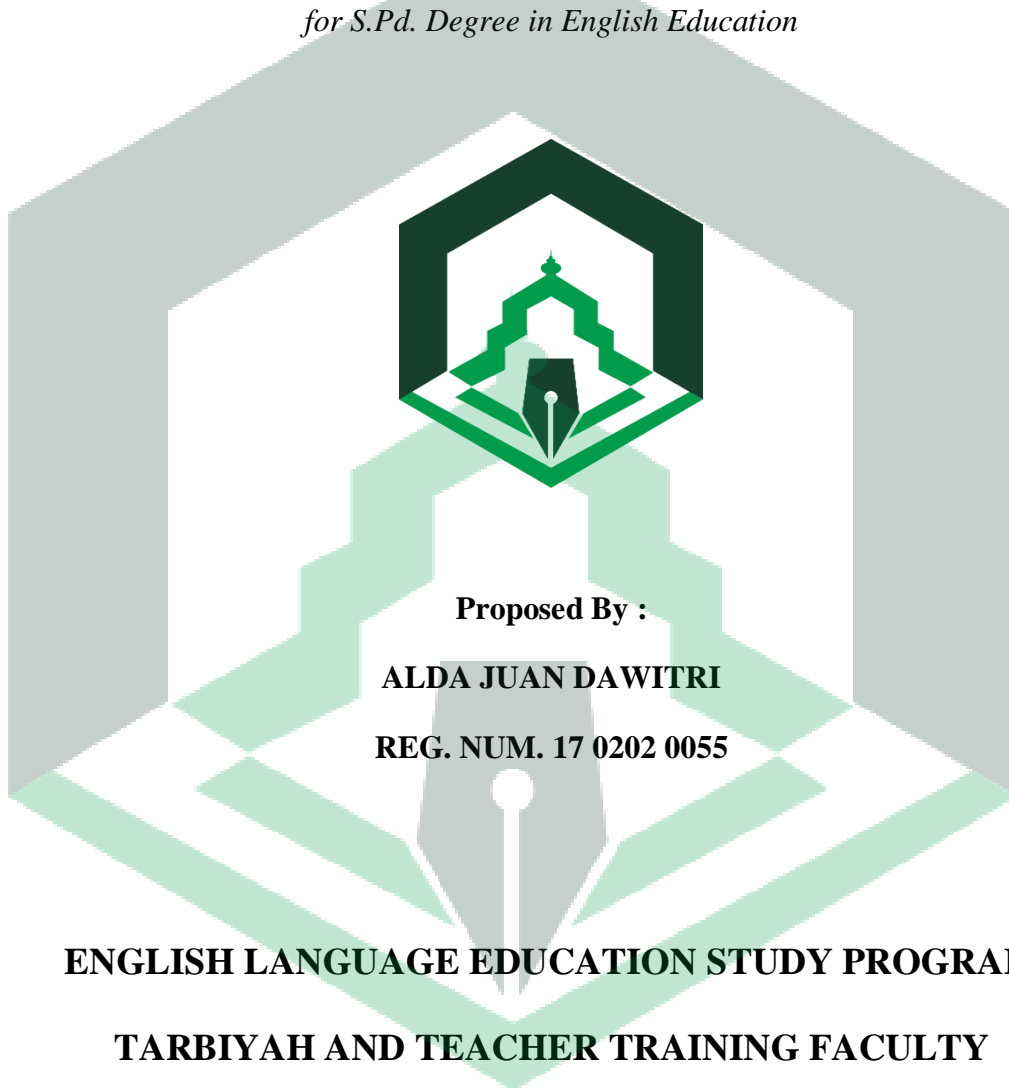


**AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLES IN
DESCRIPTIVE TEXT WRITTEN BY THE TENTH GRADERS OF SMA
PMDS PALOPO**

A Thesis

*Submitted to the English Study Program of SI Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement
for S.Pd. Degree in English Education*



Proposed By :

ALDA JUAN DAWITRI

REG. NUM. 17 0202 0055

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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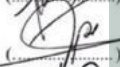


2022

THESIS APPROVAL

This thesis entitles "*An Error Analysis On The Use Of English Articles in Descriptive Text Written By The Tenth Graders Of SMA PMDS Palopo*", which is written by **Alda Juan Dawitri**, Reg. Num. 17 0202 0055, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Thursday, May 12th 2022 M**, coincided with **Syawal 11st 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, May 12th 2022 M
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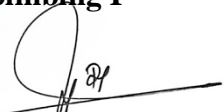
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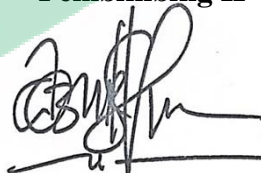
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Judul : An Error Analysis On The Use of English Articles in Descriptive Text Written by The Tenth Graders of SMA PMDS Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

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EXAMINER APPROVAL

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With all awareness and consciousness, the researcher who signs below pronounces that this thesis literally a work of researcher herself. This thesis is not lawful if someday is not a shared evidence that this thesis is duplicated, copied or made by other people wholly and practically.

Palopo, March 28th 2022

Researcher



Alda Juan Dawitri
17 0202 0055

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Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God,

Allah SWT without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled *An Error Analysis on the Use of English Articles in Descriptive Text Written by the Tenth Graders of SMA PMDS Palopo*. To our prophet, the chosen one Muhammad SAW, for safety and peace be upon him.

The researcher realizes that the existence of this thesis receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

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The researcher hopes this thesis can give some value to the students of the English Department, English teacher, and readers. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers to make it better.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher, and the researcher hopes this thesis can be helpful and give a positive contribution to the readers and others. The researcher dedicates this thesis.

Palopo, February 26th 2022



The Researcher
Alda Juan Dawitri
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ABSTRACT

Alda Juan Dawitri, 2022, “An Error Analysis on the Use of English Articles in Descriptive Text Written by The tenth Graders of SMA PMDS Palopo”. Thesis English Language Educational Study Program in the State Islamic Institute of Palopo Supervised by Dewi Furwana and Andi Tenrisanna Syam.

This research goal is to find out the types of errors that are made in English articles and which types of errors are the most dominant among the tenth graders of SMA PMDS Palopo in written descriptive text. The researcher used the descriptive qualitative method. For data collection, the researcher employed a writing test and an interview. The researcher discovered the problem using surface structure taxonomy (which defines 3 varieties of errors: omission, addition, and substitution). Based on the result of the research the findings of the research, students made three types of errors: 1) omission (39,08 %), 2) addition (34,48 %), and 3) substitution (26,43 %). The most prevalent error committed by students, according to the percentage, was an omission. The researcher found that students read more articles from English books to enhance their capability to apply articles and explicit their problems with the teacher to get a clearer understanding.

Keywords: Error analysis, English article, Descriptive text written.

CHAPTER I

INTRODUCTION

A. Background

When it comes to grammar, one of the most frequently encountered difficulties students face is the use of English articles (*a*, *an* and *the*). It supported by Master (1990:461), he said that the English articles system is one of the most difficult parts of English grammar for the learners.¹ Article consists of definite article of '*the*' and indefinite article consists of '*a*' and '*an*'. These three actually do not have a specific meaning of the word, but the article has a special function in completing a phrase or clause, which is specifically related to the noun in it.

Article is a word we use to give different meanings to nouns. Technically, by definition, the article is also classified as an adjective. Which also serves to change or give different meanings to nouns. But the difference is that adjectives change the meaning of nouns through their descriptions, while Article used to mark or refer to certain nouns.

In other hand, Barret and Chen (2011:2) concluded that the use of articles supports an understanding between the writer and reader; enabling the reader to locate where a noun or noun phrase is as well as identify if it is already understood.² In all four skills, the English articles system is widely and frequently used, either intentionally or unintentionally (speaking, listening, writing and

¹ P. Master, "Teaching the English Articles as a Binary System," *TeSOL Quarterly* (1990): 478.

² Barret, Edward & Chen Neil, and Li-mei, *English Articles Errors in Taiwanese College Students' EFL Writing. Computational Linguistics and Chinese Language Processing, Vol. 16. No. 3-4*, ed. National Cheng Kung University (Department of Foreign Languages and Literature, 2011).

reading). It is essential in language learning because it helps to achieve accuracy and fluency in English as well as communication skills.

However, one of the most difficult structural elements for second language learners is English articles. The difficulty comes when learners' mother tongues, such as Indonesian, do not use articles in the same way that English does. As a result, it is critical to teach learners how to use the articles.

Students continue to struggle with writing in English, mainly composing descriptive material. Writing is the most formidable talent in English; as a result, many students work with it. Some students could not complete their writing due to time constraints, and some found it difficult to express their thoughts due to a lack of vocabulary. According to Hastuti (2020), writing complements the other talents and activities that may be valuable in my job.³

Descriptive text is a type of text that describes a real-world object (person, place, and things). Descriptive text is typically written as a description of anything imagined or actual events, depending on the writer's perspective. Writing descriptive language is a method for organizing our thoughts, ideas, and facts. It explains something about a person, place, or thing, making the readers imagine what is described clearly. The descriptive text tells a person, thing, or area purposed to inform or persuade the reader.⁴

³Dwi Puji Hastuti, 'Influence Of Reading Ability And Vocabulary Mastery On Writing Skills Descriptive Text,' *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 11.1 (2020), 48 <<https://doi.org/10.33373/As.V11i1.2424>>.

⁴Sri Rahmadhani Siregar And Nursahara Dongoran, 'Students' Ability In Writing Descriptive Text Institut Agama Islam Negeri (Iain) Padangsidempuan,' *English Education: English Journal For Teaching And Learning*, 08.01 (2020), 88–90.

Students frequently make errors in learning a foreign language because they are standard features of learning a new foreign or second language. According to Ho (2003), when students make errors while researching a foreign language, it can be regarded as improving their talents because they can learn something from their errors. It suggests that students can enhance their abilities by learning from their errors. He also confirmed that learners may now explain rules and rectify errors rather than recognize them.⁵

Error analysis is a process that identifies errors in writing and speech. Numerous factors might contribute to English language learners making errors. Interference, overgeneralization, transitional competence markers, communication and assimilation techniques, and teacher-induced errors. According to Hasyim (2002), students and teachers gain from error analysis. Apart from the obvious advantage to students, error analysis is necessary to demonstrate which aspects of grammar are challenging. Thus, error analysis should not be overlooked while teaching foreign languages.⁶ Unconsciously, errors in structure, vocabulary, and structure (grammar) are made for native speakers to understand.

