to by the second language learners . Every language has its own system which makes it different from others. For example in Indonesia, English is the first foreign language which is taught and learnt from elementary school until university. It is as a part of its system has tenses, which makes it different from Indonesia.

In the process of English learning, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Besides that, there are four elements that should be taught to support the development of four skills. They are pronunciation, spelling, vocabulary, and structure. One of the students' problems is at dealing with the grammar to use of nouns, particularly noun phrases in descriptive writing.

Based on the preliminary research that the researcher did in SMA N 2 Bandar Lampung on 21<sup>st</sup> of August 2017, the researcher gained some data from students' writings about historical places or tourism objects in Descriptive Text using Noun

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<sup>1</sup>Ali Akbar Khansir, *Error Analysis and Second Language Acquisition* (Iran: Bushehr University of Medical Science and Health Services, 2012).

Phrases. The researcher found that the students had got difficulties in using noun phrases in their writings. They are still confused to use noun phrases.

The writer found grammatical errors using noun phrases as follows:

1. Fort Marlborough is **a English Fort**
2. The tower has **three level** for visitors
3. **Mountain Tangkuban Perahu** has a distinctive shape

As the phenomena that the researcher found in the preliminary research, there are some errors which students made in their sentences. In the first number (1) it should be **an English Fort**. Because it is in a vowel sound, so the student should use article **an**. For the second number, **three level** should be in plural form **three levels**. And the last number, it should be **Tangkuban Perahu Mountain** instead of **Mountain Tangkuban Perahu**

The correct sentences :

1. Fort Marlborough is **an English Fort**
2. The tower has **three levels** for visitors
3. **Tangkuban Perahu Mountain** has a distinctive shape

Because of the explanation above, in this study the researcher would like to analyze the errors of using noun phrases in descriptive text in SMA N 2 Bandar Lampung.

To prove originally of this research, the researcher presented some previous researches that dealt with this thesis. The first previous was done by Bena Florita Krisetyawati in An Error Analysis on the Translation of English Noun Phrases

into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010.. Based on this research, there are 355 errors (39.44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900) that are classified into four types. They are omission errors (175 or 49.30% of the total number of errors), misinformation errors (144 or 40.56% of the total of errors), misordering errors (27 or 7.61% of the total number of errors), and addition errors (9 or 2.53% of the total number of errors). From the four types of error, omission errors have the highest number of errors.<sup>2</sup>

The second research had been done by Jane E. Gressang in *A Frequency and Error Analysis of The Use of Determiners, The Relationships between Noun Phrases, and The Structure of Discourse in English Essays by Native English Writers and Native Chinese, Taiwanese, and Korean Learners of English as a Second Language* This study examined the use of articles and other discourse morphemes.<sup>3</sup>

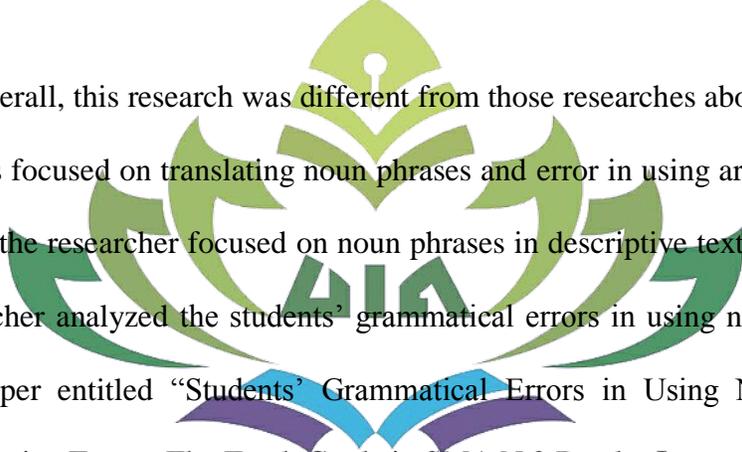
Another research was conducted by Soni Tantan Tandiana in *Contrastive Analysis of Using Noun Phrase in English and Indonesian Language*. The aim of

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<sup>2</sup>Bena Florita Krisetyawati, *An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2010/2011*, (Sebelas Maret University: Surakarta, 2010)

<sup>3</sup>Jane E. Gressang, *A Frequency and Error Analysis of The Use of Determiners, The Relationships between Noun Phrases, and The Structure of Discourse in English Essays by Native English Writers and Native Chinese, Taiwanese, and Korean Learners of English as a Second Language*, (University of Iowa: Iowa City, 2010)

this research was to find out the use of Noun Phrase (NP) in English and Indonesian language. Research data were analyzed by using contrastive analysis technique. The research data resource was taken from scientific text about medical science entitled ‘Coronary Heart Disease’ and the result of its translation showed that there were a lot of similarities of NP usage in English and Indonesian. Such as: NP was constructed by the same elements, those were: head, determiner, modifier and prepositional phrase.<sup>4</sup>



Overall, this research was different from those researches above. The previous studies focused on translating noun phrases and error in using articles. But in this study, the researcher focused on noun phrases in descriptive text. In this case, the researcher analyzed the students’ grammatical errors in using noun phrases with the paper entitled “Students’ Grammatical Errors in Using Noun Phrases in Descriptive Text at The Tenth Grade in SMA N 2 Bandar Lampung” .

## **B. The Limitation of The Study**

To make the research paper is clearly understood by the readers, the researcher would like to limit the problem on the types of linguistic category taxonomy in Using Noun Phrases in Descriptive Text at The Tenth Grade in SMA N 2 Bandar Lampung

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<sup>4</sup> Soni Tantan Tandiana, *Contrastive Analysis Of Using Noun Phrase in English and Indonesian Language*, (Universitas Siliwangi: Tasikmalaya, 2015)

### **C. Statements of The Problem**

Found on the background above, the problems which are investigated in this students are :

1. What are the type of errors of noun phrases in descriptive writing based on linguistic category taxonomy ?
2. What are the most common errors in using noun phrases based on linguistic category taxonomy ?
3. What causes of errors do students make in using noun phrases in descriptive text?

### **D. Objective of The Study**

Based on Linguistic Category, the objectives of this research are :

1. To find out the various kinds of errors of noun phrase in descriptive writing which are made by the students of SMA N 2 Bandar Lampung.
2. To discover the most errors of noun phrase in descriptive writing made by the students of SMA N 2 Bandar Lampung
3. To find out the causes of errors that students make in using noun phrases in descriptive text

## E. Significance of the Study

The results of this study are expected to give contributions would be useful to provide input to:

### 1. English teachers of Senior High School

The result of this study is to give a guideline for the teachers of English to improve students' knowledge of noun phrases. The teachers can anticipate specific problems when they teach common cases of the sentence pattern of noun phrases for the tenth year students of senior high school.

### 2. Senior High School students

It is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a descriptive text by using noun phrases. The answers will be discussed together with the students; therefore, they will not make the second mistakes. By the end of the study, the students will have used noun phrases correctly by writing a short descriptive text about things, places, and people.

### 3. Research

To enrich the intellectual literatures and expected to be additional references for further research.

## F. Scope of The Study

The scope of the research is as follows:

1. Subject of the study

The subject of this research is the students at the tenth grade in SMA N 2 Bandar Lampung academic year 2017/2018.

2. Object of the study

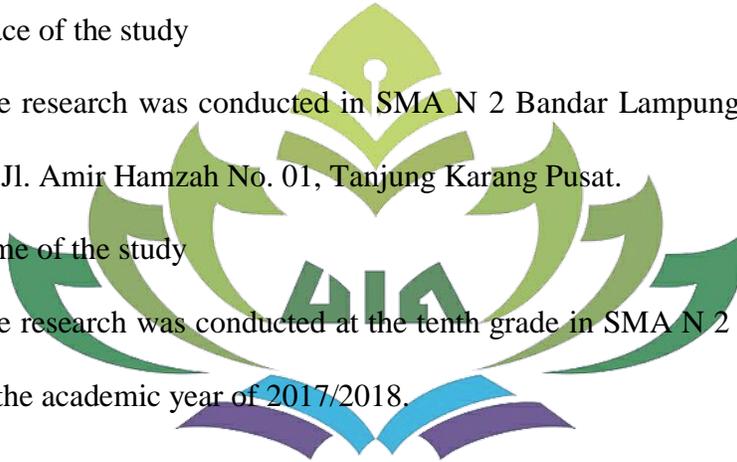
The object of the research is the errors in using Noun Phrases

3. Place of the study

The research was conducted in SMA N 2 Bandar Lampung which is located on Jl. Amir Hamzah No. 01, Tanjung Karang Pusat.

4. Time of the study

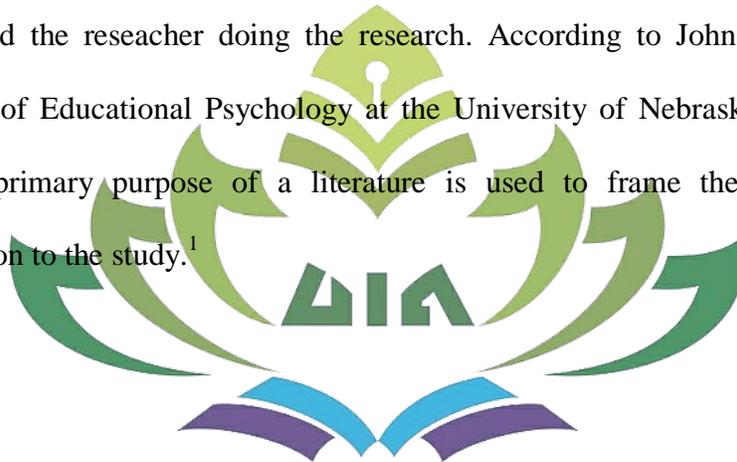
The research was conducted at the tenth grade in SMA N 2 Bandar Lampung in the academic year of 2017/2018.



## CHAPTER II

### FRAME OF THEORIES

In the frame of theory, the researcher presented the theory of this research that helped the researcher doing the research. According to John W. Cresswell, a Professor of Educational Psychology at the University of Nebraska-Lincoln, stated that the primary purpose of a literature is used to frame the problem in the introduction to the study.<sup>1</sup>



#### A. Error

##### 1. Concept of Error

The process of learning a foreign language is long and difficult. Learning a foreign language is different from learning our mother tongue. Learning mother tongue or first language is not influenced by other languages. The process of learning a foreign language is influenced by their mother

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<sup>1</sup> Jhon W. Cresswell, *Research Design the Fourth Edition* (The United States of America: Sage Publications, Inc., 2014), p. 62

tongue as their first language, so that it is possible that the learners make errors in a foreign language. Although it is a common thing, having poor understanding of target language will lead the learners to do mistakes and errors and they will make a lot of errors, because it is natural part of language acquisition process.

In line with a professor Ostroh Academy National University, Errors are not anymore taken as bad signs of nonperformance, in teaching or learning, that should be eliminated at any cost; rather, they are considered to become a necessary part of language learning process.<sup>2</sup> In learning second language, the error has always been regarded as something negative which must be avoided. On one hand, it is considered to be a sign of inadequacy and on the other hand it is seen as a natural result of the fact that since by nature which cannot be avoided making errors. Fortunately, little by little the error has been seen from a different point of view being made obvious that can be learnt from mistakes.

From the explanation above, the researcher concluded that error is a part of foreign language process that is made by the learners caused by their lack of comprehending in the target language.

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<sup>2</sup> Lessia M. Kotsyuk, *English Language Error Analysis of The Written Texts Produced by Ukrainian Learners: Data Collection* (Ukraine: National Unoiversity of Ostroh, 2015), p. 390

## 2. The Differences Between Errors and Mistakes

In order to analyze learners' language in a proper perspective, it is important to distinct between mistakes and errors. Errors and mistakes are the two synonyms that a little bit have the same meaning. There are various of definitions of errors and mistakes which have been presented by linguistic. Brown in Bena Florita Keristyawati in her Thesis defined an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner.<sup>3</sup> Pit corder supported the idea that the errors are caused by the ignorance of the appropriate rule or structure in the foreign language in the article of Associate Professor and Doctor of Sciences in The Field of Linguistics and Methodology of Teaching and Learning Foreign Languages.<sup>4</sup> However the man who worked at San Fransisco State Univeristiy said a mistake refers to a performance error that is either a random guess a "slip", in that it is a failure utilize a known system correctly.<sup>5</sup> While according to Brown, a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system correctly.<sup>6</sup> They occur because in a particular instance, the learner is unable to perform what he or she knows.

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<sup>3</sup> Bena Florita Keristyawati, *An Error Analysis on the Translation of English Noun Phrases onto Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty Sebelas Maret University in the Academic Year 2009/2010* (Semarang: Sebelas Maret University, 2010 ), p. 8

<sup>4</sup> Vilma Tavani, *Correcting or Not Errors and Mistakes*, (Albania: LCPJ Publishing, 2010).

<sup>5</sup> Bena Florita Keristyawati, *Op.Cit.*, p. 8

<sup>6</sup> *Ibid.*, p. 9

From those definitions above, the researcher concluded that a mistake is just a slip that the learner forgets the right form, lack of attention, carelessness, sick or some other factors of performance. These are easily corrected by the students themselves since they understand the concept of the language system. While an error is a deviation which is made by the learners because they do not know the rule and they will make it repetitively.