Previous related investigations conducted by other researcher have yielded a range of outcomes. Swasti (2016) discovered that indefinite a/an-for-zero errors (61.51%), zero-for-indefinite a/an errors (22.19%), definite the-for-indefinite a/an substitution error (5%), definite the-for-zero substitution error (4.65%), zero-for

⁵Caroline Mei-Lin Ho, 'Empowering English Teachers To Grapple With Grammar Errors,' The Internet Tesl Journal, [Http://iteslj.org/Techniques/Ho_Grammar_Errors.html](http://iteslj.org/Techniques/Ho_Grammar_Errors.html), 2003.

⁶Sunardi Hasyim, "Error Analysis in the Teaching of English" 4, no. 1 (1994): 25.

definite the substitution error (4.41%), and indefinite a/an-for-definite the substitution error (4.41%) are the most frequently exposed errors (2.23%).⁷

Ratchanee conducted another research (2011), and the result exhibited mother tongue interference as the main aspect that precipitated the members to commit article usage errors.⁸

According to Fatimah (2017), the research determined errors in seven classes from 18 classes of article usage. Addition kind is the most frequent error made by the students at 63,158%. From interlingual, the intralingual, and content material of gaining knowledge of, the intralingual thing takes the primary casual in influencing the errors with overgeneralization as the huge component.⁹

Based on the researcher's experience when PLP II (Program Latihan Profesi)/*Professional Exercise Program* in SMA PMDS Palopo, the researcher found that there were many errors in using articles when learning descriptive text. Some students did not understand the use of articles in English, and of course, this impacts the descriptive learning proces. The students want to apply English articles to explain the thing. Therefore, the researcher focuses on that issue and takes up "An Error Analysis on the Use of English Articles in Descriptive Text Written by the Tenth graders of SMA PMDS Palopo."

⁷Sekar Bayu Swasti, An Error Analysis On The Use Of English Articles In Students' Written Descriptive Texts A Case Of Class X Mia 1 Of Sma N 1 Binangun, Cilacap In The Academic Year 2014/2015, *Elt Forum - Journal Of English Language Teaching*, 2016, V.

⁸Ratchanne Nopjirapong, 'An Analysis Of Article Errors In Thai University Students' Composition,' May 2011.

⁹Yunik Susanti et al., 'An Error Analysis Of Using Article In Writing Analytical Exposition Text To The Eleventh Grade Students Of Sman 5 Kediri In Academic Year 2015 / 2016 By Siti Fatimah Advised By: The Faculty Of Teacher Training And Education Surat Pernyataan Art', 2017.

B. Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. What types of errors in English articles are written by the tenth graders of SMA PMDS Palopo?
2. What is the dominant type of error in using the English articles written by the tenth graders of SMA PMDS Palopo?

C. Objectives of the Research

Based on the statement of the research, the objectives of the research are:

1. To find out the types of errors in English articles written by the tenth graders of SMA PMDS Palopo.
2. To find the dominant type of error in using English articles written by the tenth graders of SMA PMDS Palopo.

D. Scope of the Research

The scope of this research is about the error analysis of English articles used in a descriptive text. The one's articles are an indefinite article 'a/an' and a definite article 'the' the students are requested to put in writing a descriptive text of one hundred fifty phrases or around 3 paragraphs. The writing test in the descriptive text will be during the two meetings, and the researcher will provide six topics in each meeting. It is suggested that the students select one of the subjects that have been given.

E. Significance of the Research

The researcher hopes this research can make a contribution to English teaching and studying. It has maximum vital significance; sensible and theoretical, they are :

1. Theoretical

This research can be used as a reference for someone who wants to research through writing descriptive text the usage of English articles with the same approach.

2. Practical

- a. For the students, this research will resource them in figuring out which elements of an English article they war with the most. After that, students will be able to research and bring better English articles in the ideal language, specializing in descriptive texts.
- b. This research must benefit English teachers, specifically in growing and strengthening students' writing capabilities whilst using the article gadget.
- c. This research may even serve as a supply of information for destiny research for the alternative research.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

Several researchers have conducted similar research in the past, including Swasti's (2016) study, "*An Error Analysis on the Use of Articles in Students' Written Descriptive Text, A Case of Class X MIA 1 of SMA N 1 Binangun, Cilacap in the Academic Year 2014/2015.*" From highest to lowest exposed errors, the following are the results of this study: indefinite *a/an*-for-zero errors (61.51%), zero-for-indefinite *a/an* errors (22.19%), definite the-for-indefinite *a/an* substitution error (5%), definite the-for-0 substitution error (4.65%), 0-for-definite the substitution error (4.41%), and indefinite *a/an*-for-definite the substitution error (4.41 (2.23%).¹⁰

The relation of this research is that the researcher has different methods. Swasti's research used a case study, and this research will use a descriptive qualitative method. Swasti's research used only writing text as an instrument, but this research will use writing text and interview as an instrument.

Ratchanee's research (2011), entitled "An analysis of Article error in Thai university students' Composition," The researcher studied and analyzed twenty essays written by means of 20 2nd-12 months English primary students who enrolled in EN331 (Composition I) within the first semester of 2010 at Srinakharinwirot University. The result exhibited mother tongue interference as the principal thing that induced the members to devote article usage errors. Of all

¹⁰Sekar Bayu Swasti, *An Error Analysis On The Use Of English Articles In Students' Written Descriptive Texts A Case Of Class X Mia 1 Of Sma N 1 Binangun, Cilacap In The Academic Year 2014/2015*, *Elt Forum - Journal Of English Language Teaching*, 2016, V.

19 classes, the very best frequency of article errors became the omission of 'the' earlier than nouns made particular in context, comprising 28% of the article errors observed within the evaluation. The observation also investigated the causes of article utilization errors in written English from interviews. The interview effects showed a correlation between mother tongue interference and the omission of articles.¹¹

Ratchanee's research has 20 members, all of whom are second-12 months undergraduate English majors, and this research has 36 college students inside the first 12 months of senior high school. Also, in Ratchanee's research, he used to analyze writing composition I, and this research will analyze writing descriptive text. The similarity between these two studies is that they use interviews as the instrument.

Fatimah's research (2017), entitled "*An Error analysis of using articles in writing analytical exposition text to the eleventh-grade students of SMAN 5 Kediri in 2015/2016*,".The facts of an article of errors kind and the most common errors inside the use of articles have been received through analyzing 20 students' writing analytical exposition text. The research determined errors in seven of the 18 classes of article usage. Students made errors within the kinds of omission, addition, and confusion. The most common error of students is the addition type, which accounts for 63,158 % of all errors. From interlingual, intralingual, and

¹¹Ratchanne Nopjirapong, 'An Analysis Of Article Errors In Thai University Students' Composition,' May 2011.

context of getting to know, the intralingual component takes the principle causal in influencing the errors with overgeneralization as the significant issue.¹²

The relation of this research is that Fatimah's research was analyzed writing analytical exposition text, and this research will analyze writing descriptive text. The similarity between those research's purposes is to analyze English articles.

B. Theory Description

1. Concepts of English Articles

a. Definition of English Articles

Article is part of grammar. Article consists of definite article of '*the*' and indefinite article consists of '*a*' and '*an*'. Article is a word we use to give different meanings to nouns. Technically, by definition, the article is also classified as an adjective. Which also serves to change or give different meanings to nouns. But the difference is that adjectives change the meaning of nouns through their descriptions, while Article used to mark or refer to certain nouns.

According to Leacock et al. (2010, p. 48), articles are suitable applicants for computerized error detection since they include some of the most frequently occurring faults made by English language learners.¹³ According to Barret and Chen (2011:3), English incorporates three articles (definite, indefinite, and zero), every appearing with a different semantic and syntactic position in the

¹²Yunik Susanti et al., 'An Error Analysis Of Using Article In Writing Analytical Exposition Text To The Eleventh Grade Students Of Sman 5 Kediri In Academic Year 2015 / 2016 By Siti Fatimah Advised By: The Faculty Of Teacher Training And Education Surat Pernyataan Art', 2017.

¹³Leacock C et al., "Automated Grammatical Error Detection For Language Learners. *Synthesis Lectures On Human Language Technologies*," Graeme Hirst, University Of Toronto, Morgan & Claypool Publishers Series. (2010).

communication.¹⁴ An article is often defined as a word (or a determiner) used with a noun to indicate the kind of reference made by the noun.

According to Fry et al., (1993), the most common English words are articles (*a*, *an*, and *the*).¹⁵ Moreover, Master (2002), said that the article *the* is shown to be the most frequent word in English and *a* to be the fifth most frequent word.¹⁶ In addition Berry (1993) states that nearly eight and half percent of the English text contains *the* and *a*.¹⁷ Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim and Lakshmana (2007) also said that ESL/EFL learners need more time to acquire the article system than any other grammatical forms.¹⁸

b. Article Types and Uses

Articles are classified into two types: definite and indefinite. There is also a zero article, which indicates the absence of an article.

1. Indefinite Articles

There are two types of articles that are classified as indefinite articles, namely *a* and *an*. Indefinite itself means uncertain, why not sure? In indefinite articles, the noun that comes after the articles *a/an* is not specific

¹⁴Neil Edward Barrett and Li-Mei Chen, "English Article Errors in Taiwanese College Students' EFL Writing," *Proceedings of the 22nd Conference on Computational Linguistics and Speech Processing, ROLLING 2010* 16, no. 3 (2010): 266–280.

¹⁵Fry E. B, Kress J. E, and Fountoukidis D. L, *The Reading Teachers' Book of Lists*, ed. NJ: Prentice Hall, 3rd ed. (Englewood Cliffs, 1993).

¹⁶Master P, "Information Structure And English Article Pedagogy System," Retrieved On August 2016 From: https://www.researchgate.net/publication/223357198_Information_Structure_And_English_Article_Pedagogy (2002).

¹⁷Berry R, "Articles," *London, UK: Harpercollins*. (1993).

¹⁸Kim K and Lakshmanan U, "Proceedings From The 9th Generative Approaches To Second Language Acquisition Conference (Galana 2007): L2 Article Semantics And Second Language Proceeding," *Somerville, Ma: Cascadilla Proceedings Project* (2007).

or an indefinite noun. To better understand it, understand more deeply its usage.

a. Use of Indefinite Articles

- 1) *A/an* is used to refer to something that is not specific/definite, for example: *Let us read a book.*

In this sentence it means that we are going to read a book but the book we are going to read can be any book, not specific to the type or title of the book.

- 2) *An/an* when we see something or someone for the first time, for example:

I saw a man in that room. (In this sentence it means that for the first time I saw a man I did not know who and I had never seen or met him before).

I saw a solar eclipse yesterday. (In this sentence it means that I saw a solar eclipse for the first time).

- 3) Using *a/an* to show someone or something is part of a group.

Example: *It was an expensive bag.* (In this sentence it means that this bag is one of the most expensive bags among all other expensive bags).

- 4) Use *a/an* when saying someone's job.

Example: *My father is a doctor.* (To express someone's job, the article 'a' is usually used before the job).

b. Pronunciation of 'a' and 'an'

The difference between the use of 'a' and 'an' is distinguished by the initial sound of the noun after it. Article 'a' is used before nouns that have a consonant sound. While the article 'an' is used before nouns that start with a vowel sound. So remember, the use of 'a' and 'an' is distinguished from the initial sound of the noun not from the writing.

c. Important note for indefinite article

There are several important things related to the use of indefinite articles, namely:

1) We must always remember that the difference in the use of *a* and *an* is not from the written vowels and consonants but from the initial sound.

2) Article 'a/an' cannot be used before uncountable nouns, such as:

I ate a rice yesterday. (Wrong). Rice is an uncountable noun, we can replace it with another determiner, for example 'a lot', as in the sentence: *I ate a lot of rice.* (Correct).

3) Article 'a/an' cannot be used before plural nouns, such as:

An apples [Wrong] should be *An apple* [Correct]

An hours [Wrong] should be *An hour* [Correct]

- 4) When someone says '*I need a water*' that means, he or she needs a bottle or a glass of water, then what is more precise is '*I need a bottle of water*' or '*I need a glass of water*'.

2. Definite Article

A definite article is a definite article that makes the noun we refer to be very specific. There is only one type of article that belongs to the definite article, namely '*the*'. '*The*' is used before a noun which the noun is already known by the speaker or the interlocutor. To better understand it, let's understand other usages.

a. Use of Definite Article

- 1) '*The*' is used when we refer to a specific object or person that we already know about. Example:

Let us read the book. (In this sentence, it means that we are going to read a book that is definitely the type of book).

The Solar eclipse (that I saw yesterday) was beautiful. (In this sentence, it means that the speaker and listener both know and saw the solar eclipse that occurred yesterday).

I saw the lion at the zoo. (In this sentence it means that we are talking about a specific noun, namely lion, here it means that there is only one lion in the zoo, and 'I' is talking about the lion).

- 2) '*The*' is used when there is only one person or thing that exists in an environment or even in the world.

The President of Guatemala is visiting Indonesia. (Because Guatemala, or any other country, only has one president, the president always starts with '*the*').

- 3) '*The*' is used in superlative adjectives.

It is the highest mountain in Indonesia. (In superlative adjectives that usually end in -est, they must be preceded by the article '*the*').

- 4) '*The*' comes before a noun that refers to a group of people.

I think the rich should give more attention to the poor.

We must pay attention the young people.

In both examples, '*the*' is present to start a noun that refers to a group of people, namely '*the rich*', '*the poor*' and '*the young people*'.

- 5) '*The*' is used for uncountable nouns and plural nouns.

I spilled the water. (In this sentence, water is an example of an object that cannot be counted, so at the beginning of the noun '*water*' we can use the article '*the*').

The books belong to me. (In this sentence, books is a plural noun so at the beginning of the noun '*books*' we can use the article '*the*').

b. Pronunciation of *The*

Just as in the indefinite article, in the definite article there are also differences in the pronunciation of sounds that are influenced by the

sound of the letter that starts the noun. For nouns that begin with a vowel sound, 'the' is read /ði:/, while for nouns that begin with a consonant sound, 'the' is read /ðə/.

c. Important Notes for Definite Article

1) We must always remember that the difference in pronunciation of /ðə/ and /ði:/ is not from the written vowels and consonants but from the initial sound.

2) 'The' is always used to indicate something specific that we already know.

3) There are several mistakes that are often made when using 'the', namely:

a. We cannot use the article 'the' in the sentence 'go to bed'

I go to the bed. [Wrong] I should have gone to bed.

[Correct]

We cannot use the article 'the' in the sentence 'go to work'

I go to the work. [Wrong] I should go to work.

[Correct]

b. We cannot use 'the' before a noun, when our listener or interlocutor does not know exactly what we are talking about.

c. We cannot use 'the' in possessive pronouns.

The results of the our works were excellent.[Wrong]

The results of our works were excellent.[Correct]

c. Use of Article *a* or *an*

Harmer (2001, p. 45) states that we hire the definite article (*the*) while we expect the reader or listener is familiar with which specific item or person we are speaking to or whilst there may be the handiest one.¹⁹ We avoid using definite articles when addressing persons and objects, favouring plural or uncountable nouns. We occasionally use a definite article and a single noun in general remarks to add to the confusion. The indefinite article (*a* or *an*) is used when the listener/reader is unsure of the person's identity or thing being described. Additionally, we may use *an* or *a* to refer to a particular group member or the entire group.

According to Eastwood (2002, p. 199), when describing an unidentified specimen, the article *a* or *an* is used. The prefix *an* is used before a consonant-containing phrase or a vowel, resulting in a consonant sound. The prefix *a* is used before nouns that start with a vowel sound (a, e, i, o, u) and those that begin with a silent h or solitary vowel-sounding letters, inclusive of an MP an SOS. Additionally, Eastwood claimed that both or is used.²⁰

- a) It is mentioned for the first time before a singular countable noun (i.e., more than one) and does not refer to any particular person or thing.

Example :

¹⁹Jeremy, Harmer, "The Practice of English Language Teaching," London, UK: Longman Group Limited. (2001).

²⁰Eastwood J, "Oxford Guide to English Grammar," New York; NY: Oxford University Press (2002).

1. A shelf changed into erected.
 2. I require a visa.
 3. They live in an apartment.
 4. He purchased ice cream.
- b) Before a solitary countable noun that serves as an illustrative illustration of a class of things must make sure an automobile (need to ensure all cars).
- c) With the addition of a noun supplement. It carries the profession's names.

Example:

1. It was an earthquake
 2. She will be a dancer
- d) Whilst there's a need for a certain stage of expression. A couple of birds, for example.
- e) With a specific number. Example: A hundred kilometres.
- f) Inside the form of a rate, a velocity, a ratio, etc. example: Sixty kilometres an hour.
- g) Before singular, countable nouns, in exclamation. Example: What a quiet girl!

c. omission of *a/an*

- 1) Plural nouns are placed in front of singular nouns.
- 2) Non-countable nouns come before non-countable nouns.
- 3) Before meal names, unless an adjective precedes them. For example, we eat breakfast at eight o'clock. Andi made us a delicious breakfast.

d. Use of Article *the*

As Eastwood defined that the article additionally located:²¹

- 1) While an item or collection of objects is considered unique or believed to be, for instance: a) The earth; b) the celebs. b) The heavens.
- 2) A sentence or clause is placed before it to make a noun definite—for instance, our meeting location.
- 3) Before, a noun could only describe one item owing to its placement. As an example, Ann is inside the lawn (the garden of this residence) earlier than an extraordinary of superlatives. For instance: a) This is the only item in this area. b) That is the gorgeous location.

Do not use *the* before:

- 1) Most countries'/territories' names: Italy, Mexico, Bolivia; however, the Netherlands, the Dominican Republic, the Philippines, and the USA.
- 2) City, town, or country names: Seoul, Manitoba, Miami.
- 3) Avenue names: Washington Blvd., Main St.
- 4) Lake and bay names: Lake Titicaca, Lake Erie, except for the high-quality Lakes.
- 5) Mountain names: Mount Everest, Mount Fuji, except for mountains consisting of the Andes or the Rockies, or unusual names which include the Matterhorn.
- 6) Continent names (Asia, Europe).

²¹Ibid.

Island names (Easter Island, Maui, Key West) besides for the Aleutians, Hebrides, and The Canary Islands.

2. Concepts of Error Analysis

a. Description of Error Analysis

In his book "Principles of Language Teaching and Learning," Brown says that learners make errors, often watched, examined, and categorized to disclose information about the learner's system, resulting in a boom of research known as error analysis. Brown believes that it can become overly concentrated on particular languages and lose sight of language's universal characteristics.²²

Teachers can examine students' problems and acquire a foreign language in language learning by incorporating error analysis into the learning process. According to Johansson (2012), analyzing the students' errors presents the teacher with evidence of the student's talent in the foreign language.²³

The study of errors is a subfield of applied linguistics. It is involved with the compilation, study, and analysis of second language learners' errors and pursuits to investigate elements of second language acquisition. In summary, error analysis may be beneficial in teaching foreign languages. The error offers feedback and indicates the efficacy of the teacher's materials and instructional techniques.

Error analysis differs from contrastive analysis in that it examines errors caused by all possible sources, not just those caused by negative language.

²²T. D. Terrell And H. Douglas Brown, Principles Of Language Learning And Teaching, Language, 1981, LVII<<https://doi.org/10.2307/414380>>.

²³Mats Johansson, 'English Linguistics: Introduction To Morphology, Syntax, And Semantics (Studentlitteratur Ab),' 2012.

Contrastive analysis was quickly surpassed by error analysis. The errors that a learner makes are caused by their mother tongue.²⁴

Based on some theories above, the researcher can finish that error evaluation investigates students' systematic errors in studying a language and translating it into the goal language.

b. Source of Error Analysis

Brown (2007) divides error sources into four classes: interlingual, intralingual, studying context, and communication techniques.²⁵

Below, we'll go through the four different types of errors.