### 3. Classification of Errors

Dulay and Burt and Krashen in lengthy consideration of Errors describe three major types of taxonomy, 1. Error Types based on Linguistic Category, 2. Surface Strategy Taxonomy, 3. Error Types based on Comparative Taxonomy, 4. Communicative Effect.<sup>7</sup>

#### 1) Linguistic Category Taxonomy

According to Dulay, the linguistic category taxonomy classified errors according to either or both the language component or the particular linguistic constituent the error affects.<sup>8</sup> The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocab), and discourse (style).

#### 2) Surface Strategy Taxonomy

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<sup>7</sup> Heidi Dulay et al, *Language Two*, ( New York: Oxford University, 1982), p. 146

<sup>8</sup> *Loc.Cit.*

This category highlights the ways surface structure are altered in systematic and specific ways. Students' errors in this type are based on some logic as the result of the students' use of interim principle to produce a new language. James stated that under this category, error can be classified into five types: omission, addition, misformation, misordering and blends.<sup>9</sup> Furthermore, Dulay classified into four types: omission, addition, misformation and misordering.<sup>10</sup>

### 3) Comparative Taxonomy

The types of errors in comparative taxonomy is based on comparison between the structure of the second language errors and certain other types of contractions. This is used as a major predictor of students' errors and knowledge and develop mental processes in the second language acquisition. The error identification is tracked back by looking for the synonym or translating the words into the learners' mother tongue to look for the similarity or the phrases or the sentences.

### 4) Communicative Effect Taxonomy

This deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing

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<sup>9</sup> Carl James, *Op.Cit.*, p. 205

<sup>10</sup> Dulay, *Op.Cit.*, p. 151

between errors that seem to cause miscommunication. The errors are categorized in two local and global errors. Local errors are errors that affect single elements (constituent) in a sentence do not usually hinder communication significantly. Global errors are errors that affect overall sentence organization significantly hinder communication.

Based on theories above , this research focused on Linguistic Category. It classifies errors based on the language component or the particular linguistic constituent the error affects. Chiefly, just as the one who moved from The Linguistics Department to The Faculty of The School of Education in 1994, the linguistic category taxonomy is used by many researchers as a tool which organizes the errors they have collected. In other words, it becomes the scheme to categorize the errors found in the data.<sup>11</sup> In the component of linguistic category taxonomies, noun phrases are including in syntax. In classification of errors, the researcher classified errors based on *head* errors, *premodifier* errors and *postmodifier* errors.

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<sup>11</sup> *Ibid.*, p. 146

## B. Causes of Errors

Language errors as identified by Norrish arises from carelessness, interference from the learners' first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity.

In writing, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing.

Richards classifies sources of competence errors into two categories:

- (1) interlingual errors caused by the mother tongue interference
- (2) intralingual and developmental errors occurring during the learning process of the second language at a stage when they haven't really acquired the knowledge. Almost 90% of errors are said to be intralingual errors.

James states that there are four causes of errors interlingual errors, intralingual errors, communication strategy-based errors, and induced errors.

### 1) Interlingual errors (Mother tongue influence)

These kinds of errors are influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions,

vocabulary and even the grammatical rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined.

## 2) Intralingual errors

These types of error are caused by the target language itself. Apart from recourse to the first language transfer, the learners in ignorance of a target language form on any level and any class can do either of two things either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error. Errors are caused by learning strategies include:

- False analogy, Learners assume that the new item B behaves like A. they know that “boy” (A) has its plural “boys” and assume that “child” (B) behaves likewise, so pluralizes to “childs.”
- Misanalysis, Learners form a wrong hypothesis. An example of this strategy occurs in: they are carnivorous plants and its name comes from. The false concept in operation here is that *it* is the s pluralized form of it. A false concept is the result of the learners misanalysing the target language.

- Incomplete rule application, This is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules. They change or decrease the complicated rules to simpler rules as they aim at simplification rather than attempt to get the whole complex structure. An example is seen in the deviant order of subject and verb 'be' in *Nobody knew where was Barbie*. The learners have applied only two components of the interrogative formation rule: they have selected and fronted a WH-element, but have omitted to invert the subject and verb
- Exploiting redundancy, This error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signalling.
- Overlooking co-occurrence restrictions: This error is caused by overlooking
- the exceptional rules, An example of this is *I would enjoy to learn* about America caused by ignorance of the fact that the verb enjoy should be followed by a gerund complement.
- Hypercorrection (monitor overuse): This results from the learners' over
- cautious and strict observance of the rules, One might say that the learners' deliberate suppression of a potential first language transfer,

for fear of being wrong, is another form of hypercorrection: an example of *this is the seventeen years old girl*.

- Overgeneralization or system simplification, This error is caused by the Misuse of words or grammatical rules.

### 3) Communication strategy-based errors

- Holistic strategies or approximation, the term ‘holistic’ refers to the learners’ assumption that if you can say X in the target language, then you must be able to say Y. Lacking the required form, it must be all right to use another near-equivalent target language item which they have learnt. It takes on a number of forms, the first of which is to use a synonym; The second is to use an antonym or opposite: not happy for sad. The third is to coin a word. Until you be unconscious to lose your sensities.

- Analytic strategies or circumlocution, Analytic strategies express the concept indirectly, by allusion rather than by direct reference. This kind of error comes from the students’ experience. James finds that the learners in the classroom used the first language transfer strategy much more than the acquirer

### 4) Induced Errors

These errors are the result of being misled by the way in which the teachers give definitions, examples, explanations and arrange practice

opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows :

- Materials-induced errors, Teaching materials with errors will make the learners confused, and they will make similar errors again and again.
- Teacher-talk induced errors, This kind of error might be caused by both native or non-native teachers if they do not provide models of the standard target language in class.
- Exercise-based induced errors, The learners make errors while doing exercises on sentence combining, for example, the teacher feeds to the learners the raw ingredients.
- Errors are induced by pedagogical priorities, Learners' achievement tends to match other teacher expectations of what they will achieve. Some teachers choose to prioritize one of the following accuracy, fluency or the idiomatic in teaching communication, thus if fluency is considered as superior, accuracy would have lower priority.

### C. Error Analysis

#### 1. Concept of Error Analysis

Error analysis is an invaluable source of information to teachers. It provides information on students' errors which helps teachers to correct students' errors and also improves the effectiveness of their teaching.

Richards in Bena's thesis stated that:

*Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.*<sup>12</sup>

The definitions above clarified that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

## 2. The Procedure of Error Analysis

Procedure of error analysis is very necessary and important. Without procedures, analyze error will not be correct and clear. Therefore, a learner needs to know about the procedure of error analysis. There are some procedures of error analysis which come from some linguistic experts.

According to Ellis, the procedures of error analysis is such as identifying errors, describing errors, explaining errors, and evaluating errors.<sup>13</sup>

The four procedures are very important and needed in the error analysis.

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<sup>12</sup> Bena Florita Keristyawati, *An Error Analysis on the Translation of English Noun Phrases onto Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty Sebelas Maret University in the Academic Year 2009/2010* (Semarang: Sebelas Maret University, 2010 ), p. 10

<sup>13</sup> *Loc.Cit.*

Without one of the procedure, the analysis will be doing less truth. Because, these procedures relate to each other.

### 1) Identifying Errors

The first step is analyzing learner errors is to identify them. To Identify errors, we have to select the wrong sentences. After knowing the errors' sentences then compare the sentences which learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.

For example:

- When you take *an picture* on the tree house

It is not difficult to see that the correct sentence should be:

- When you take *a picture* on the tree house

### 2) Describing Errors

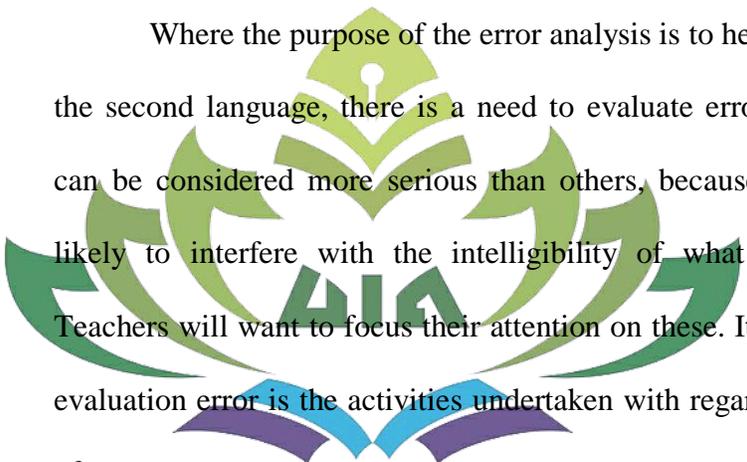
Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. For example, the researcher knows clearly the frequency errors that the students make.

### 3) Explaining Errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. In

a book of a Research Professor in the School of Education, Curtin University in Perth Australia, mentioned that Errors can have different source, some errors seem to be universal.<sup>14</sup> In this step, the researcher knows the types of errors that the students make and knows the reasons why the students make errors.

#### 4) Evaluating Errors



Where the purpose of the error analysis is to help learners learn the second language, there is a need to evaluate errors. Some errors can be considered more serious than others, because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these. It means that, the evaluation error is the activities undertaken with regard to the process of assesment errors.

Because the purposes of this research were to find kinds, proportion and the causes of errors made by students, then the researcher only took three steps of four steps suggested by Ellis, identifying errors, describing errors and explaining errors.

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<sup>14</sup> *Loc.Cit.*

## D. Endocentric and Exocentric

In theoretical linguistics, a distinction is made between endocentric and exocentric constructions. A grammatical construction (e.g. a phrase or compound word) is said to be endocentric if it fulfils the same linguistic function as one of its parts, and exocentric if it does not. Such a distinction is possible only in phrase structure grammars (constituency grammars), since in dependency grammars all constructions are necessarily endocentric.

### 1. Endocentric Construction

An endocentric construction consists of an obligatory head and one or more dependents, whose presence serves to narrow the meaning of the head. For example:

– big **house** - Noun phrase (NP)

These phrases are indisputably endocentric. They are endocentric because the one word carries the bulk of the semantic content and determines the grammatical category to which the whole constituent will be assigned.

The phrase big house is a noun phrase in line with its part house, which is a noun. In more formal terms, the distribution of an endocentric construction is functionally equivalent, or approaching equivalence, to one of its parts, which serves as the center, or head, of the whole. An endocentric construction is also known as a headed construction, where the head is contained "inside" the construction.

## 2. Exocentric Constructions

An exocentric construction consists of two or more parts, whereby the one or the other of the parts cannot be viewed as providing the bulk of the semantic content of the whole. Further, the syntactic distribution of the whole cannot be viewed as being determined by the one or the other of the parts. The classic instance of an exocentric construction is the sentence (in a phrase structure grammar) The traditional binary division of the sentence into a subject noun phrase and a predicate verb phrase was exocentric:

– Hannibal destroyed Rome - Sentence

Since the whole is unlike either of its parts, it is exocentric. In other words, since the whole is neither a noun (N) like Hannibal nor a verb phrase (VP) like destroyed Rome but rather a sentence (S), it is exocentric.

## E. Phrases

A graduate of U.C Barkeley and Stanford Univeristy claimed that a phrase is any group of related words that, unlike a sentence, has no subject-predicate combination. The words in a phrase act together so that the phrase itself functions as a single part of speech. For example, some phrases act as nouns, some as verbs, some as adjectives or adverbs. Phrases can't stand alone as sentences<sup>15</sup>.

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<sup>15</sup> Jean Eggensh Willer, *Writing: Grammar Usage and Style*, (New York : Hungary Minds, Inc., 2001), p. 55

## F. Noun Phrases

### 1) Concept of Noun Phrases

Part of speech in English grammar consists of noun, adjective, verb, and adverb. The noun phrase is a quintessential part of every sentence, it is potentially infinite in length, and it can include any number of other phrases (e.g. noun, adjective, and adverb) within its structure. Noun Phrase comes from two of words, noun, and phrase. Some of experts give the similar definition of noun.

A noun is a word or group of words used to name someone or something. According to Gleason, a noun is a name of a person, place, or thing. Some recently proposed definitions have been in terms of inflection: a noun is a word, which forms a plural by adding –s or the equivalent. Whereas a phrase is by merging (a technical term meaning ‘combining’) two words together.<sup>16</sup> A phrase is a group of words that does not contain a subject and a predicate and does not make a complete sense by itself.<sup>17</sup>

A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun.

From the definitions, the researcher concluded that the noun phrase is a group of words that modifies a noun.