- a. Inter-lingual Transfer. It is the initial step within the process of obtaining a second language. It is a detrimental effect on the learners' native speech. Since students are unfamiliar with the target language at this level, they rely on prior experience once they acquire it.
- b. Intra-lingual Transfer. It is the process through which objects are transferred negatively within the target language. Students study many target languages during this period. As a result, they practice the structure in a substitute form and expand it in a way that doesn't correspond to the target or mother language.
- c. Context of Learning. It is which includes each mode of transmission. At this stage, context refers to the teacher or the textbook. The teacher or

²⁴Irnawati Israil, "An Error Analysis on Students' Writing at the Fourth Semester Students of English Study Program of Tarbiyah Departement at STAIN Palopo," (*unpublished thesis*) Palopo: STAIN Palopo, p. 10. (2013): 83.

²⁵H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth., 2007.

the textbook can guide students to commit errors inside the study room.

Frequently, it is referred to as an erroneous idea.

d. Communication Strategies. It has something to do with learning style.

Students must use their production strategies to get the message across during this stage. However, it is frequently the source of error.

Littlewood also writes that learners can use communication strategies to convey meanings beyond their acquired competence.²⁶

c. Categories of Error Analysis

Several students have labelled errors within the literature. Brown establishes four mathematical classes (Addition, Omission, Substitution, and Ordering), four linguistic classes (Phonology or Orthography, Lexicon, Grammar, and Discourse), and three levels of error (Pre-Systematic errors, Systematic errors, and put up-Systematic errors).²⁷ Each one is mentioned below :

a. Addition

The addition is the act of adding something to something else.²⁸ For example²⁹ :

- ... The existence of different organizations can change the mindset of the students. It should be ... The existence of different organizations can change the students' mindset.

²⁶William Littlewood, 'Foreign And Second Language Learning,' New York: University Press, 1984. p 30.

²⁷Brown. Douglas, 'Principle Of Language Learning And Teaching,' New Jersey: Prentice Hall, Inc Englewood Clifts, 1980, 171.

²⁸Hornby, 'Oxford Advanced Learner's Dictionary,' (Ed.; The Sixth, Great Clarendon Street, Oxford Ox2 6dp, Oxford University Press. 2003). P.15.

²⁹Masruddin, 'A Teaching Book And Exercise: Error Analysis,' Palopo, Lps Press Stain Palopo, 2009. P.69.

- ...So they faith to get members. It should be ... so they struggle to get members.

b. Omission

An omission is leaving someone/something out or failing to do something.³⁰For example³¹ :

- ...This is a classic problem in STAIN Palopo. It should be ... This is a classic problem in STAIN Palopo.
- There are intra and different organizations on our campus. It should be ... There are intra and different organizations on our campus.

c. Substitution

Substitution is the act of substituting one object or person for some other.³²

For example³³:

- ...There are many different organizations of IAIN Palopo. It should be ... There are many organizations at IAIN Palopo.
- ...and the students be able to develop their idea. It should be ... and the students be able to develop their idea.

d. Ordering

Putting anything into an order, or how something is ordered or arranged, is called order.³⁴ For example³⁵:

³⁰Hornby, "Oxford Advanced Learner's Dictionary."

³¹Masruddin, "A Teaching Book and Exercise: Error Analysis."

³²"WordReference," <https://www.wordreference.com/definition/substitution>. 2021.

³³Masruddin, "A Teaching Book and Exercise: Error Analysis."

³⁴Hornby, "Oxford Advanced Learner's Dictionary."

³⁵Masruddin, "A Teaching Book and Exercise: Error Analysis."

- ... organization is one of the activities students in all of campus. It should be ... organization is one of the students' activities on every campus.
- The director's secretary sent them the manuscript last night. It should be ... the director's secretary sent the manuscript to them last night.

In some other references from Heidi Dulay, Burt, and Krashen about the kinds of errors evaluation, four taxonomies are crucial to remember, specifically:

1. Linguistic Category

There are numerous errors. The linguistic item that has an error has been supported by taxonomy. These linguistic taxonomies categorize errors based on both the language component and, as a result, the specific linguistic constituent of the error effect. Phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse are all components of language (style).³⁶ For example, the third-person singular verb is incorrect in the linguistic category of morphology: *The birds help man.* In that sentence is failure to attach –s. The man must *help* it.

2. The Surface Strategy

The taxonomy of surface strategies stresses the numerous ways surface structures may be thought processes. From a surface strategy point of view, errors analysis pursuits to deduce the cognitive strategies that guide the

³⁶Heidi Dulay et al., "Language Two," (New York: Oxford University Press). 1982.

learner's reconstruction of the new language. Dulay et al. categorize the error into four types primarily based on the taxonomy of surface techniques. Errors are categorized into four categories: omission, addition, misformation, and disorder.³⁷

3. The Comparative Analysis

The comparative taxonomy of errors is based on the structural similarities between second language errors and certain other forms of construction. Second language errors are commonly compared in the research literature to errors produced by students learning the target language in their native tongue and two similar phrases or sentences in the learners' mother tongue.

4. Communicative Effect Taxonomy

The communicative effect Taxonomy system categorizes errors according to their effect on the listener or reader. It emphasizes the distinction between errors that appear to result in miscommunication and those that do not.³⁸

The researcher is concerned with the taxonomy of surface strategies in this research. It demonstrates the many ways in which surface structures are altered:

a. Omission

A well-formed speech's lack of a necessary item is an omission error. At the equal time, as each morpheme or phrase in a phrase is probably discarded, some morphemes are dropped greater frequently than others.³⁹ For instance, *This place is the most important in the world*. It is supposed to be *This place is the most important in the world*.

³⁷Ibid.

³⁸Ibid.

³⁹Ibid.

b. addition

The converse of omission errors in addition errors. They are identified by the existence of an item that is not permitted in an adequately constructed utterance.⁴⁰ There are three addition errors: double marking, regularization, and simple addition.

1) Double Marking

Numerous additional errors are better appropriately defined as omitting particular components necessary in specific language formulations. As an example, *Andi doesn't understand my name*. It is necessary to correct the last line; *He doesn't know my name*.

2) Regularization

In the addition category, regularization errors rise whilst a marker commonly added to a linguistic item is mistakenly delivered to exceptional objects of the specified class that don't receive a marker. This class suggests that inexperienced persons make a regularization error while adding a morpheme to terrific phrases, for example, *Sheeps* → *Sheep*, *Putted* → *put*.

3) Simple Addition

It is a case of replica marking or the addition of regularization. There are no specific standards for all other errors, consisting of the use of an item that has to no longer include in nicely constructed utterances.

For example, *The fishes do live in the water*. The student has

⁴⁰Ibid.

constructed a wrong sentence in this instance. He substitutes "does" for "fishes." The correct sentence is that *The fishes don't live in the water.*

c. Substitution (Misformation)

The term "misformation" refers to the improper usage of a morpheme or structure. While omission errors result in no items being provided, misformation errors result in the learner providing something, even if it is wrong.⁴¹ These three types of misformation are as follows:

1) Regularization errors

All the numbers within the misformation category are denoted every day instead of an abnormal marker. As in *run* for *ran* or *gooses* for *geese*.

2) Archi forms

The potential to express one set of forms with another is a feature shared through all tiers of 2nd language acquisition. For example, a student might also pick one member of the class of personal pronouns to behave in the vicinity of many others inside the class, such as *me hungry, give me that!* The form selected by the students has been known as an archi-shape.

3) Alternating forms

As a student's vocabulary and grammar grow, archi forms commonly give manner to a free alternation of class members. Consider those dogs. I saw her yesterday.

⁴¹Ibid.

d. Misordering

A morpheme or series of morphemes is misplaced on an utterance when misordered. this error can arise because of a phrase-for-phrase translation of the local language's surface shape.⁴² For instance, He is all the time lately. It is supposed to be He is late all the time.

d. Stage of Error Analysis

- a. Pre-Systematic error. Pre-systematic errors occur while the learner is only vaguely aware of some systematic order to a particular class of items. Partial consistency can disguise a pre-systematic error.
- b. Systematic error. The systematic error occurs whilst students have started to discern a system, become more consistent in patterning, and show off relatively consistent errors indicating internalization of regulations, albeit "incorrect" guidelines, by using native-speaker standards.
- c. Post-systematic. Post-systematic errors are located when the learner's speech is incredibly regular, and whilst he makes an error, he can both explain and correct it. even though errors do occur at this level, they seem uncommon.⁴³

e. Significance of Error Analysis

Due to the fact studying beginners' errors is an essential thing in the systematic study of learners' language required to understand the second language acquisition process, errors evaluation plays a critical role within the language mastering procedure. Three ways in which errors are significant :

⁴²Ibid.

⁴³H. D. Brown, "Principle of Language Learning and Teaching," *White Plains, NY: Pearson Education, Inc. p.263 (2007)*.

- a. To the teacher, errors are vital indicators of a student's mastering development.
- b. To the researcher, errors are huge in how a language is acquired and what techniques the learner employs.
- c. To the learner, The learner can benefit from these errors. whilst a learner makes an error, the only way to teach him the suitable shape is to permit him to find out it and check various hypotheses rather than giving it to him.⁴⁴

f. Procedures of Error Analysis

Procedures for error analysis are essential. If processes are not followed, error analysis will be inaccurate and unreadable. As a result, a student must grasp how to conduct error analysis. As a result, students understand how to write appropriately. According to Rod Ellis, the following procedures/steps constitute error analysis research:⁴⁵

- a. Collection of A Sample of Learner Language

It specifies the sort of language samples that will be analyzed and how to acquire them.

- b. Identification of Error

After compiling a corpus of learner language, it must now be recognized.

As a result, it is also vital to outline what constitutes an error and broaden a recognition technique.

- c. Description of Error

⁴⁴Lukman Hakim, "Error Analysis on Students' Translation at the Fifth Semester Students of English Department IAIN Palopo." Palopo: IAIN Palopo, 2015), p.12.

⁴⁵Rod Ellis, "*Second Language Acquisition*," (Oxford University Press, 2003). p. 15-19.

It includes comparing the learner's unique utterances to a target language reconstruction of those utterances. It is essential to take note of the students' utterances' surface characteristics.

d. Explanation of Error

It is worried about finding the error's purpose, i.e., why it happens.

e. Evaluation of Error

Error evaluation includes considering the effect of errors on the individual(s) addressed. It requires evaluating the seriousness of each misstep to make principled instructional judgments. Because the objective is instructional, error assessment is necessary.

3. Concepts of Writing

a. Definition of Writing

Language may be utilized as a medium of communication in various ways. Writing is inputting letters, phrases, or numbers right into a pc by handwriting, typewriting, printing, image mentioning, photographing, magnetic impulse, mechanical or electronic recording, or other records compilation methods. Writing, one of the oldest technologies on the planet, utilizes many instruments, from a pencil and a pen to software applications and video streaming capabilities.⁴⁶

Harmer (2004) asserts that writing is usually used as a warm-up for a few other activities, most significantly while students compose sentences as a

⁴⁶Andrea A. Lunsford, *The St. Martin's Handbook Sixth Edition with 2009 MLA/2010 APA Update* (New York: Bedford, 2009).

prologue to discussion activities.⁴⁷ Brown (2004) states that writing is essentially an exercise for documenting speech and strengthening language's grammatical and lexical characteristics.⁴⁸

However, Barber et al. (2006) assert that writing is essential in modern culture and the activity.⁴⁹ According to Hawkins (2005), writing puts ideas and information into words on paper.⁵⁰ There are a variety of reasons why you would wish to scribble anything, which include the following: (1) to offer information, (2) to receive information, (3) to retain contact, (4) to keep track of anything vital, and (5) to aid you in remembering something.

Kirby and Crovitz (2013, p. 6) assert that writing is a creative act that separates writing education from other forms of instruction.⁵¹ Peha (2003, p. 10) states that writing synthesizes two actions. The first exercise is to generate ideas for your writing. The second stage is to put down those thoughts engagingly and clearly for your audience.⁵²

Dewi (2011) defines writing as expressing language using letters, symbols, or words.⁵³ It means that someone can express what is in their mind through a

⁴⁷Harmer J, "How to Teach Writing," *England, UK: Person Educational Limited.* (2004).

⁴⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, NY: Prentice Hall, Inc. (New Jersey, 2003).

⁴⁹D. M. Barber, D. B., Barber, D. M., Karner, N. F., Laur, 'Teaching Writing,' Adult Basic Skills Professional Development Project And Appalachian State University. National Commission On Writing, America's Schools And Colleges. Retrieved On August 2016 From: https://abspd.appstate.edu/sites/abspd.appstate.edu/files/teaching_writing.

⁵⁰Hawkins S, "Putting Pen to Paper," *NALA: national adult literacy agency. Retrieved on August 2016 from: http://www.nala.ie/sites/default/files/publications/Putting%20pen%20to%20paper%20-%20writing%20workbook_1.pdf* (2005).

⁵¹Dawn Latta. Kirby and Darren. Crovitz, *Inside out : Strategies for Teaching Writing*, 2013.

⁵²Steve Peha, *The Writing Teacher's Strategy Guide*, Canada, US: Teaching That Makes Sense, Inc., 2003.

⁵³Utami Dewi, "How to Write," *Medan: La-Tansa Press* (2011).

letter, symbol, or word that the reader can recognize as a manifestation of their mind.

In short, writing is an essential medium of communication that will assist people in processing honest socialization and expressing their ideas, feelings, and opinions to have a good social interaction with others. Writing is widely regarded as the most challenging skill to teach and learn.

b. Types of Writing

Throughout their schooling, students engage in a range of writing activities. The following list details further examples of various styles of writing. :

- a) Narrative writing conveys a personal experience or narrative and is usually accompanied by characters, setting, and storyline (for instance, short memories, journals, autobiographical essays, writing approximately someone).
- b) Descriptive writing creates a vivid picture inside the reader's imagination through specific information (instance: menu, tour, brochure, poster).
- c) Expository writing is used to inform, provide an explanation for, clarify, or outline (examples: research paper, essay, document).
- d) At the same time, as technical writing makes use of research to bring specialised records, this doesn't imply it should be dull and uninteresting (for example, a VCR handbook, a driving force's manual, or a legal report).⁵⁴

⁵⁴Arisah, "Improving Students Writing Skill Through Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke," (*Palopo: Thesis SI STAIN Palopo*).p.18. (2015).

c. Component of Writing

According to Heaton (2013), writing components are categorised into five classes: content, enterprise, language use, vocabulary, and mechanics.⁵⁵

a) Content

When connecting to a component, there are a few things to consider. The composition should be coherent and serve a single core goal. It will be developed appropriately and should exhibit cohesion and continuity. As a result, content includes a thesis statement and its support or development, discussion, evaluation, and conclusion. It refers to how a piece of writing is written or its substance. The writing's substance should be unambiguous so that readers may comprehend the message and derive information from it. As such, it must be concise, precise, and pertinent.

b) Organization

The writing organization refers to how the author composed, structured, and ordered the thoughts or message included within the work. From general to particular to general, starting at the beginning and ending at the conclusion. Among other things, the purpose of arranging in writing is to ensure coherence.

c) Vocabulary

A dictionary is an essential tool for writers. Vocabulary is an integral part of writing. We are continuously adjusting our vocabulary to communicate our views. A lack of vocabulary makes it difficult for

⁵⁵J. B Heaton, *Writing English Language Test*, (New York: Longman,), p.146, 2013.

someone to construct what they are about to say, as it is challenging to pick the correct words. Practical word choice will always result in excellent technical and particular writing. It will assist writers in structuring their work and make it more understandable to readers.

d) Language use

The use of language in writing descriptions and other types of writing requires proper grammar and syntax. A good grammar teacher should have the ability to generate grammar. Additionally, grammar can assist students in improving their use of formal language. Never should we be prepared to execute a whole other function.

e) Mechanics

In any event, mechanics in writing consists of two components: function and capitalization. The function is essential for elucidating meaning. In English, participles must begin with a capital letter. To begin, they wish to distinguish between particular and things. Second, it is the initial word in quotations, appropriate phrases, and proper adjectives, among other things. This step is critical because it enables readers to comprehend or identify the writer's intent to be exact.

d. Process of Writing

According to Oshima and Hogue (2007), to write a good text must consider four steps.⁵⁶The processes of writing assist the writer in organizing a comprehensible composition.

a) Prewriting

Prewriting is the preliminary phase of the process. Prewriting is a way of coming up with new thoughts. In this step, you select a subject and brainstorm ideas about how to describe it.

b) Organizing

The following step in the writing process is to create a brief outline to organize your thoughts. The author introduced the topic and stated the primary concept in a single phrase.

c) Writing

The following stage is to produce a rough draft using your outline as a guide. Write your rough draft fast and without regard for grammar, spelling, or punctuation. Simply write down your thoughts. Almost certainly, your early manuscript will contain several errors. Later, you will rectify the errors. This stage is very typical and appropriate behaviour. After all, this is merely a preliminary draft.

d) Polishing, Revising, and Editing

This stage is when you go over your work and polish it. Revising and editing are other terms for this. When it comes to polishing, two processes

⁵⁶Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007).

are the most effective. To begin, address the primary content and organization concerns (revising). Focus on minor grammar, punctuation, and mechanical issues after that (editing).

e. Important of Writing

The researcher uncovered several references to the critical nature of writing activities, and there are several reasons for this, as mentioned below:

- a) Writing assists us in organizing our thoughts. We may logically organize them.
- b) When we write a topic, jotting down ideas enables us to remove ourselves from the situation. When we write a topic, jotting down ideas enables us to remove ourselves from the situation.
- c) Writing is a means of discovery, and we stimulate our cognitive approaches by inputting information and pictures that our subconscious mind is aware of.
- d) Writing can help us develop new ideas by facilitating the formation of connections and interactions.⁵⁷

4. Concepts of Descriptive Text

a. Definition of Descriptive Text

The term "descriptive text" refers to the text used to convey information. This writing describes a specific object, animal, person, or groups of people, such as our pets or someone we know well. Typically, sensory details are chosen to convey the writer's perceptions of what they see, hear, smell, feel, and taste. An

⁵⁷Suriani Banna, "Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience," (*Unpublished Thesis S1: STAIN Palopo*) (2011): 59.

excellent description will provide sufficient and different information to convey an understanding of the subject.

The word describe is etymologically derived from the word description. Describe means visually representing an object, place, or person by drawing, illustrating, or picturing it.⁵⁸ A descriptive text describes the appearance of a person or thing.

A description is a piece of writing that describes the distinguishing characteristics of a specific thing. According to Oshima et al. (2007, p.48), description concerns the appearance and usage of space by something (or someone).⁵⁹ In step with Hogue (2008, p. 94), descriptions are "phrase photographs." You provide statistics approximately how something appears, feels, smells, tastes, and sounds. To compose a compelling word image, you should have an eager eye for detail and pay attention to several minor elements.⁶⁰

Traditionally, descriptions are classified as either objective or subjective. The descriptive text's objective (aim) is self-evident: to explain, describe, or disclose a particular person or item. You record details in an accurate description without making personal judgments or reactions. You are free to interpret the details for your reader in the subjective description. Your reaction and description may be emotional and loaded with meaning. Thus, we may conclude that

⁵⁸Wy Dirgeyasa, *College Academic Writing: A Genre-Based Perspective* (Medan: Prenada Media, 2016).

⁵⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*. (NY: Pearson Education, 2007).

⁶⁰Anna Hogue, 'The First Step In Academic Writing (2nd Ed)', (White Plains, NY: Pearson Education, Inc., 2008).

descriptive language accurately defines the type of person or item depicted in terms of shape, characteristics, and numbers.

b. Kinds of Descriptive Text

There are three types of describing within the text: describing a place, describing a person, and describing an object. As a consequence, it usually takes three forms, which are as follows:

a) Description of a People

A description of people is a text that explains how individuals seem, including their face, physique, etc. You're undoubtedly already aware of some of the intricacies resulting from regularly being asked, "how is so-and?" When replaying, you may utilize identification, an impression, or a character sketch.

b) Description of Place

When describing a location, such as a room, should you mention it first? A description of a place is a text that describes how a location appears, such as its condition, situation, etc. In contrast to a historically formed paragraph, a descriptive paragraph does not follow a predetermined pattern for sentence arrangement. It is not essential to begin with, one region and work your way through it.