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<sup>16</sup> Ahmad Syarif, *An Analysis of Students' Errors in Using Adjective Clauses*, ( Jakarta : State Islamic University Hidayatullah, 2011) p. 25

<sup>17</sup> Altenberg P. Evelyn, *English Grammar*, (USA : Cambridge University Press, 2010), p. 42

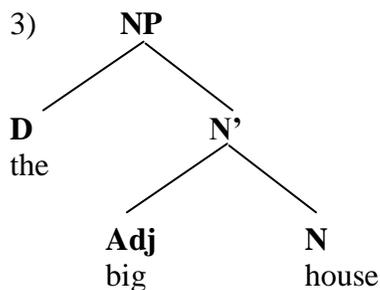
A noun phrase such as *the big house* is built around a noun, namely, *house*. This noun is called the head of noun phrase. The head can be found in a simple way by thinking how we'd shorten the phrase and still keep the essential part, for instance:

- 1) The big house before the mosque is my house.

In addition to the head, noun phrases can contain determiners (e.g. *the*) and the adjectives (e.g. *big*) as well as other elements (e.g. *before the mosque*). A tree structure for simple noun phrase is given in (2). The lines, called 'branches', indicate how the phrase is divided up.

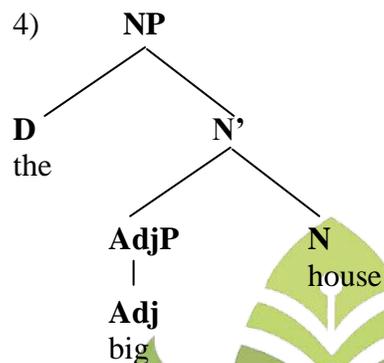


A different structure for (2) looks like (3):



A structure such as (3) expresses the relationships more accurately than (2). In (2), it is unclear whether *the* specifies *big house*. A structure in (2) with more than two branches is a flat structure since the hierarchies are not clear. there are a number

of things to note. First, the top node of (3), where the branches come together, is an NP because the head of the phrase is a noun. Secondly, the node in between the NP and the N is called N' (pronounced N-bar). Third, note that *big* in (3) is itself the head of Adjective Phrase. The branch can be seen in (4)



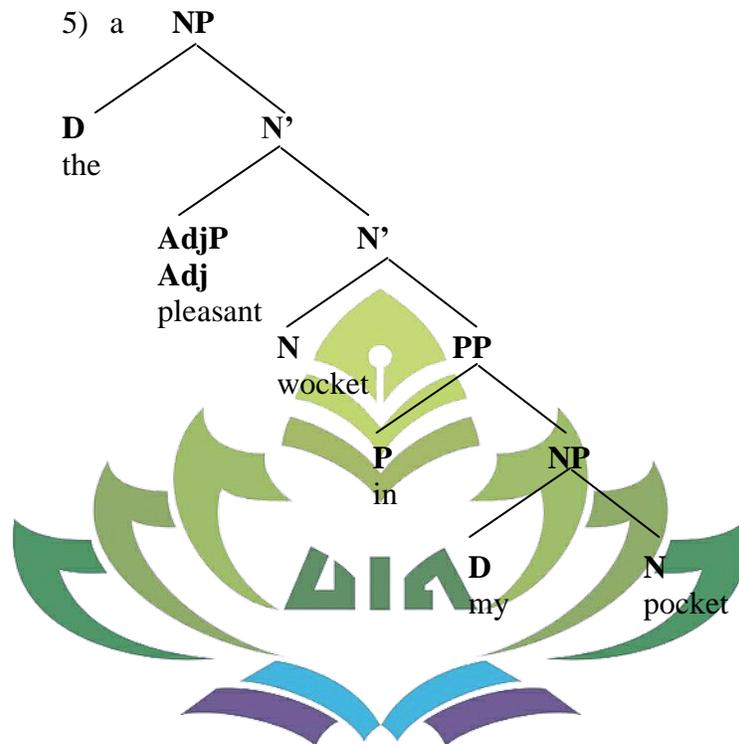
On occasion, it may be hard to find the head of noun phrase, or to identify the entire noun phrase. For instance, the initial group in (4), adapted from one of Dr. Seuss' books in a Professor in a Department of Speech Language Hearing Sciences at Hofstra University, New York, is centered a noun<sup>18</sup>.

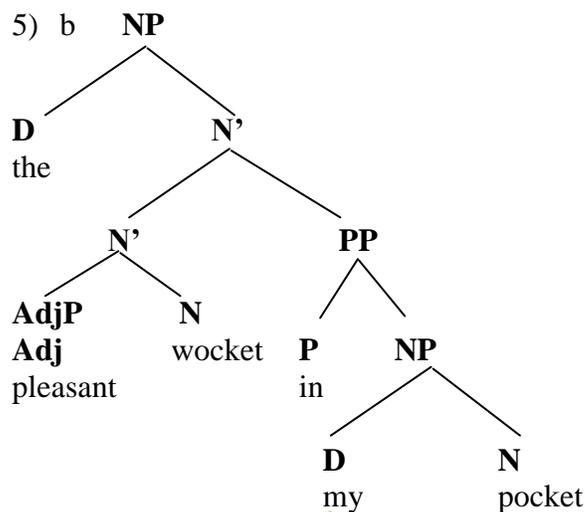
- 5) The pleasant wocket in my pocket that I adore loves cranberry chutney.

That *wocket* is the head, because if the sentence was shortened, it might be *the wocket loves cranberry chutnery*. Thus *pleasant*, *in my pocket* and *that I adore* add additional information. More hierarchical structure for this sentence are given in (5ab). Since the head is an N, the NP is had to put down and then the D on the left (put *the* undreneath D) and the N' on the right. An N' is needed because there are more than just the head

<sup>18</sup> Evelyn P. Eltenberg and Robert M, Vago, *English Grammar Understanding the Basics*, (United States of America : Cambridge University Press, 2010), p. 37

*wocket*. Then, if *pleasant t* is put on the left, another N' is needed on the right and it will be in (5a). If put the PP on the right first, an N' is needed on the left to be a placeholder for the adjective and the noun and the result is (5b)





In (5), *my pocket* is represented as an NP because it has a D and an N head. Structures such as (5) are called trees. As mentioned Elly Van, the lines connecting part of the trees are called branches, and the points where the branches come together are called nodes. The nodes are usually labelled, e.g. N, N' or NP. That N' is an intermediate node between the top NP and the N. Such intermediate nodes are placeholders for a group of words that go together.

Whereas, in gerald's book explained that noun phrase is including pre-modifier, the head and post modifier. For clearer explanation about the the examples of structures in noun phrase, see tha table below

**Table 1**  
**The Examples of Structures in Noun Phrases**

<b>Pre-Modifier</b>	<b>Head</b>	<b>Post- Modifier</b>
A new	edition	of the book
Some large	sheet	of paper
The old	Man	who lives near us

Modifiers that come before nouns or heads are pre-modifiers, and those that come after the noun are post-modifiers. Here are the kinds and the examples of modifiers in the table:

**Table 2**  
**Kinds and Examples of Modifiers**

Kinds of Modifier	The Examples of Modifier
<b>Pre-Modifier</b>	
Determiner	It is divided in Pre-Determiner, Central Determiner, Post Determiner
<b>Pre-Determiner</b>	
Multiplier	Double, twice, thrice, four times
Fraction	Two-fifths, four-ninth, five-sixth
Distributive	Both, all, half
Exclamative	What, such
<b>Central-Determiner</b>	
Article	A, an, the
Demonstrative	That, this, those, these
Possessive	My, your, our, their
<b>Post-Determiner</b>	
Number	One, two, the second, the third, next, last
Adjective	Smart, easy, big
Participle	– Present Participle; V-ing – Past Participle; V <sub>3</sub> (as adjectives)
Noun	Another noun except the head in the phrase
<b>Post Modifier</b>	
Adjective Phrase	Very beautiful, extremely big
Prepositional Phrase	Preposition + object (on the table, beside)
Participle Phrase	Are doing, has built
Infinitive Phrase	To read, to walk
Relative Clause	Who make me impressed, which was built

## G. Concept of Text

A spoken text is any meaning a spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monologue or a dialogue or a conversation. It can be a song or a poetry or a drama or a lecture. A written text is any meaningful written text. Text is made up of a number of sentence. It means that text is a set of sentences which consists of some paragraphs. Each paragraphs in the text has ideas.

From the theories above, it can be assumed that the text is a group of sentences organized to bring a message on a good order whether it is spoken or written. Therefore, the text is both spoken and written text. Because, there is a relationship between them. Finally, a text is a meaningful linguistic unit which can be a sentence or a paragraph or even the one which is bigger than paragraph. The text classification may differ from one theory to another. Based on generic structure and language feature dominantly used, English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item

## H. Concept of Descriptive Text

Description text is a text containing two components. Identification and description by which a writer describes a person or an animal or a tree. The purpose of descriptive text is making a reader see and feel what a writer means. Artono Wardiman in Fikri Fauzi Alawi's Thesis said that description is the part of the paragraph that describes the character or we could say Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.<sup>19</sup>

To make clarity descriptive text, the students must implement the important part of descriptive besides the genre. They are:

1. Communicative purpose : the purpose of descriptive is to give information about something or someone, which has the specific function to give description about an object
2. Rhetorical structure
  - a. Identification : the statement includes object the topic.
  - b. Description : the detail statement about the identification of object
  - c. Grammatical pattern

It always performs with present tense. Using many linking verbs and using conjunction, punctuation, capitalization exactly.

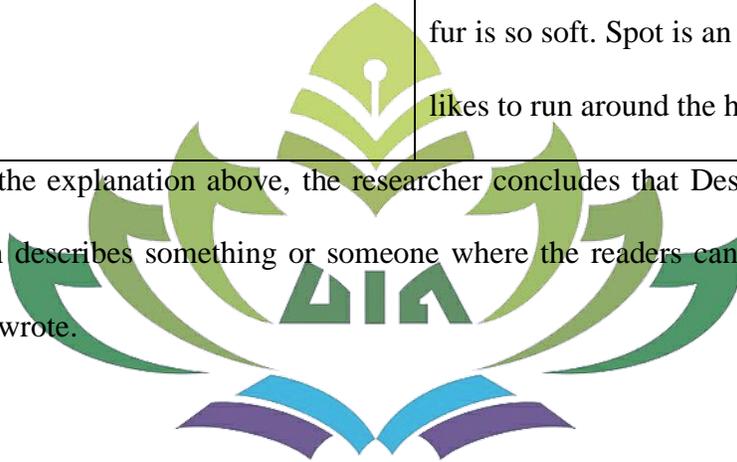
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<sup>19</sup> Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text in Using Clustering Technique*, (Jakarta:Syarif Hidayatullah State Islamic University, 2011), p. 19

**Table 3**  
**The Example of Descriptive Text :**

Structure Organization	Title
<p>Identification</p> <p>Description</p>	<p><b>Spot</b></p> <p>I have a cat. Its name is Spot. It is my pet cat.</p> <p>He has orange fur with black and white spots. I like to cuddle him, because his fur is so soft. Spot is an active animal. He likes to run around the house.</p>

Based on the explanation above, the researcher concludes that Descriptive Text is a text which describes something or someone where the readers can understand what the writer wrote.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher chose a descriptive qualitative research as the design of this research. Descriptive research studies are designed to obtain information concerning the current states of phenomena. They are determining the nature of situation, as the time of the study. There is no administration or control as found at experiment research. The aim is to describe what does exist with respect to variable or condition in a situation. Considering the statement, the researcher just determined the natural phenomenon happened in the field of the research.

Bedgan and Taylor stated that qualitative research is to make sure the theory fits the data and not vice versa.<sup>1</sup> By the qualitative research, the researcher focused the research on analyzing the students' grammatical errors in using noun phrase in descriptive text.

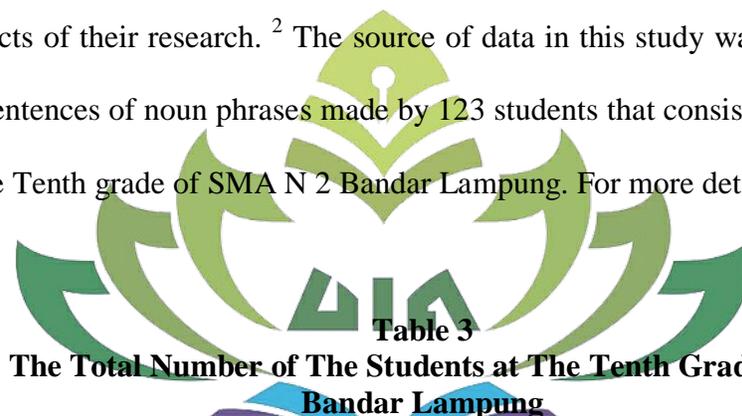
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<sup>1</sup> Steven J. Taylor, Robert Bodgan and Marjorie el Devault, *Introduction to Qualitative Research Methods*, (Canada: John Willey & Sons, Inc., 2016), p.9

In this research, the researcher analyzed and described the students' noun phrase errors. The researcher observed the errors made by the students, then identified the errors and finally classified the errors based on linguistic category taxonomy.

## B. Data Source

The term data refer to the kinds of information researches obtain on the subjects of their research.<sup>2</sup> The source of data in this study was all the result of the sentences of noun phrases made by 123 students that consisted of five classes of the Tenth grade of SMA N 2 Bandar Lampung. For more detail, see the table :

A large, stylized green and blue logo of SMA N 2 Bandar Lampung is centered in the background of the caption. The logo features a central emblem with a keyhole-like shape, surrounded by curved, leaf-like elements. Below the emblem, the letters 'SMA' are visible in a stylized font.

**Table 3**  
**The Total Number of The Students at The Tenth Grade of SMA N 2  
Bandar Lampung**

CLASS	TOTAL
X MIA 1	25
X MIA 2	27
X MIA 3	25
X MIA 4	26
X IIS 1	20
<b>TOTAL</b>	<b>123</b>

*Source : The Data of Documentation at The Tenth Grade of SMA N 2 Bandar Lampung in the Academic Year 2017/2018.*

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<sup>2</sup>Jack R. Fraenkel, *How to Design and Evaluate Research in Education the Eighth Edition*, (New York : McGraw-Hill, 2011), p. 105.

### C. Population and Sample

Population is the whole subject of the research. Population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>3</sup> The population of this research was all the sentences in using noun phrases made by students. A sample is a portion of population that had been chosen because of some reasons or some characteristics that make them become sample. This was emphasized by Schreiber that the sample of participants for the study is part of population, and all possess some characteristics that make them members of the sample of group.<sup>4</sup> In this research, all the sentences that contained errors in using noun phrases were a sample.

This research used purposive sampling technique. Purposive sampling technique is researcher intentionally select individuals and sites to learn and understand the phenomenon.<sup>5</sup> It means that the sample was chosen by a reason.

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<sup>3</sup> James Schreiber and Kimberly Asner Self, *Educational Research*, (New York : John Willey & Sons, Inc., 2011), p. 83

<sup>4</sup> *Ibid.*, p. 10.

<sup>5</sup> John Creswell, *Educational Research*, (4th), ( New York : Pearson Education, Inc., 2012), p. 206.

#### D. Data Collecting Technique

Sugiyono states that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.<sup>6</sup> In order to know the students' result in making noun phrases, the researcher would use documentation to data collecting techniques. Document is official paper giving information, evidence.<sup>7</sup> To make the data more complete, the researcher would take document from the class. In this research the researcher used data from the students' error in making noun phrases. It helped the researcher to know the error of students' result in making noun phrases. Documentation is used to collect data in this research is by giving students writing task. The students were asked to make descriptive text. The results of the students' task were needed to analyze by the researcher with identifying, classifying and inferencing. So in this case, a task did not measure the students' ability in making noun phrases but analyzing the students' error in making noun phrases.

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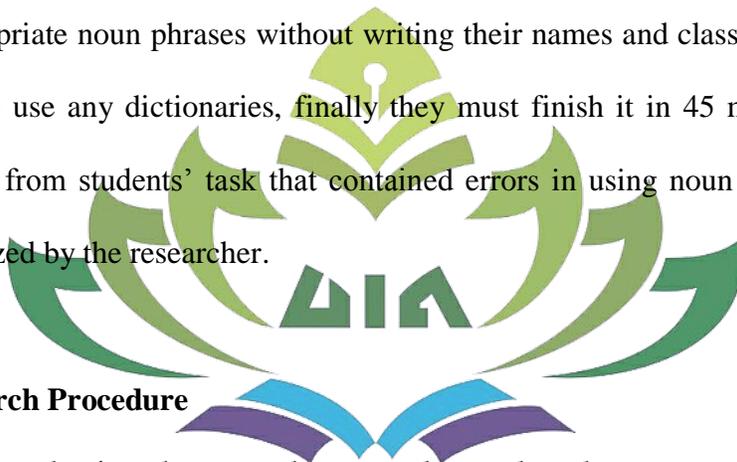
<sup>6</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 300

<sup>7</sup> Betty Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2011, 4<sup>th</sup> Edition) p. 132

### **E. Research Instrument**

An instrument is a device to get the data. In this case, a task was an instrument in collecting the data as well to this research. In this research, writing task used to know the students' errors and got accurate data of the students in using noun phrases

The instructions in doing the task were as follows the steps: first, ask the students to make a text about descriptive text on a piece of paper consists of appropriate noun phrases without writing their names and classes, then ask them not to use any dictionaries, finally they must finish it in 45 minutes. The data taken from students' task that contained errors in using noun phrase would be analyzed by the researcher.



### **F. Research Procedure**

In conducting, the research was used procedure that suggested by Creswell :

1. Formulating the research problem or question or determining the focus of the research.
2. Determining the subject of the research was students at the tenth grade of SMA N 2 Bandar Lampung.
3. The students' task

The students were asked to make a text about historical places or tourism objects in descriptive text.

4. Collecting the data

The data of the students' work through the writing task would be collected to analyze into kinds of errors by using linguistic category taxonomy.

5. Identifying and classifying the data

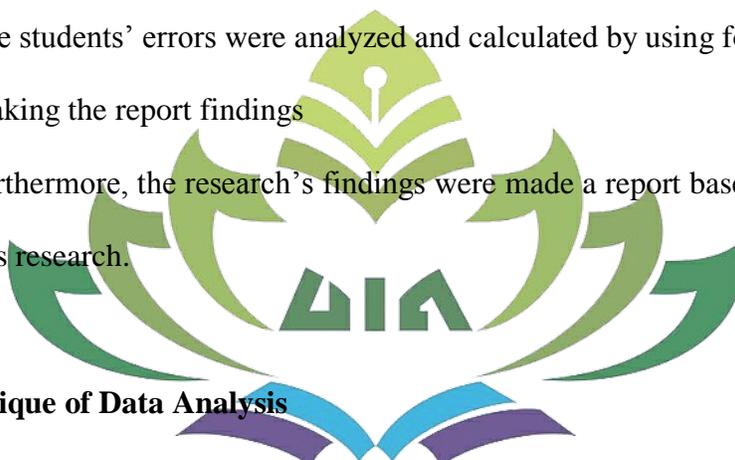
The students' grammatical errors in using noun phrases were categorized based on linguistic category taxonomy.

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

The students' errors were analyzed and calculated by using formula.

7. Making the report findings

Furthermore, the research's findings were made a report based on the result of this research.



### G. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging interview script, field notes and other materials that you accumulate to increase your own standing of them enable you to present what have to discover to others. According to McCharty, to analyze the data containing the students' errors, the steps of data analysis are follows :

1. Collecting the data from the students' work

To get the data that needed, writing tas was given to the students with the instruction to make a text about descriptive text contained noun phrases.

2. Identifying the students' errors

To find the error each of subject making of a text in descriptive text especially contained noun phrases. The code was used to give a sign to the sentences that containing errors (underline mark).

### 3. Classifying error

After identifying the data, the errors were classified into kinds of errors based on linguistic category taxonomy.

### 4. Calculating the percentage

Then, afterwards classifying the data, the errors were calculated the percentage of each error type. To get the percentage of each type, the following formula according to Annas in Fikri Fauzi Alawi's thesis was used

.<sup>8</sup>

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

Note :

**P** = Proportion

**f** = the total number of subjects made error

**N** = Total number of the subjects

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<sup>8</sup> Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text in Using Clustering Technique*, (Jakarta:Syarif Hidayatullah State Islamic University, 2011), p. 40

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Data Analysis

In doing the research, writing task was used as an instrument to collect the data. The were gained from students' writing. In collecting the data, the students' of the tenth grade of SMA N 2 Bandar Lampung that consist 123 students were asked to make a decriptive text about historical places or tourism objects.

Furthermore, the data were analyzed based on the problem statements. Those were *Head Errors*, *Pre-Modifier Errors* and *Post-Modifier Errors*. *Head Errors* is errors related to wrong placement of head of noun phrases and wrong form of noun. While for *Pre-Modifier Errors*, the writer divided them into 3 types of errors. Those were; *determiner errors*, *enumerator errors* and *adjective errors*. And the other kind of error is errors related to *Post-Modifier* that divided into *prepositional phrase errors* and *relative clause errors*. After identifying the students' errors, then the writer calculated the errors to find out

the dominant errors. To analyze students' errors followed by Ellis' suggestion, there are :

1. Identifying errors
2. Describing errors
3. Explaining errors
4. Evaluating errors

Nevertheless, 2 stages of them that used to analyze students' errors according to the purpose of this research.

### 1. Identifying of Errors

The first step in analyzing learner errors is to identify them. To identify errors, it has to compare the sentences learners produce with what seem to be normal or 'correct' sentences in the target language which correspond with them. Furthermore, the errors made by students were identified by underline the items on students' assignment and correct their errors.

For instance, it came from the students A, he made errors in sentence. Then, the sentence was identified by underline mark, for example '*It only for 10-14 person*'. The first thing done was identifying students' errors. At the beginning, identifying with collected and underline the error items that students wrote. Next, compared and changed the sentences into the correct sentences. For example, from student A, revision of the sentence

became *'It only for 10-14 persons'*. To make it clearer, it can be seen (appendix 4)

## 2. Describing Error

Once all errors have been identified, they could be described and classified into types. After identifying the students' errors, then described each sentence by giving the label and classified them into kind of errors. It means that, after correcting the errors' sentences that students made, then described it by classifying it into types.

For instance in the error sentences that a student made *'Every muslims to perform the Hajj'* was included Head error, because after every, it should be followed by singular noun. So, the correct sentence *'Every muslim to perform the Hajj'*. Next, *'Maimun palace of Sultranate of Deli is an well known landmark in Medan'* was included Pre-Modifier error, because the incorrect using of article *'a/an'*. It should be *'Maimun palace of Sultranate of Deli is a well known landmark in Medan'*. Then, *'A beautiful island who is on the edge of lombok island'* was included Post-Modifier error, because the wrong of use relative clause *'who'* instead of *'which'*. So, the correct sentence *'A beautiful island which is on the edge of lombok island'*. from the result of describing each student's errors, it found that the total errors that students made was 187 items, with 95 Head error, 85 Pre-Modifier error and 7 Post-Modifier error.'

### 3. Types of Students' Errors in Using Noun Phrases Based on The Structure of Noun Phrases in Linguistic Category Taxonomy

#### 1) *Head Errors*

Almost all students use right structure of noun phrase in their sentences. However, many of them still made errors in using this element of noun phrase. In this case, there were 2 types of *head errors* made by the students. They were :

##### a. **Wrong Placement of Noun**

Many students still found difficulty in placing *noun* in noun phrases. For example :

1. It has a *scenery wonderful*
2. We can change our money in *the changer coin*
3. *Monument Siger Lampung* is in Gamping Hill, Bakaueuni, South Lampung

In the first sentence , it should be *It has a wonderful scenery*, because the noun should be written in the last. The second and third sentences, the the noun phrases arranged from some words so that the noun should be written after the modifiers. The second sentence should be *We can change our money in the coin changer* and for the third sentence *Siger Lampung Monument* is in Gamping Hill, Bakaueuni, South Lampung.

### b. Wrong Form of Noun

In this type of error, the students failed to identify what kind of noun should be used in the sentence. For example :

1. There are *some unique building*
2. It only for *10-14 person*
3. Mutun has *white sands*

A noun can be plural or singular. The notion of plural and singular can be confusing the students. In the sentences (1) and (2), the students should use plural instead of singular. The correct sentence

(1) There are *some unique buildings*, (2) It only for *10-14 persons*. for sentence (3), it should be in singular form, because 'sand' is including to uncountable noun. So, the correct sentence fo it (3) Mutun has *white sand*.

### 2) Premodifiers Errors

As the researcher explained before, there were 2 types of *premodifier* errors

#### a. Determiner errors

It was quite difficult for some students to write the form of noun phrases using correct determiner. For example :

1. Maimun palace of Sultranate of Deli is *an well known landmark* in Medan

2. It is *a object* of the idea of Mr. Sjahroeddin Z.P

3. *These place* is known as the place to seeing the view of sunset

In sentences (1) and (2), the students made errors in choosing the right articles. The correct sentence for (1) Maimun palace of Sultranate of Deli is *a well known landmark* in Medan. And for (2), the sentence should be It is *an object* of the idea of Mr. Sjahroeddin Z.P. For sentence (3), the student made an error in using demonstrative adjective. It should be in singular form. So, the right sentence (3) *This place* is known as the place to seeing the view of sunset.

#### **b. Adjective errors**

Some students also made other kinds of errors related to adjective uses. For example:

1. *The tradition ceremony* called Labuhan

2. Combination of *china and holland architecture*

3. Samosir island is *the culture center* of the batak tribe.

For those examples, the students made errors in choosing adjective for the sentences. In (1), it should be *The traditional ceremony* called Labuhan. And for the sentence (2) Combination of *chinese and dutch architecture*. The last sentence should be (3) Samosir island is *the cultural center* of the batak tribe.

### 3) *Postmodifier errors*

As the writer explained before, there were 2 types of *premodifier* errors. They were prepositional phrase errors and relative clause errors.

#### a. **Prepositional phrase errors**

In this case, the students fail to use the correct form of postmodifier, particularly prepositional phrase. They did not know what preposition to use in prepositional phrases. Here are the examples of the errors :

1. The right place for people to see scenic sunset *on the evening*
2. Bumi kedaton is a tourism spot *on Lampung*

In sentences (1) and (2), it is clear that the preposition of the sentences should be '*in*'.