The description should be organized so that the reader can envision the situation. Include a controlling notion that communicates an attitude or opinion about the specified area to make the paragraph more intriguing.

Additionally, the sequence in which your data are presented in your description is influenced by your subject and aim.⁶¹

c) Description of Thing

A description of anything in writing details how something looks, including its circumstances, functions, etc. The writer must have a clear image of the subject to describe anything adequately. Additionally, we must employ appropriate nouns and powerful verbs to ensure that our themes are as fascinating and vivid to our readers as they are to us. Along with unique records and figures of speech, we may also want to include a few proper nouns in our descriptive writing: the names of certain humans, locations, and matters.

c. Generic Structure of Descriptive Text

According to Gero and Wignell (1995) in Ummu Kalsum (2016), the descriptive text has the following generic structure and linguistic characteristics:⁶²

a) The generic structure of a descriptive text

1. The term "identification" refers to figuring out the phenomena to be described.
2. Describes elements in phrases of their components, trends, and traits.

b) The language features of descriptive text

1. Utilization of the simple present tense.

⁶¹Regina L. Smalley and Mary K. Rotten, *Refining Composition Skills: Rhetoric and Grammar for ESL Students*, (New York: International Thompson Publishing Company), p.69, 4th ed., 1995.

⁶²Ummu Kulsum, 'The Effectiveness Of Using Picture In Teaching Writing Of Descriptive Text At The Eighth Grade Students Of Mts N Purworejo In The Academic Year Of 2015/2016 A Thesis English Education Program Teacher Training And Education Faculty Muhammadiyah University Of Purworejo 2016', 2016, P. 34-35.

2. Nominal groupings frequently employ epithets and classifiers.
3. Utilization of connecting verbs or relating verbs to identify and demonstrate characteristics.
4. Utilization of adverbs to provide a thorough description of an object's characteristics.
5. Utilize topic-associated motion verbs, specially whilst describing moves or personalities (for individual).

d. Characteristics of Descriptive Text

Certain qualities distinguish descriptive text from other forms of text. Ahmad Thommy classifies the qualities of descriptive writing into three broad groups, which are as follows:⁶³

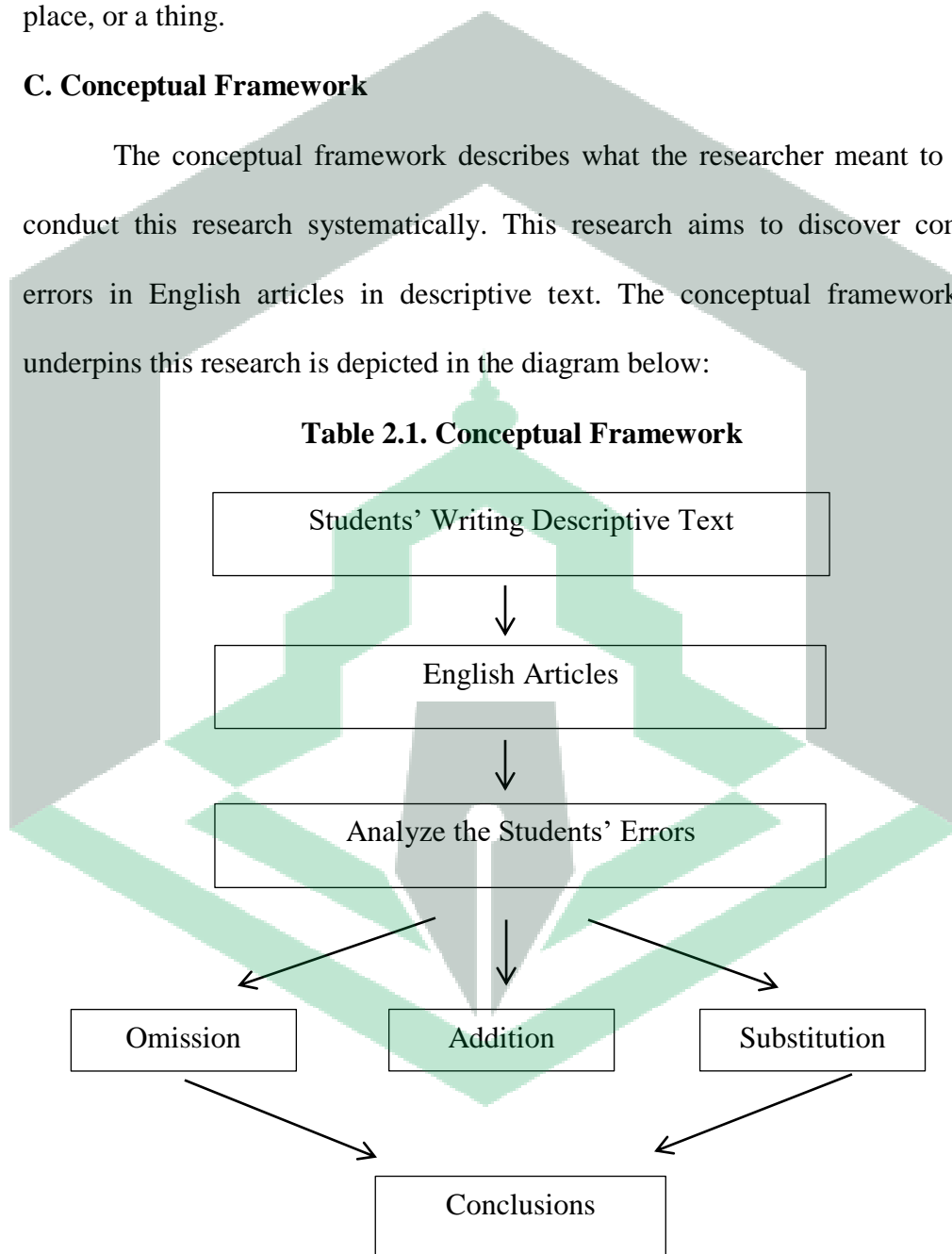
- a) The simple present is utilized in the phrase corporation. This simple present tense is demanding that is used in almost every sentence. That is, descriptive writing represents the genuine subject or thing from the author's point of view. Its purpose is to elicit readers' imaginations about the presence of anything mentioned.
- b) The descriptive text frequently discusses a specific object. It means that no human participants are required for the text. It concentrates its description on the topic being explained.
- c) The descriptive text paints a vivid picture of a person, thing, or location. This text typically employs an adjective phrase to depict the object at hand.

⁶³Ahmad Thommy, "Writing Genre in English," (*Surakarta: Era Intermedia*), 15. (2008).

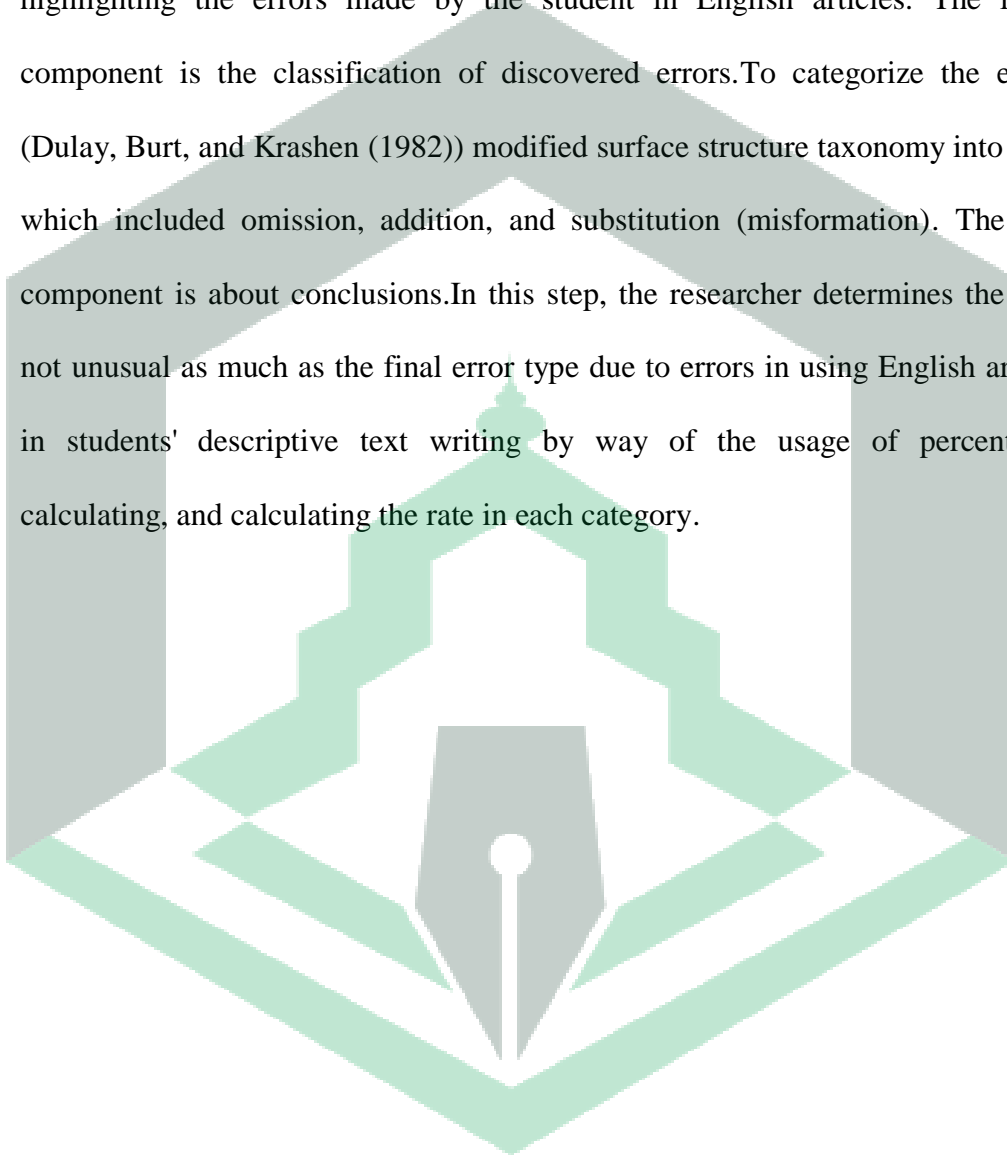
Primarily based on the preceding clarification, it is viable to finish that descriptive textual content characteristics are simple present tense. It describes humans and some objects and uses the adjective phrase to visualize a person, a place, or a thing.