#### b. **Relative Clause errors**

1. We can see some picture *who describe* the kidnapping event
2. A beautiful island *who is on the edge of lombok island*

In both of the sentences above, the only one error made by student in relative clause. The student failed to identify what kind of relative pronoun should be used because all of relative pronouns the student knows (who, which, whose, whom and that) have the same meaning in his/her mother tongue. It should be '*which*' for the relative clause the sentences.

#### 4. Proportion (Frequency and Percentage) Students' Errors in Using Noun Phrases

After obtaining the data from students' task, then identifying the errors and classifying them based on the structure of noun phrase in linguistic category. They are : Head Errors, Pre-Modifier Errors and Post-Modifier Errors. Furthermore, classifying the types of errors and determining the frequency of them. The total numbers of errors were 187 items.

Based on the result of the research above, the highest error made by the students was Head Error. The following table is the frequency of the students' errors based on the writing task.

**Table 5**  
**The Proportion of Students' Errors in Using Noun Phrases**

No.	Kind of Errors	Frequency	Percentage
1.	Head	95 Items	50.80%
2.	Pre-Modifier	85 Items	45,45%
3.	Post-Modifier	7 Items	3,74%
	<b>Total</b>	<b>187 Items</b>	<b>99,99%</b>

## 5. Discussion of the Finding

After collecting the data from students' writing task, the errors were identified and classified based on the structure of noun phrase in linguistic category taxonomy, they are head error, pre-modifier error and post-modifier error. After classifying the types of errors, the frequency was determined.

Based on the result of the reserach, it found that the highest frequency of errors made by the students is head error with 95 items and the percentage (50,80%). It can be conclude that the students made head errors in noun phrases because they lack of knowledge. In this case, they did not master the use of noun phrases well.

Furthermore, they failed to use the appropriate items of noun phrases in their sentences. In this reserach, the students committed many errors not only in head error, but also pre-modifier error with 85 items and the percentage (45,45%). In this case, it might be that the students have understood about how to use pre-modifier in their sentences.

Furthermore, from the result of this research akso found post-modifier error made by students. The students committed 7 items in post-modifier error with the percentage (3,74%). In this case, the students were supposed to use post-modifier when they made their sentences.

Based on the data that have been displayed and discussed previously, the result showed that this kind of errors might be caused by their

interlingual transfer. In this case, the students were influenced by the first language in using the target language. It's commonly happened for the foreign learners when they learn second language or foreign language, the interference of first language involved in language learning process. Interference arose because the difference between the first and second language. The different system of both language make learning become difficult and cause of students' errors in language learning. Interference is caused by the difficulties in language learning and also caused the error itself.<sup>1</sup> Learners made errors, because they assumed that the target language and their native language were similar, while in fact they were different.

Another cause of students' errors was intralingual transfer. Brown stated that intralingual transfer called negative transfer of item within the target language, or put another way, the incorrect generalization of rules within the target language<sup>2</sup>.

Based on the discussion above, in this case the students were confused and did not understand the structure of noun phrases. The students seldom practice how to make good sentences with noun phrases based on the rule of the grammar although they got difficulties in using it.

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<sup>1</sup> Henry Guntur Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung : Angkasa), p.26.

<sup>2</sup> Douglas H Brown, *Principles of Language Learning and Teaching*, (Prentice Hall Inc : New Jersey, 1994), p. 173

Furthermore, from the result of this research, it is useful to do further research in using noun phrases from other classes and schools to find out more valid data about errors made by students.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The main objectives of this study were to analyze the students' errors in dealing with noun phrases made by the tenth grade of SMA N 2 Bandar Lampung in the academic year 2017/2018. After analyzing the students' errors, the researcher found the dominant errors. Based on the fourth chapter, the researcher found that there were 187 errors made by the students.

The researcher classified the errors into three categories or three headings. They were *head errors*, *premodifier errors*, and *postmodifier errors*. Almost all students made such errors. The researcher divided *head errors* into 2 groups of errors, they were: wrong placement of noun and wrong form of noun. While in *premodifier* was divided into 3 groups of errors, they were: *determiner errors*, *enumerator errors* and *adjective errors*. And the last type of errors is *postmodifier error* that divided into *prepositional phrase errors* and *relative clause errors*.

The students made the dominant errors in dealing with the use of *Head*. It can be seen that *head errors* made by the students were 50.80% from

the total errors made by the students. While *premodifier errors* were only 45.45 % and *postmodifier* were 3.74%.

Generally, the students made such kinds of errors because they only transferred rules from their mother tongue. It happened since they did not really comprehend the target language. James said that this is including interlingual errors

#### A. Suggestion

Based on the finding of this research, some suggestion would be given by the reseacher that can be cited as follows :

##### 1. The English Teacher

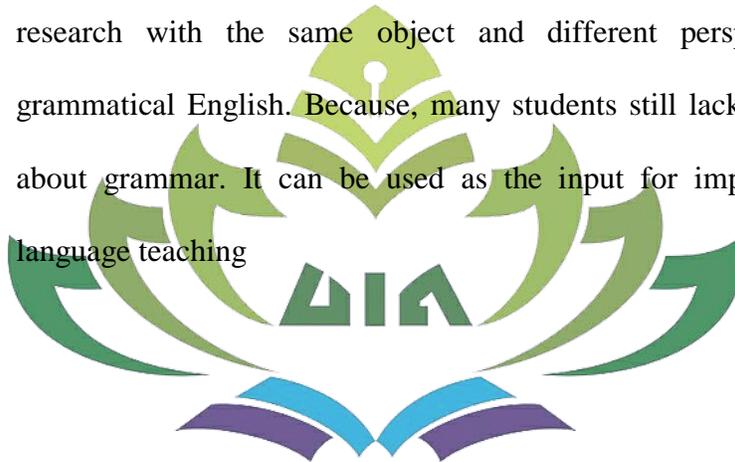
The suggestion was given to the English teacher that the teacher should not ignore the students' errors. If it is possible, the teacher should give proper correction on them by using appropriate error strategies. It was also suggested that the teacher establish a remedial session for teaching 'noun phrases'. Retell the students in detail about the structure of noun phrases. Because, the finding of this reasearch showed that the students were mostly troubled by the items.

## 2. The Students

Students should learn and practice more seriously in learning English especially in noun phrases, in order to develop their knowledge of English. Students should be able to comprehend the elements of noun phrase

## 3. The Other Researchers

The suggestion was given the other researchers, to conduct further research with the same object and different perspective in other grammatical English. Because, many students still lacked of knowledge about grammar. It can be used as the input for improvement of the language teaching



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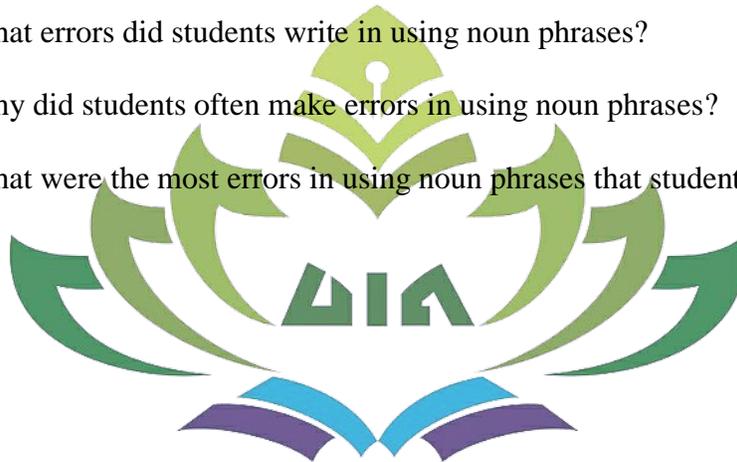
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## **Appendix 1**

### **Interview Guideline for the Teacher**

The following are the interviewing guidelines in the Pre-liminary Research:

1. How do you think of using noun phrases in descriptive text which you taught at the tenth grade? Did students have trouble with that?
2. Did you find errors that students wrote in using noun phrases in descriptive text during teaching this material?
3. What errors did students write in using noun phrases?
4. Why did students often make errors in using noun phrases?
5. What were the most errors in using noun phrases that students made?



## Appendix 2

### The Results of the Interview for the English Teacher

The followings are the results of the interview for the English teacher in the Preliminary Research:

1. Using noun phrases in descriptive text had some trouble for students. They were sometimes confused with the placement for each word. They always reverse the use of determiner.
2. Yes, I did. I always found the students' errors in using noun phrases when they wrote in any texts.
3. I have told you in the first answer. Students were still confused with the use of determiner in noun phrases. They think that the structure they wrote was correct. They didn't change the meaning of the words that they meant. But they still did the errors using the structure in noun phrases. Examples, they wrote *that places* instead of *those places* for the correct one. Sometimes they forgot about the rule in it.
4. A lot of factors caused it. It can be because of their carelessness, forgetfulness or their ignorance.
5. They often ignored the use of demonstrative adjectives and put pre-determiner and central determiner. Examples, they should write *all of my friends* instead of *my all friends*

### Appendix 3

**Table 6. Validation for Task**

Direction:

In each question, please give your response by ticking (√) a box representing your choice.

NO	Question	Yes	No	Comment
1	Using instruction and direction clearly			
2	The limitation of making the text is appropriate			
3	The time allotment is enough for students to make descriptive text			
4	The instructions are related to the subject which has been taught			

Bandar Lampung, 23<sup>rd</sup> April 2018

Validator

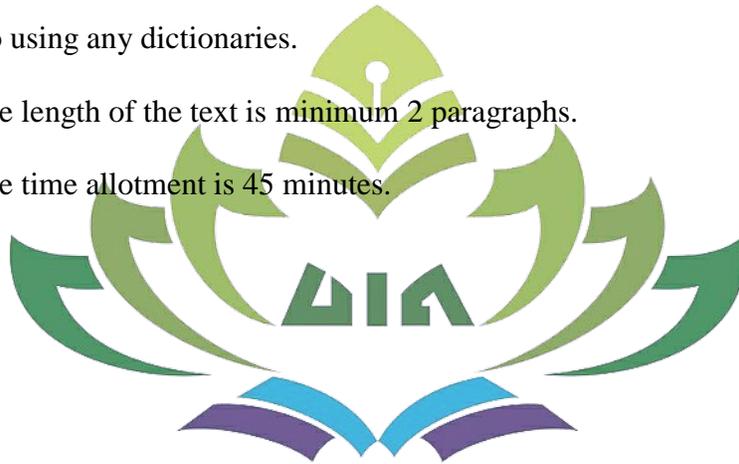
Vrenti Siska, M.Pd

## Appendix 4

### Instrument for Collecting Data

Instructions:

1. Write a descriptive text about historical places or tourism objects on the piece of paper given.
2. No using any dictionaries.
3. The length of the text is minimum 2 paragraphs.
4. The time allotment is 45 minutes.



## Appendix 5

**Table 7. The Correction of the Students' Errors in Using Noun Phrases**

No	The Students' Errors	Correction	Error types
1.	It only for <i>10-14 person</i>	It only for <i>10-14 persons</i>	H
2.	We can change our money in <i>the changer coin</i>	We can change our money in <i>the coin changer</i>	H
3.	It has a <i>scenery wonderful</i>	It has a <i>wonderful scenery</i>	H
4.	Those temple was built by <i>Dynasty Syailendra</i> during the eighth century	Those temple was built by <i>Syailendra Dynasty</i> during the eighth century	H
5.	The temple consists of nine stacked platforms, <i>six statue</i> and <i>three circular</i>	The temple consists of nine stacked platforms, <i>six statues</i> and <i>three circulars</i>	H
6.	<i>One of the monument built</i>	<i>One of the monument buildings</i>	H
7.	<i>One of the five pillar of Islam</i>	<i>One of the five pillars of Islam</i>	H
8.	<i>Every muslims to perform the Hajj</i>	<i>Every muslim to perform the Hajj</i>	H
9.	It has a <i>fairly calm waves</i>	It has a <i>fairly calm wave</i>	H
10.	Equipped with a <i>tree protectors</i>	Equipped with a <i>tree protector</i>	H
11.	Dufan is <i>one of the amusement park</i>	Dufan is <i>one of the amusement parks</i>	H
12.	There are <i>many kind</i> of interesting games	There are <i>many kinds</i> of interesting games	H
13.	It has <i>many kind</i> of animals	It has <i>many kinds</i> of animals	H
14.	This place <i>full of knowledges</i>	This place <i>full of knowledge</i>	H
15.	Way kambas is <i>one of the tour place</i> in Lampung	Way kambas is <i>one of the tour places</i> in Lampung	H
16.	There are <i>a lot of elephant</i>	There are <i>a lot of elephants</i>	H
17.	There are <i>a lot of tourism object</i>	There are <i>a lot of tourism objects</i>	H
18.	Mutun beach are <i>one of the place</i> for recreation	Mutun beach are <i>one of the places</i> for recreation	H
19.	We can cross to <i>another islands</i>	We can cross to <i>another island</i>	H
20.	Its trip about <i>3-4 hour</i>	Its trip about <i>3-4 hours</i>	H
21.	Its <i>natural beautiful</i>	Its <i>natural beauty</i>	H
22.	There are <i>many dolphin</i> and <i>whale</i>	There are <i>many dolphins</i> and <i>whales</i>	H
23.	<i>The Monument National</i> or Monas	<i>The Monument National</i> or Monas	H
24.	Monas is <i>one of the historic building</i>	Monas is <i>one of the historic buildings</i>	H