C. Conceptual Framework

The conceptual framework describes what the researcher meant to do to conduct this research systematically. This research aims to discover common errors in English articles in descriptive text. The conceptual framework that underpins this research is depicted in the diagram below:



The diagram above shows that the first element refers to the writing descriptive text by the students in SMA PMDS Palopo. Second component refers to the English articles students use in their writing. The third component entails highlighting the errors made by the student in English articles. The fourth component is the classification of discovered errors. To categorize the errors, (Dulay, Burt, and Krashen (1982)) modified surface structure taxonomy into used, which included omission, addition, and substitution (misformation). The final component is about conclusions. In this step, the researcher determines the most not unusual as much as the final error type due to errors in using English articles in students' descriptive text writing by way of the usage of percentages, calculating, and calculating the rate in each category.



CHAPTER III

RESEARCH METHOD

A. Research Type and Research Approach

The descriptive qualitative method was used in this research. According to Sugiyono (2010), qualitative research is research in which the researcher is placed as the key instrument, data collection techniques are combined, and data analysis is inductive.⁶⁴ Kirk and Miller (in Moleong, 2002) define qualitative research as a way to make direct observations of individuals and relate to these people to get the data they extract.⁶⁵ The reason for using this method is because this research wants to know about existing phenomena in natural conditions, not under controlled, laboratory, or experimental conditions. In addition, because researcher need to go directly to the field with the research object, this type of descriptive qualitative research would be more appropriate.

The approach used in this research is the qualitative approach. Qualitative research is a research approach without using statistical figures but with descriptive exposure that tries to describe, systematically, factually, and accurately the facts and the nature of the relationship between the phenomena being investigated.

⁶⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010).

⁶⁵Moleong Lexy J, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002).

B. Research Focus

According to Moleong (2016), the research focus is a guideline for taking relevant data to the research problem.⁶⁶ The focus of the research is focusing on the essence of the research to be carried out. In this case, the researcher focused on using English articles (a, an, and the) in students' descriptive text writing. The use of English articles contained in the descriptive text is the data that will analyze for errors according to the grouping based on the Surface Structure Taxonomy.

C. Definition of Terms

1. Error Analysis is a technique for identifying and interpreting systematic errors made by a learner while researching a foreign or second language using linguistic theories or procedures.
2. Writing is the process of putting an idea, an opinion, or a feeling into written form. It is a complex activity with control language at the sentence level (grammar, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraphs or texts). What we want to write should have a message to convey.
3. Descriptive text describes the characteristics of a person or object. Its goal is to describe and reveal a specific person, location, or thing.
4. English Articles (*a*, *an*, and *the*) are words used to limit the understanding of a noun. There are two types of articles: definite and indefinite. The three

⁶⁶Moleong Lexy J, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Remaja Rosdakarya, 2016).

have no special meaning in the word, and they serve a specific function in completing a phrase or clause, particularly about the noun or noun inside.

D. Research Design

According to Creswell (2014), research designs were types of inquiry within a qualitative, quantitative, and mixed methods approach that provided specific direction for procedures in a research design.⁶⁷ Kumar (2011), on the other hand, defined research design as “a plan, structure, and strategy of investigation devised to obtain answers to research questions or problems.”⁶⁸

This research was designed using descriptive qualitative research. Descriptive research asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating.⁶⁹ Descriptive research declares something naturally, so this research only measures what already exists. The method was designed to explain a phenomenon or problem observed by the researcher precisely. The descriptive qualitative method is called an interpretive method because the research results are related to interpreting data in the field.⁷⁰

Based on surface structure taxonomy, the researcher would investigate the use of the article system and identify grammatical errors in using the article system in students' descriptive text writing. In this manner, the researcher gathered data from students' descriptive text writing, investigated whether the

⁶⁷John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 2014. p. 41.

⁶⁸Kumar R, “*Research Methodology: A Step-By-Step Guide For Beginners*,” London, Ma: Sage Publications Ltd, p. 95. (2011).

⁶⁹Donald Ary, ‘*Introduction To Research In Educational*,’ Canada: Wadsworth, Cengage Learning, 8th.Edition, 640.

⁷⁰Faisal Amir, ‘*An Analysis Of Grammatical Errors In Writing Made By English Education Students At Iain Palopo*,’ 2020 <[Http://Repository.Iainpalopo.Ac.Id/Id/Eprint/2688/1/Fasal Amir.Pdf](http://Repository.Iainpalopo.Ac.Id/Id/Eprint/2688/1/Fasal%20Amir.Pdf)>.

student used the correct article system or made an error, and identified the errors using surface structure taxonomy.

E. Data and Data Source

1. Data

Data is the researcher's information to understand the phenomenon and answer the formulated problem. In this research, the researcher used primary data and secondary data. They are:

- a. Primary data is collected for the first time through personal experiences or evidence, particularly for research. In this research, the primary data was obtained directly from the field in the result of analyzed English articles error from students' writing descriptive text and also in students' interviews.
- b. Secondary data are derived from literature reviews, past researchers, journals, books, the internet, and other mediums that support this research.

2. Data source

A data source is a person, something, or place that provides information for a piece of research. In this research, the data source got from students in SMA PMDS Palopo. The researcher used only one class. There were was 20 female high school students in tenth grade in the 2021/2022 school year. The researcher

only interviewed 10 students as representatives of other students. A homogeneous sampling technique was used to collect this research respondent.

According to Creswell (2012), in Homogeneous sampling, the researcher needs to identify the characteristics and find individuals or sites that possess them.⁷¹The researcher used one class chosen by the English teacher at the school, namely class X IPS 2.

F. Research Instrument

The researcher collected data from students' writing tests and interviews for this research.

1. Writing Test

The writing test was carried out in two meetings. The researcher gives six topics in each meeting. The form of the writing test can be seen in the appendix.

2. Interviews

The researcher interviewed each student to find out their ability in English, descriptive texts, and English articles. The list of the interviews can be seen in the appendix.

⁷¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson, 2012).

G. Technique of Collecting Data

1. Giving test

- a. The researcher gave a writing test to the students. The test was held in two meetings, and in each meeting, the researcher gave six topics.

The topic in the first meeting:

- a) SMA PMDS
- b) Best Friend
- c) My Family
- d) Favourite Thing

e) Fruit

f) Cartoon

The topic in the second meeting:

a) My Idol

b) Favourite Food

c) Place

d) Animal

e) Plant

f) Transportation

- b. The students choose the topic.
- c. The students write the descriptive text based on the topic.
- d. The researcher collects student descriptive text.

2. Interview

- a. The researcher asked seven questions to each student.

- b. Students answer according to their experience with the questions posed by the researcher.

H. Data Validity Check

To ensure the validity of the information in this research, the diploma of self-assurance technique may be used, namely:

1. Perseverance Observation

Perseverance observation means searching consistently for interpretation in various ways. In this regard is the process of collecting data and analyzing data consistently. This technique is carried out through researcher observing in detail and continuously in the research process in the field.

2. Triangulation

In data collection techniques, triangulation is a data collection technique and existing data sources. This technique means that researcher use different data collection techniques to obtain data from the same source.

Three validators have evaluated the validity of this research instrument:

English Teacher, Grammar Lecturer, and Writing Lecturer.

a. English Teacher

Table 3.1. Validation Instrument for Writing Test

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated				√
2	Instrument sentences are easy to understand and do not cause double interpretation.				√

3	Instrumental sentences use good and correct language.	√
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Table 3.2. Validation Instrument for Interview

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question			√	
2	Research-related questions				√
3	Questions use good and correct language.				√

Instrument validation is stated:

1) Worth using without revision

2) Worth using with revision

3) Not worth being used

b. Grammar Lecturer

Table 3.3. Validation Instrument for Writing Test

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated				√
2	Instrument sentences are easy to understand and do not cause double interpretation.				√
3	Instrumental sentences use good and correct language.				√

Table 3.4. Validation Instrument for Interview

No	Assessed Aspects	Assessment			
		1	2	3	4
1	Easy to understand the question			√	
2	Research-related questions			√	
3	Questions use good and correct language.				√

Instrument validation is stated:

1) Worth using without revision

2) Worth using with revision

3) Not worth using

c. Writing Lecturer

Table 3.5. Validation Instrument for Writing Test

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated			√	
2	Instrument sentences are easy to understand and do not cause double interpretation.			√	
3	Instrumental sentences use good and correct language.			√	

Table 3.6. Validation Instrument for Interview

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question			√	
2	Research-related questions			√	
3	Questions use good and correct language.			√	

Instrument validation is stated:

1) **Worth using without revision**

2) Worth using with revision

3) Not worth using

I. Technique of Data Analyze

In analyzing the data, the researcher applies the following steps :

1. Identifying error; Nababan (1993) in Rini (2014) stated that in this step, a teacher must be sensitive in identifying the types of error

and also the nonstructural factor, such as on fair and unfairness of forms, because target language learners will make errors on the language varieties.⁷² The researcher examined the data in this research and attempted to identify students' descriptive text writing errors by highlighting the errors.

2. Describing error; generally, an error can be explained in addition, lessened, replacing the element, and word order. This step must be accompanied by using reconstructing the shape of errors. Reconstructing the form of error is rearranging the wrong sentences purposefully. It becomes the guidance to determine what is wrong and how to revise it. In this research, researcher described errors by classifying the errors they found and classifying them. There were three categories of errors; omission, addition, and substitution.

Table 3.7. Error Classifications of Surface Structure Taxonomy

No	Identified Sentences or Phrases	Classification of Errors
1		Omission
2		Addition
3		Substitution

3. Explaining error; finding the causes of error based on its classification. In this research, the researcher attempted to explain how and why an article is labelled as incorrect in this step.
4. Evaluating errors using percentages, calculating the data, and calculating the percentage in each category, the researcher determines the most common up to the least frequent error type due to errors in employing articles in students'

⁷²Setia Rini and Central Java, "The Error Analysis on the Students of English Department Speaking Scripts" 7, no. 2 (n.d.): 225–244.

descriptive text writing. The researcher includes an error evaluation phase in the conclusion procedure in this research. By utilizing percentages, calculating the data, and calculating the percentage in each category, the researcher would find the most common to the least frequent error types caused by errors in students' descriptive text writing.