25.	Puncak Mas is a <i>tourism attractions</i>	Puncak Mas is a <i>tourism attraction</i>	H
26.	There are <i>some unique building</i>	There are <i>some unique buildings</i>	H
27.	We can see <i>many house</i> from there	We can see <i>many houses</i> from there	H
28.	<i>Monument Siger Lampung</i> is in Gamping Hill, Bakauheuni, South Lampung	<i>Siger Lampung Monument</i> is in Gamping Hill, Bakauheuni, South Lampung	H
29.	<i>Monument Siger Lampung</i> is a <i>tourism objects</i>	<i>Siger Lampung Monument</i> is a <i>tourism object</i>	H
30.	<i>Most of the foreign tourist</i>	<i>Most of the foreign tourists</i>	H
31.	Klara beach is at <i>regency pesawaran</i>	Klara beach is at <i>pesawaran regency</i>	H
32.	Borobudur temple is <i>one of the most beautiful place</i> in Indonesia	Borobudur temple is <i>one of the most beautiful places</i> in Indonesia	H
33.	Borobudur is <i>one of the biggest art</i>	Borobudur is <i>one of the biggest arts</i>	H
34.	There are some money changes around <i>that locations</i>	There are some money changes around <i>that location</i>	H
35.	Borobudur temple is <i>one of the 7 wonder</i>	Borobudur temple is <i>one of the 7 wonders</i>	H
36.	Taman Mini Indonesia Indah is <i>one of the recreation place</i> in Indonesia	Taman Mini Indonesia Indah is <i>one of the recreation places</i> in Indonesia	H
37.	Mutun is <i>one of the tourism object</i>	Mutun is <i>one of the tourism objects</i>	H
38.	Mutun has <i>white sands</i>	Mutun has <i>white sand</i>	H
39.	Parang peritis beach is <i>one of the destination</i> when we visit Yogyakarta	Parang peritis beach is <i>one of the destinations</i> when we visit Yogyakarta	H
40.	Parang peritis is <i>one of my favourite place</i>	Parang peritis is <i>one of my favourite places</i>	H
41.	We can see <i>many rock</i> there	We can see <i>many rocks</i> there	H
42.	<i>Museum Lampung</i> is <i>one of historical place</i>	<i>Lampung Museum</i> is <i>one of historical places</i>	H
43.	You'll have <i>many knowledges</i>	You'll have <i>many knowledge</i>	H
44.	<i>Other thing</i> that are available	<i>Other things</i> that are available	H
45.	A <i>means</i> of educational research and recreation	A <i>mean</i> of educational research and recreation	H
46.	Lampung museum is a <i>museum historical</i>	Lampung museum is a <i>historical museum</i>	H

47.	There is <i>a beautiful tourism objects</i>	There is <i>a beautiful tourism object</i>	H
48.	A lot of <i>foreign and local tourist</i>	A lot of <i>foreign and local tourists</i>	H
49.	<i>Other tourist</i> in Indonesia	<i>Other tourists</i> in Indonesia	H
50.	<i>Mountain bromo</i> is a active volcano	<i>Bromo mountain</i> is a active volcano	H
51.	<i>the first floors</i> contains of weapon rack	<i>the first floor</i> contains of weapon rack	H
52.	Legoland Malaysia is <i>the first international theme parks</i> in Malaysia	Legoland Malaysia is <i>the first international theme park</i> in Malaysia	H
53.	It has <i>many roof</i>	It has <i>many roofs</i>	H
54.	You can also buy <i>some souvenir</i>	You can also buy <i>some souvenirs</i>	H
55.	We can see <i>natural panoramic</i>	We can see <i>natural panorama</i>	H
56.	Many collections of weapons, spears, <i>knifes</i> . Arrows, war uniforms and guns	Many collections of weapons, spears, <i>knives</i> . Arrows, war uniforms and guns	H
57.	Like <i>other monument</i>	Like <i>other monuments</i>	H
58.	There are 4 <i>elephant playing ball statues</i>	There are 4 <i>playing ball elephant statues</i>	H
59.	<i>Other decoration</i>	<i>Other decorations</i>	H
60.	Borobudur temple is <i>one of the most beautiful tourism resort</i> in Indonesia	Borobudur temple is <i>one of the most beautiful tourism resorts</i> in Indonesia	H
61.	There are also <i>some tame animal</i>	There are also <i>some tame animals</i>	H
62.	There are 80 <i>entrance</i> that we can see	There are 80 <i>entrances</i> that we can see	H
63.	Bumi kedaton has <i>many facility</i>	Bumi kedaton has <i>many facilities</i>	H
64.	<i>both dry and rainy season</i>	<i>both dry and rainy seasons</i>	H
65.	<i>Three or four hour</i> if you want to go there by car	<i>Three or four hours</i> if you want to go there by car	H
66.	<i>One of the tourism place</i>	<i>One of the tourism places</i>	H
67.	Pahawang island consists of <i>some island</i>	Pahawang island consits of <i>some islands</i>	H
68.	This island has <i>some beach</i> around it	This island has <i>some beaches</i> around it	H
69.	They have so <i>many variety of fish and corals</i>	They have so <i>many varieties of fish and corals</i>	H
70.	Garuda Wisnu Kencana or famous with the name GWK is <i>one of the famous attraction</i> in Bali	Garuda Wisnu Kencana or famous with the name GWK is <i>one of the famous attractions</i> in Bali	H

71.	Garuda Wisnu Kencana is <i>one of the most visited place</i>	Garuda Wisnu Kencana is <i>one of the most visited places</i>	H
72.	<i>Many tourism</i> that come to Bali	<i>Many tourists</i> that come to Bali	H
73.	You can reach it for <i>three or four hour</i> from Bandar Lampung	You can reach it for <i>three or four hours</i> from Bandar Lampung	H
74.	There are also <i>many tourism place</i> near it	There are also <i>many tourism places</i> near it	H
75.	Kuta is <i>one of the beautiful beach</i> in Indonesia	Kuta is <i>one of the beautiful beaches</i> in Indonesia	H
76.	As well as <i>a very famous surfing spots</i> in the world	As well as <i>a very famous surfing spot</i> in the world	H
77.	Pahawang has <i>a lot of potential beauty</i>	Pahawang has <i>a lot of potential beauties</i>	H
78.	When the water is on <i>the high tidal</i>	When the water is on <i>the high tide</i>	H
79.	Pandawa is <i>one of the tourism object</i>	Pandawa is <i>one of the tourism objects</i>	H
80.	<i>The sixth statues</i>	<i>The sixth statue</i>	H
81.	<i>Mountain bromo</i> is an active volcano	<i>Bromo mountain</i> is an active volcano	H
82.	<i>Many tourism</i> visit this place	<i>Many tourists</i> visit this place	H
83.	<i>Farm House Lembang</i> is located in Lembang, Bandung, West Java	<i>Farm House Lembang</i> in Lembang, Bandung, West Java	H
84.	The tower has <i>three level</i> for visitors	The tower has <i>three levels</i> for visitors	H
85.	<i>Many activity</i> that you can do here	<i>Many activities</i> that you can do here	H
86.	Taj mahal consists of a main gate, a mosque, a living room and <i>some white and beautiful building</i>	Taj mahal consist of a main gate, a mosque, a living room and <i>some white and beautiful buildings</i>	H
87.	Floating market is <i>one of the recreation place</i>	Floating market is <i>one of the recreation places</i>	H
88.	Sasmitaloka Museum of General A.H. Nasution is <i>one of the museum</i> of revolutionary hero	Sasmitaloka Museum of General A.H. Nasution is <i>one of the museums</i> of revolutionary hero	H
89.	We can see <i>some picture</i>	We can see <i>some pictures</i>	H
90.	<i>Beach parangteritis</i> is a fairly well-known attraction in Yogyakarta	<i>Parangteritis beach</i> is a fairly well-known attraction in Yogyakarta	H
91.	Kakaban island is <i>one of the</i>	Kakaban island is <i>one of the</i>	H

	<i>greatest and beautiful lake</i>	<i>greatest and beautiful lakes</i>	
92.	Eiffel tower is <i>one of the famous building</i>	Eiffel tower is <i>one of the famous buildings</i>	H
93.	These typical way to visit <i>mountain bromo</i> is from the nearby village	These typical way to visit <i>bromo mountain</i> is from the nearby village	H
94.	Those tourism village has <i>a very natural panoramas</i>	Those tourism village has <i>a very natural panorama</i>	H
95.	In those museum, <i>we can see some picture</i>	In those museum, <i>we can see some pictures</i>	H
96.	Maimun palace of Sultanate of Deli is <i>an well-known landmark</i> in Medan	Maimun palace of Sultanate of Deli is <i>a well-known landmark</i> in Medan	Pre-M
97.	There is a canteen for eat and mosques in <i>those tree house</i>	There is a canteen for eat and mosques in <i>that tree house</i>	Pre-M
98.	<i>These building</i> is located in Gambir, Central Jakarta, Jakarta	<i>This building</i> is located in Gambir, Central Jakarta, Jakarta	Pre-M
99.	The height of <i>these building</i> is 132 meters	The height of <i>this building</i> is 132 meters	Pre-M
100.	<i>These building</i> is covered with marbles	<i>This building</i> is covered with marbles	Pre-M
101.	Facilities in <i>these island</i> are a mosque, toilet, parking area and etc.	Facilities in <i>this island</i> are a mosque, toilet, parking area and etc.	Pre-M
102.	Way kambas National Park is the best place to take <i>an holiday</i> in it	Way kambas National Park is the best place to take <i>a holiday</i> in it	Pre-M
103.	<i>These diving</i> location can be used by divers	<i>This diving</i> location can be used by divers	Pre-M
104.	The grand mosque includes <i>other importance significant sites</i>	The grand mosque includes <i>other important significant sites</i>	Pre-M
105.	<i>Those temple</i> was built by Dynasty Syailendra during the eighth century	<i>That temple</i> was built by Dynasty Syailendra during the eighth century	Pre-M
106.	You can find <i>many history things</i>	You can find <i>many historical things</i>	Pre-M
107.	In <i>these place</i> , you can rent a <i>banana boat</i>	In <i>this place</i> , you can rent a <i>banana boat</i>	Pre-M
108.	In <i>these island</i> , there are some cottages	In <i>this island</i> , there are some cottages	Pre-M
109.	To reach <i>these island</i> , you can	To reach <i>these island</i> , you can	Pre-M

	rent the boat	rent the boat	
110.	Kiluan beach is <i>an tourism attraction</i>	Kiluan beach is <i>a tourism attraction</i>	Pre-M
111.	In this bay, you can also see <i>that attractions</i>	In this bay, you can also see <i>those attractions</i>	Pre-M
112.	<i>These bay</i> has natural shining landscape and coast	<i>This bay</i> has natural shining landscape and coast	Pre-M
113.	However to watch <i>that attractions</i>	However to watch <i>those attractions</i>	Pre-M
114.	By using <i>these small boat</i> or Jakung	By using <i>this small boat</i> or Jakung	Pre-M
115.	<i>These place</i> is known as the place to seeing the view of sunset	<i>This place</i> is known as the place to seeing the view of sunset	Pre-M
116.	It's also <i>an very clean city</i>	It's also <i>a very clean city</i>	Pre-M
117.	<i>The tradition ceremony</i> called Labuhan	<i>The traditional ceremony</i> called Labuhan	Pre-M
118.	It is <i>a object</i> of the idea of Mr. Sjahroeddin Z.P	It is <i>an object</i> of the idea of Mr. Sjahroeddin Z.P	Pre-M
119.	4 of <i>this entrances</i> located on each axis of the ellipse shape of the building	4 of <i>these entrances</i> located on each axis of the ellipse shape of the building	Pre-M
120.	The arena is in the center of <i>these building</i>	The arena is in the center of <i>this building</i>	Pre-M
121.	<i>That rest blocks</i> are like in the conventional zoo	<i>Those rest blocks</i> are like in the conventional zoo	Pre-M
122.	The visitors can take pictures together with <i>that animals</i>	The visitors can take pictures together with <i>those animals</i>	Pre-M
123.	They are also able to enjoy <i>small wonderful waterpark</i>	They are also able to enjoy <i>wonderful small waterpark</i>	Pre-M
124.	Combination of <i>china and holland architecture</i>	Combination of <i>chinese and dutch architecture</i>	Pre-M
125.	Kota tua is <i>one of a very interesting places</i>	Kota tua is <i>one of the very interesting places</i>	Pre-M
126.	Bunaken is <i>a island</i> in Manado	Bunaken is <i>an island</i> in Manado	Pre-M
127.	<i>This 12 spots</i> are the most visited spots	<i>These 12 spots</i> are the most visited spots	Pre-M
128.	<i>This 12 diving spots</i>	<i>These 12 diving spots</i>	Pre-M
129.	<i>this corals</i> are also the source of food for fishes	<i>these corals</i> are also the source of food for fishes	Pre-M
130.	<i>These monument</i> looks strong and well maintained	<i>This monument</i> looks strong and well maintained	Pre-M

131.	You can take pictures on <i>these monument</i>	You can take pictures on <i>this monument</i>	Pre-M
132.	<i>These monument</i> is awesome	<i>This monument</i> is awesome	Pre-M
133.	The beach is also has <i>a ambiance</i>	The beach is also has <i>ambiance</i>	Pre-M
134.	The beach is also <i>a ideal place</i> for fishing	The beach is also <i>an ideal place</i> for fishing	Pre-M
135.	Mountain bromo is <i>a active volcano</i>	Mountain bromo is <i>an active volcano</i>	Pre-M
136.	<i>These typical way</i> to visit mountain bromo is from the nearby village	<i>The typical way</i> to visit mountain bromo is from the nearby village	Pre-M
137.	It is also possible to take <i>a organised jeep tour</i>	It is also possible to take <i>an organised jeep tour</i>	Pre-M
138.	<i>That tenggerese people</i> of Probolinggo travel up the mountain	<i>Those tenggerese people</i> of Probolinggo travel up the mountain	Pre-M
139.	In order to make offerings fruit, rice, vegetables, flowers and sacrifices of life stock to <i>that mountain gods</i>	In order to make offerings fruit, rice, vegetables, flowers and sacrifices of life stock to <i>those mountain gods</i>	Pre-M
140.	Kawah putih is <i>a tourist spot</i>	Kawah putih is <i>a tourism spot</i>	Pre-M
141.	So you have to be careful and prioritize <i>you safety</i>	So you have to be careful and prioritize <i>your safety</i>	Pre-M
142.	Himeji castle is <i>a japan castle complex</i>	Himeji castle is <i>a japanese castle complex</i>	Pre-M
143.	Who is not fascinated with <i>the beautiful of</i> Gili Trawangan	Who is not fascinated with <i>the beauty of</i> Gili Trawangan	Pre-M
144.	To enjoy <i>the beautiful of</i> the island	To enjoy <i>the beauty of</i> the island	Pre-M
145.	<i>A island</i> who settled in the middle of the lake	<i>An island</i> who settled in the middle of the lake	Pre-M
146.	<i>These island</i> in the middle was joined to the caldera wall	<i>This island</i> in the middle was joined to the caldera wall	Pre-M
147.	Samosir island is <i>the culture center</i> of the batak tribe	Samosir island is <i>the cultural center</i> of the batak tribe	Pre-M
148.	Many people like <i>those clock</i>	Many people like <i>those clock</i>	Pre-M
149.	I sure that <i>a Englishman/woman</i> proud of that	I sure that <i>an Englishman/woman</i> proud of that	Pre-M
150.	Jellyfish which are harmless to <i>humans lives</i>	Jellyfish which are harmless to <i>humans' lives</i>	Pre-M
151.	<i>Those museum</i> is open for public	<i>That museum</i> is open for public	Pre-M

	on Tuesday-Monday	on Tuesday-Sunday	
152.	<i>Those museum</i> is closed for public on Monday	<i>That museum</i> is closed for public on Monday	Pre-M
153.	<i>Those museum</i> was private residence of General Nasution and his family	<i>That museum</i> was private residence of General Nasution and his family	Pre-M
154.	In <i>those museum</i> , we can see some picture	In <i>that museum</i> , we can see some picture	Pre-M
155.	<i>Those museum</i> is a good place	<i>That museum</i> is a good place	Pre-M
156.	<i>These museum</i> is the first and largest museum in Lampung	<i>This museum</i> is the first and largest museum in Lampung	Pre-M
157.	<i>Those location of this museum</i> is quite strategic	<i>The location of this museum</i> is quite strategic	
158.	<i>These place</i> so green	<i>This place</i> so green	Pre-M
159.	We can change our money in changer coin to get <i>that coins</i>	We can change our money in changer coin to get <i>those coins</i>	Pre-M
160.	Taking a boat to reach <i>those island</i>	Taking a boat to reach <i>that island</i>	Pre-M
161.	<i>These building</i> was established during the reign of Mughal Emperor	<i>This building</i> was established during the reign of Mughal Emperor	Pre-M
162.	<i>These building</i> looks so wonderful	<i>This building</i> looks so wonderful	Pre-M
163.	Fort Marlborough is <i>a English fort</i>	Fort Marlborough is <i>an English fort</i>	Pre-M
164.	The fort was built in <i>a artificial hill and construction</i>	The fort was built in <i>an artificial hill and construction</i>	Pre-M
165.	During <i>these period</i> , the civil officers and the military were divided	During <i>this period</i> , the civil officers and the military were divided	Pre-M
166.	<i>Those tourism village</i> has a very natural panoramas	<i>That tourism village</i> has a very natural panoramas	Pre-M
167.	In <i>those beautiful village</i> , you can also doing outbound	In <i>that beautiful village</i> , you can also doing outbound	Pre-M
168.	The eiffel tower is <i>a iron lattice</i>	The eiffel tower is <i>an iron lattice</i>	Pre-M
169.	It is placed in <i>a isolated place</i>	It is placed in <i>an isolated place</i>	Pre-M
170.	<i>These beach</i> is directly adjacent of the Indian ocean	<i>This beach</i> is directly adjacent of the Indian ocean	Pre-M
171.	<i>These beach</i> has waves	<i>This beach</i> has waves	Pre-M
172.	<i>These massive structure</i>	<i>This massive structure</i>	Pre-M
173.	<i>A imposing sight</i> today	<i>An imposing sight</i> today	Pre-M
174.	It was <i>a innovative design</i> in	It was <i>an innovative design</i> in	Pre-M

	1920	1920	
175.	Try <i>tradition holland clothes</i>	Try <i>traditional holland clothes</i>	Pre-M
176.	Pahawang is <i>a island</i>	Pahawang is <i>an island</i>	Pre-M
177.	They can watch the panoramic sunset <i>in these city</i>	They can watch the panoramic sunset <i>in this city</i>	Pre-M
178.	<i>That facilities</i> can make the children stay in a long time	<i>Those facilities</i> can make the children stay in a long time	Pre-M
179.	If you want to see <i>that animals</i>	If you want to see <i>those animals</i>	Pre-M
180.	Kiluan Bay is <i>an tourism attraction</i> which is located in Kiluan village	Kiluan Bay is <i>a tourism attraction</i> which is located in Kiluan village	Pre-M
181.	The right place for people to see scenic sunset <i>on the evening</i>	The right place for people to see scenic sunset <i>in the evening</i>	Post-M
182.	We can see some picture <i>who describe</i> the kidnapping event	We can see some picture <i>which describe</i> the kidnapping event	Post-M
183.	A island <i>who settled</i> in the middle of the lake	A island <i>which settled</i> in the middle of the lake	Post-M
184.	A beautiful island <i>who is on the edge of lombok island</i>	A beautiful island <i>which is on the edge of lombok island</i>	Post-M
185.	Bumi kedaton is a tourism spot <i>on Lampung</i>	Bumi kedaton is a tourism spot <i>on Lampung</i>	Post-M
186.	These place is known as the place <i>to seeing the view of sunset</i> in the evening	These place is known as the place <i>to see the view of sunset</i> in the evening	Post-M
187.	There is a canteen <i>for eat</i>	There is a canteen <i>to eat</i>	Post-M

**Note :**

<b>The Students' Errors</b>	: Sentences made by students containing errors in using noun phrases
<b>Correction</b>	: Revision of sentences containing errors into the correct sentences
<b>H</b>	: Head
<b>Pre-M</b>	: Pre-Modifier
<b>Post-M</b>	: Post-Modifier

## Appendix 6

**Table 8. Classification of the Errors Committed by Each Student**

Student Numbers	H	Pre-M	Post-M	$\Sigma$ Errors
1	3	-	-	3
2	1	-	-	1
3	3	-	-	3
4	2	1	-	3
5	1	-	-	1
6	2	1	-	3
7	2	1	-	3
8	2	-	-	2
9	2	-	-	2
10	2	1	-	3
11	1	1	-	2
12	2	-	-	2
13	3	-	-	3
14	2	3	-	5
15	3	1	1	5
16	-	1	-	1
17	1	-	-	1
18	4	-	-	4
19	3	1	-	4
20	3	-	-	3
21	-	1	-	1
22	1	-	-	1
23	2	1	-	3
24	1	-	-	1
25	1	1	-	2
26	2	2	1	5
27	-	3	1	4
28	1	-	-	1
29	-	2	-	2
30	1	-	-	1
31	2	6	1	9
32	-	2	-	2
33	-	1	-	1
34	1	2	-	3
35	-	3	-	3

36	2	2	-	4
37	1	1	-	2
38	-	3	-	3
39	-	3	-	3
40	2	-	-	2
41	2	-	-	2
42	2	1	-	3
43	2	-	1	3
44	1	-	-	1
45	1	-	-	1
46	3	-	-	3
47	1	-	-	1
48	2	-	-	2
49	2	5	-	7
50	1	-	-	1
51	1	1	-	2
52	2	2	-	4
53	5	3	-	8
54	1	1	-	2
55	1	5	1	7
56	-	2	-	2
57	1	1	-	2
58	-	1	-	1
59	1	3	1	5
60	1	2	-	3
61	1	3	-	4
62	1	-	-	1
63	-	2	-	2
64	-	4	-	4
65	3	3	-	6
66	1	-	-	1
67	-	2	-	2
<b>∑Errors</b>	<b>95</b>	<b>85</b>	<b>7</b>	<b>187</b>

**Note:**

**H** : Head  
**Pre-M** : Pre-Modifier  
**Post-M** : Post-Modifier  
**∑Errors** : Total Error

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 2 Bandar Lampung

Kelas/Semester : X / 2

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Descriptive Text

Waktu : 7 x 2 x 45 menit

### A. Kompetensi Inti :

#### KI 1 dan KI 2



Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, jujur, tanggungjawab, disiplin dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan . Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik dalam mengembangkan karakter peserta didik lebih lanjut.

<p>KI 3</p>	<p><b>KOMPETENSI INTI PENGETAHUAN</b></p> <p>Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>
<p>KI 4</p>	<p><b>KOMPETENSI INTI KETERAMPILAN</b></p> <p>Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan</p>

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator Kompetensi	
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	1	Siswa dapat mengidentifikasi fungsi sosial dan generic structure teks deskriptif
		2	Siswa dapat mengidentifikasi informasi rinci tersirat dan tersurat dari teks deskriptif lisan dan tulis
		3	Siswa dapat menemukan informasi berdasarkan gambar tempat wisata dan bangunan bersejarah terkenal.
4.4	Teks <i>deskriptif</i> 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	1	Siswa dapat menjelaskan informasi rinci tersirat dan tersurat dari teks deskriptif lisan dan tulis
		2	Siswa dapat membuat teks deskriptif tulis tentang suatu objek wisata yang

	<p><i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	3	<p>ada di Indonesia berdasarkan informasi yang akurat.</p> <p>Siswa dapat menjelaskan suatu objek wisata yang ada di Indonesia secara lisan.</p>
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### C. Tujuan Pembelajaran

Siswa setelah melakukan pengamatan, kajian pustaka dan diskusi diharapkan dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan

bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

#### **D. Materi Ajar**

Dimensi Pengetahuan :

- A. Faktual
- B. Konseptual
- C. Prosedural
- D. Metakognitif

*(Uraian lengkap materi bahan ajar disimpan pada LAMPIRAN RPP)*



#### **PERTEMUAN 1 (2x45 Menit)**

##### **A. PROSES / KEGIATAN PEMBELAJARAN**

Model : -

Pendekatan : Saintifik (*Scientific*)

Metode Pembelajaran : tanya jawab, diskusi dan pemberian tugas.

## Langkah-langkah Kegiatan

### Pertemuan Pertama

#### LANGKAH KEGIATAN PEMBELAJARAN

##### KEGIATAN PEMBELAJARAN

##### Kegiatan Pendahuluan

- Guru memberi salam kepada siswa
- Siswa dan Guru menyanyikan lagu wajib nasional pada jam awal/akhir KBM
- Guru mengajak siswa berdoa sebelum belajar
- Guru mengecek kehadiran siswa dan memastikan siswa siap untuk belajar
- Menyampaikan Apersepsi :
  - \*) *Mention some tourism spots in Lampung?*
- Memberikan motivasi :
  - \*) *Describe one of tourism spots that you've visited!*
- Menyampaikan Tujuan pembelajaran dan ruang lingkup materi

##### Kegiatan Inti:

- Siswa diperlihatkan video suatu objek wisata (*mengamati / mengobservasi*)
- Siswa mengidentifikasi objek wisata yang mereka lihat. (*mencari informasi*)
- Siswa mendeskripsikan bagian-bagian objek wisata yang telah dilihat. (*mengasosiasi*)

- Siswa melakukan tanya jawab mengenai fasilitas dan keunikan dari objek wisata yang mereka lihat. (*mengkomunikasikan*)

### **Kegiatan Penutup**

- Siswa dipandu guru membuat kesimpulan
- Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi)
- Guru meminta masukan siswa mengenai proses pembelajaran yang sudah dilakukan pada hari itu (Refleksi)
- Guru memberikan Tugas Pelengkap atau Tugas Pengembangan dan mengingatkan siswa untuk membaca materi yang akan dipelajari di pertemuan berikutnya
- Guru Mengajak siswa berdoa pada akhir KBM.

### **B. Alat/Media/Sumber Pembelajaran**

#### 1. Alat Pelajaran

- Video pembelajaran tentang suatu objek wisata.

#### 2. Media Pembelajaran

- Laptop + LCD

#### 3. Sumber Pembelajaran :

- Pathway to English for Senior High School X, Erlangga.
- Talk Active X. Mulyono Kurniawan, Yudhisitira.
- Bahasa Inggris SMA Kelas X. Otong Setiawan. Yrama Widya.

- Internet

### **C. Penilaian Hasil Belajar**

#### **1. Penilaian Aspek Kognitif / Pengetahuan (KI 3 )**

Teknik Penilaian : Tes Tertulis

Jenis Instrumen : Essay (school facilities)

#### **2. Penilaian Aspek Psikomotorik / Ketrampilan (KI 4 )**

Teknik Penilaian : Tes Lisan

Jenis Instrumen : Speaking performance (Menjelaskan fasilitas sekolah)

### **3. REMEDIAL DAN PENGAYAAN**

a. Batas KKM untuk kompetensi ini adalah : 70

b. Bagi siswa yang tidak mencapai batas KKM, maka siswa yang bersangkutan diwajibkan mengikuti program remedial dengan ketentuan sebagai berikut :

i. Program remedial melalui dua tahapan yaitu Remedial Teaching dan Remedial Test

ii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak <20% dari jumlah siswa keseluruhan, maka diadakan remedial individu

- iii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak 20-40% dari jumlah siswa keseluruhan, maka diadakan remedial kelompok
  - iv. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak >40% dari jumlah siswa keseluruhan, maka diadakan remedial klasikal
- c. Bagi siswa yang telah mencapai nilai di atas batas kkm dengan waktu yang relative lebih cepat maka kepada siswa yang bersangkutan diberikan program pengayaan (berupa pemberian tugas mandiri)

**PERTEMUAN 2-4 (2x 45 Menit)**

**A. PROSES / KEGIATAN PEMBELAJARAN**

Model

Pendekatan : Saintifik (*Scientific*)

Metode Pembelajaran : tanya jawab, diskusi dan pemberian tugas.

**Langkah-langkah Kegiatan**

**Pertemuan Pertama**

<b>LANGKAH KEGIATAN PEMBELAJARAN</b>
<b>KEGIATAN PEMBELAJARAN</b>
<b>Kegiatan Pendahuluan</b>

- Guru memberi salam kepada siswa
- Siswa dan Guru menyanyikan lagu wajib nasional pada jam awal/akhir KBM
- Guru mengajak siswa berdoa sebelum belajar
- Guru mengecek kehadiran siswa dan memastikan siswa siap untuk belajar

- Menyampaikan Apersepsi :

*\*) Mention some tourism attractions or famous public places that you've ever visited?*

- Memberikan motivasi :

*\*) Describe the famous tourist attractions or public places you know?*

- Menyampaikan Tujuan pembelajaran dan ruang lingkup materi

### **Kegiatan Inti:**

- Siswamemahami fungsi deskriptif teks(*mengamati / mengobservasi*)
- Siswa berdiskusi mengenai informasi rinci dan umum dari teks deskriptif tulis. (**mencari informasi**)
- Siswa menyimpulkan isi dari teks yang telah dipahami.
- Siswa mencari beberapa kata dari teks yang telah dipahami dan membuat kalimat dengan tata bahasa yang tepat.
- Siswa membaca satu teks mengenai tempat umum atau wisata terkenal . (**mengasosiasi**)

- Siswa melakukan tanya jawab dengan teman lain untuk mendapatkan informasi mengenai teks yang telah dibaca. (*mencari informasi*)
- Siswa mendeskripsikan tempat wisata yang telah mereka dapatkan informasinya dari teman lain secara tertulis.
- Siswa mendeskripsikan tempat wisata yang telah mereka dapatkan secara lisan.  
(mengkomunikasikan)

### **Kegiatan Penutup**

- Siswa dipandu guru membuat kesimpulan
- Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi)
- Guru meminta masukan siswa mengenai proses pembelajaran yang sudah dilakukan pada hari itu (Refleksi)
- Guru memberikan Tugas Pelengkap atau Tugas Pengembangan dan mengingatkan siswa untuk membaca materi yang akan dipelajari di pertemuan berikutnya
- Guru Mengajak siswa berdoa pada akhir KBM.

## **B. Alat/Media/Sumber Pembelajaran**

### **1. Alat Pelajaran**

- Teks deskriptif lisan dan tulis.

### **2. Media Pembelajaran :**

- Laptop + LCD

### **3. Sumber Pembelajaran :**

- Pathway to English for Senior High School X, Erlangga, hal. 152-174
- Talk Active X. Mulyono Kurniawan, Yudhisitira.
- English Grammar in Use. Betty Schramper. Cambridge.
- Bahasa Inggris SMA Kelas X. Otong Setiawan. Yrama Widya.
- Internet

## **C. Penilaian Hasil Belajar**

### **1. Penilaian Aspek Kognitif / Pengetahuan (KI 3 )**

Teknik Penilaian : Tes Tertulis

Jenis Instrumen : Essai

### **2. Penilaian Aspek Psikomotorik / Keterampilan (KI 4 )**

Teknik Penilaian : Speaking Performance

Jenis Instrumen : Describing famous places/public places

## E. REMEDIAL DAN PENGAYAAN

- a. Batas KKM untuk kompetensi ini adalah : 70
- b. Bagi siswa yang tidak mencapai batas KKM, maka siswa yang bersangkutan diwajibkan mengikuti program remedial dengan ketentuan sebagai berikut :
  - i. Program remedial melalui dua tahapan yaitu Remedial Teaching dan Remedial Test
  - ii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak <20% dari jumlah siswa keseluruhan, maka diadakan remedial individu
  - iii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak 20-40% dari jumlah siswa keseluruhan, maka diadakan remedial kelompok
  - iv. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak >40% dari jumlah siswa keseluruhan, maka diadakan remedial klasikal
- c. Bagi siswa yang telah mencapai nilai di atas batas kkm dengan waktu yang relative lebih cepat maka kepada siswa yang bersangkutan diberikan program pengayaan (berupa pemberian tugas mandiri)

## PERTEMUAN 5 (2x 45 Menit)

### A. PROSES / KEGIATAN PEMBELAJARAN

Model : -

Pendekatan : Saintifik (*Scientific*)

Metode Pembelajaran : tanya jawab, diskusi dan pemberian tugas.

### B. Langkah-langkah Kegiatan

#### Pertemuan Pertama

LANGKAH KEGIATAN PEMBELAJARAN
<p>KEGIATAN PEMBELAJARAN</p> <p><b>Kegiatan Pendahuluan</b></p> <ul style="list-style-type: none"><li>- Guru memberi salam kepada siswa</li><li>- Siswa dan Guru menyanyikan lagu wajib nasional pada jam awal/akhir KBM</li><li>- Guru mengajak siswa berdoa sebelum belajar</li><li>- Guru mengecek kehadiran siswa dan memastikan siswa siap untuk belajar</li></ul> <ul style="list-style-type: none"><li>• Menyampaikan Apersepsi :<ul style="list-style-type: none"><li>* ) <i>Mention our school facilities?</i></li></ul></li><li>• Memberikan motivasi :</li></ul>

*\*) Describe the function of each facility?*

- Menyampaikan Tujuan pembelajaran dan ruang lingkup materi

### **Kegiatan Inti:**

- Siswamemahami fungsi deskriptif teks (*mengamati / mengobservasi*)
- Siswa berdiskusi mengenai informasi rinci dan umum dari teks informasi fasilitas sekolah.  
(**mencari informasi**)
- Siswa mencari informasi spesifik mengenai fasilitas yang akan mereka jelaskan.
- Siswa medeskripsikan fasilitas sekolah dalam tulisan.
- . (**mengasosiasi**)
- Siswa mengkonsultasikan tulisan mereka mengenai fasilitas sekolah.



### **Kegiatan Penutup**

- Siswa dipandu guru membuat kesimpulan
- Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi)
- Guru meminta masukan siswa mengenai proses pembelajaran yang sudah dilakukan pada hari itu (Refleksi)
- Guru memberikan Tugas Pelengkap atau Tugas Pengembangan dan mengingatkan

siswa untuk membaca materi yang akan dipelajari di pertemuan berikutnya

- Guru Mengajak siswa berdoa pada akhir KBM.

### **C. Alat/Media/Sumber Pembelajaran**

#### **1. Alat Pelajaran**

Teks deskriptif lisan dan tulis.

#### **2. Media Pembelajaran :**

Laptop + LCD

#### **3. Sumber Pembelajaran :**

- Pathway to English for Senior High School X, Erlangga, hal.130-174

- Talk Active X. Mulyono Kurniawan, Yudhisitira.

- Bahasa Inggris SMA Kelas X. Otong Setiawan. Yrama Widya.

- Internet

### **F. Penilaian Hasil Belajar**

#### **1. Penilaian Aspek Kognitif / Pengetahuan (KI 3 )**

Teknik Penilaian : Tes Tertulis

Jenis Instrumen : Writing about tourism spots in Lampung

## 2. Penilaian Aspek Psikomotorik / Keterampilan (KI 4 )

Teknik Penilaian : Speaking Performance

Jenis Instrumen : Describing tourism spots in Lampung

### G. REMEDIAL DAN PENGAYAAN

- a. Batas KKM untuk kompetensi ini adalah : 70
- b. Bagi siswa yang tidak mencapai batas KKM, maka siswa yang bersangkutan diwajibkan mengikuti program remedial dengan ketentuan sebagai berikut :
  - i. Program remedial melalui dua tahapan yaitu Remedial Teaching dan Remedial Test
  - ii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak <20% dari jumlah siswa keseluruhan, maka diadakan remedial individu
  - iii. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak 20-40% dari jumlah siswa keseluruhan, maka diadakan remedial kelompok
  - iv. Jika jumlah siswa yang tidak mencapai batas KKM sebanyak >40% dari jumlah siswa keseluruhan, maka diadakan remedial klasikal

- c. Bagi siswa yang telah mencapai nilai di atas batas kkm dengan waktu yang relative lebih cepat maka kepada siswa yang bersangkutan diberikan program pengayaan (berupa pemberian tugas mandiri).

### **PERTEMUAN 6-7 Ulangan Harian 3 (4 x 45 Menit)**

#### **Penilaian Aspek Psikomotorik / Keterampilan (KI 4 )**

Teknik Penilaian	: Speaking Performance
Jenis Instrumen	: Describing Lampung Tourism spot
Objective	: Students are able to explain Lampung Tourism spot orally.
Scoring system	: Speaking rubric.
(Rubrik penilaian terlampir)	

Kepala SMAN. 2 Bandar Lampung

Bandar Lampung, 09 Januari 2018

Guru Mata Pelajaran

Drs. Jumani Darjo, M.Pd

Vrenti Siska, M.Pd

NIP.196403211990101001

NIP. 197912152002122005



## SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS – WAJIB  
**Sekolah** : SMA Negeri 2 Bandar Lampung  
**Kelas** : X  
**Kompetensi Inti** :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional  3.7. Menganalisis fungsi sosial, struktur teks, dan	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris,</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan</li> </ul>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/file/s/ae/resource/files">http://americanenglish.state.gov/file/s/ae/resource/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan</p>	<p>perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>Siswa mengelompokkan teks deskripsi</li> </ul>	<p>bersejarah terkenal di depan kelas / berpasangan</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>Kumpulan karya siswa yang mendukung proses</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Penggunaan Noun Phrase</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> <li>Siswa dapat menggunakan 'learning journal'</li> </ul>	<p>penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</p>	<p><b>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li><u>Audio CD/ VCD/DVD</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi</li> </ul>	<ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks <i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/file/ae/resource_files">http://americanenglish.state.gov/file/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang digunakan.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> <li></li> </ul>	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai</p>	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i></li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks	<p>dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<ul style="list-style-type: none"> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount.</li> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa mempresentasikannya di kelas</li> </ul>	<p>cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.14. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><b>Teks naratif lisan dan tulis berbentuk legenda sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan</p>	<p>6 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>dari berbagai sumber.</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>• Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>• Siswa menceritakan kembali teks legenda sederhana yang dibaca</li> </ul>	<p>memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> <li>Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> </ul> <p>Siswa membuat 'learning journal'</p>	<p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.15.4.16. Menangkap makna lagu sederhana.</p>	<p><b>Lagu sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="http://www.youtube.com">www.youtube</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/file/ae/resource_file_s">http://americanenglish.state.gov/file/ae/resource_file_s</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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



Kepala Sekolah

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