- a. Counting the total number of article errors of all kinds. To determine the most common type of article error, divide each type by the total number of all sorts of article errors and multiply by one hundred.

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

Notes:

P: Percentage

F: Frequency of errors

N: Number of classes (total frequency)⁷³

- b. Count the total number of errors for each type of article in the identification table.

Table 3.8. Frequency of Errors According to SST

Error Type	A	An	The	Total
Omission				
Addition				
Substitution				
Total				

⁷³Suharsimi Arikunto, 'Dasar-Dasar Evaluasi Pendidikan', (edisi Revisi), 2012, p. 263.

5. Revising errors by giving remedial training/teaching by focusing on general errors in structural or unstructured elements.
6. Evaluating error; evaluating error either qualitatively.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher identified and classified errors of English article (*a*, *an*, and *the*) in descriptive texts written by the tenth graders' students of SMA PMDS Palopo, and the researcher calculated the percentage of errors of English article (*a*, *an*, and *the*) in descriptive texts written by the tenth graders' students of SMA PMDS Palopo.

1. Identification and Classification of Error of English Article

The students' descriptive text included the first and second meetings, including 88 errors. The researcher submitted all of the sentences in Tables 4 and 5 below and the error category for each article. The errors were classified using the surface structure taxonomy, which comprises three types of errors. The three were omission, addition, and substitution.

Table 4.1. Identification and Classification of Errors in the First Meeting

No	Identified Sentences or Phrases	Classification of Errors
1	I have * best friend	Omission
2	... * kind friends	Omission
3	... my home <i>a</i> padang sappa	Addition
4	... my family in <i>the</i> papua	Addition
6	... because in * cartoon	Omission

7	I have * mother and father	Omission
8	... * Islamic boarding school	Omission
9	... * Islamic boarding school dormitory	Omission
10	... * boy	Omission
11	... and * girl	Omission
12	... and * one is tall	Omission
13	... of * fruit is banana	Omission
14	... finally <i>the</i> have best friend new	Substitution
15	I don't have * best friend	Omission
16	... I listening <i>a</i> music	Addition
17	... its <i>a</i> best song for me	Substitution
18	... with * filter ig	Omission
19	I have <i>a</i> father, <i>a</i> mother and <i>a</i> brother	Addition
20	..., he is * tallest in my family	Omission
21	... * kind friend with you	Omission
22	I like <i>the</i> watch them	Addition
23	Upin Ipin have <i>an</i> sister	Substitution
24	She have <i>an</i> red shirt	Substitution
25	... and * pony tail	Omission
26	In <i>the</i> batam	Addition
27	... send me <i>an</i> message	Substitution
28	She have <i>an</i> sharp nose	Substitution
29	..., banana have <i>the</i> yellow color	Substitution

30	And <i>the</i> have good taste	Substitution
31	... you can solve your <i>the</i> problem	Addition
32	PMDS have <i>the</i> big building	Addition
33	..., and many <i>an</i> other	Addition
34	PMDS Have <i>a</i> dormitories for santri	Addition
35	She live in <i>the</i> Masamba city	Addition
36	She have <i>an</i> brown eyes	Addition
37	She have <i>the</i> white skin	Substitution
38	She is <i>a</i> very kind	Addition
39	She is <i>a</i> only girl in her family	Substitution
40	My family live in <i>the</i> Mangkutana city	Addition
41	My mother is <i>a</i> very beautiful	Addition
42	... my brother also <i>the</i> handsome too	Addition
43	He has <i>the</i> yellow color	Substitution
44	... because I like <i>an</i> yellow color	Substitution
45	He so smart <i>the</i> make Krabby Patty	Addition
46	He have * pet	Omission
47	My phone is <i>an</i> samsung	Addition
48	In my phone I have <i>the</i> photo so many	Addition
49	... <i>an</i> other photo	Addition
50	I can find <i>the</i> something in my phone	Addition
51	... I in <i>the</i> Palopo city	Addition

Table 4.2. Identification and Classification of Errors in the Second Meeting

No	Identified Sentences or Phrases	Classification of Errors
1	He's born * 13rd august	Omission
2	He's look like * rabbit	Omission
3	..., he's <i>a</i> vocal, rapper and dancer	Substitution
4	Ross is * small kitten	Omission
5	He is <i>the</i> indonesian Badminton athletes	Substitution
6	... on * Indonesia double men's	Omission
7	* cat is my favorite animal	Omission
8	I wish I have <i>the</i> new cat like Pusi	Substitution
9	I have * pet	Omission
10	This is * cat	Omission
11	Tricks is * potato chips	Omission
12	My favourite food is * meetball	Omission
13	... I like * spicy meetball	Omission
14	... one of * treasure member	Omission
15	... give teume * motivation words	Omission
16	... he have * mature personality	Omission
17	In <i>the</i> Park	Substitution
18	So *animal...	Omission
19	I have <i>a</i> animal	Substitution
20	He have <i>an</i> blue eyes	Addition
21	He is <i>a</i> actife cat	Substitution

22	My cat have <i>a</i> long and <i>a</i> thick fur	Addition
23	He very like <i>the</i> fish	Addition
24	My favorite food is <i>a</i> fried rice	Addition
25	My mom make it in <i>the</i> every moring ...	Addition
26	I have * pet cat	Omission
27	... when I in <i>the</i> Palopo	Addition
28	I have * pet	Omission
29	... <i>the</i> really pretty cage ...	Substitution
30	Panda <i>the</i> color is black and white	Addition
31	He have <i>the</i> blonde hair	Addition
32	... * sharp nose	Omission
33	And <i>the</i> eyebrow is thick	Substitution
34	My favorite place is <i>an</i> beach.	Substitution
35	Rose is one of <i>an</i> plant	Substitution
36	... so many plant in <i>a</i> world	Substitution
37	Rose is have * red color	Omission

Each student's first and second meetings made 34 omission errors, 30 addition errors, and 23 substitution errors.

Before conducting the writing test, the researcher conducted interviews with various students in the class. According to the researcher, some students learned English when they reached junior high school in PMDS Palopo, while others had time in elementary school, taught by their parents and took English

courses. Based on the findings of interviews conducted by researcher with students on English, specifically the extent of their understanding of the descriptive text and the use of English articles. The researcher may conclude that approximately 30% of students make errors because they still do not understand the use of English articles in descriptive text, while approximately 20% of students correctly place the English article.

2. Percentage of Each Number of Errors of English Article

Tables 4.1 and 4.2 show that students' descriptive text contained 89 errors in English articles. The percentages of those 89 errors in each error classification can be seen in the following explanation.

a. Errors in Omission

There were 34 omission errors discovered. The use of the indefinite article *a* determined to be the source of 22 of the 34 errors. Students were unable to correctly place the indefinite article *a* before a singular noun modified by an adjective, as evidenced by these errors. It should be noticed and reflected that most of the students wrote the errors in the sentence "*kind friend with you*" instead of "*A kind friend with you*," then "*Ross is have red color*" instead of "*Ross has a red color*." In the other sentence, "*I like spicy meetball*" instead of "*I like a spicy meatball*," and last, "*He have mature personality*" instead of "*He has a mature personality*."

Furthermore, the students did not use the indefinite article *a* before a countable singular word. It could be seen in the sentence “*I have best friend*” instead of “*I have a best friend,*” other sentence such as “*He’s look like rabbit*” instead of “*He looks like a rabbit,*” and last “*My favorite food meatball*” instead of “*My favorite food is a meatball.*”

The researcher then discovered the indefinite article *an* to have three omission errors. They don't use indefinite articles before words starting with vowels (a, i, u, e, o), such as in the sentence “... *Islamic boarding school dormitory*” instead of “*An Islamic boarding school dormitory.*” These errors revealed that the students were unfamiliar with using the indefinite article *an*.

The researcher then discovered the use of definite articles *the* to have nine more omission errors. The student omitted a specific article before anything they knew, like in the sentence “... *because in cartoon*” instead of “... *because in the cartoon*” or other sentences “... *and one is tall*” instead of “... *and the one is tall.*” Also, the sentence “*He is tallest in my family*” instead of “*He is the tallest in my family*” can be seen in Table 4.3.

Table 4.3. Omission Errors

Type of Error	Identified Sentences	A	An	The
Omission	1. I have * best friend	√		
	2. ... * kind friends	√		
	3. ... because in * cartoon			√
	4. I have * mother and father	√		

5. ... * Islamic boarding school	✓	
6. ... * Islamic boarding school dormitory	✓	
7. ... * boy	✓	
8. ... and * girl	✓	
9. ... and * one is tall		✓
10. ... of * fruit is banana		✓
11. I don't have * best friend	✓	
12. ... with * filter ig	✓	
13. ..., he is * tallest in my family		✓
14. ... * kind friend with you	✓	
15. ... and * pony tail		✓
16. He have * pet	✓	
17. He's born * 13rd august		✓
18. He's look like * rabbit	✓	
19. Ross is * small kitten	✓	
20. ... on * Indonesia double men's		✓
21. * cat is my favorite animal	✓	
22. I have * pet	✓	
23. This is * cat	✓	
24. Tricks is * potato chips		✓
25. My favourite food is * meatball	✓	
26. ... I like * spicy meatball	✓	
27. ... one of * treasure member		✓

28. ... give them * motivation words	√			
29. ... he have * mature personality	√			
30. So *animal...		√		
31. I have * pet cat	√			
32. I have * pet	√			
33. ... * sharp nose	√			
34. Rose is have * red color	√			
Total			22	3
		34		9

After the researcher identified the errors, the researcher used the following formula to calculate the percentage of omission errors:

$$P = \frac{n1}{\Sigma n} 100\%$$

$$P = \frac{34}{87} 100\% = 39,08\%$$

The researcher used the same formula to calculate the percentage of errors in the indefinite articles *a*, *an*, and definite articles *the*. The researcher found the overall percentage in omission 39,08% in a total error of 34, where the indefinite article *a* (23), indefinite article *an* (3), and definite article *the* (9). In the chart below, the percentage of quantity identified omission errors is shown:

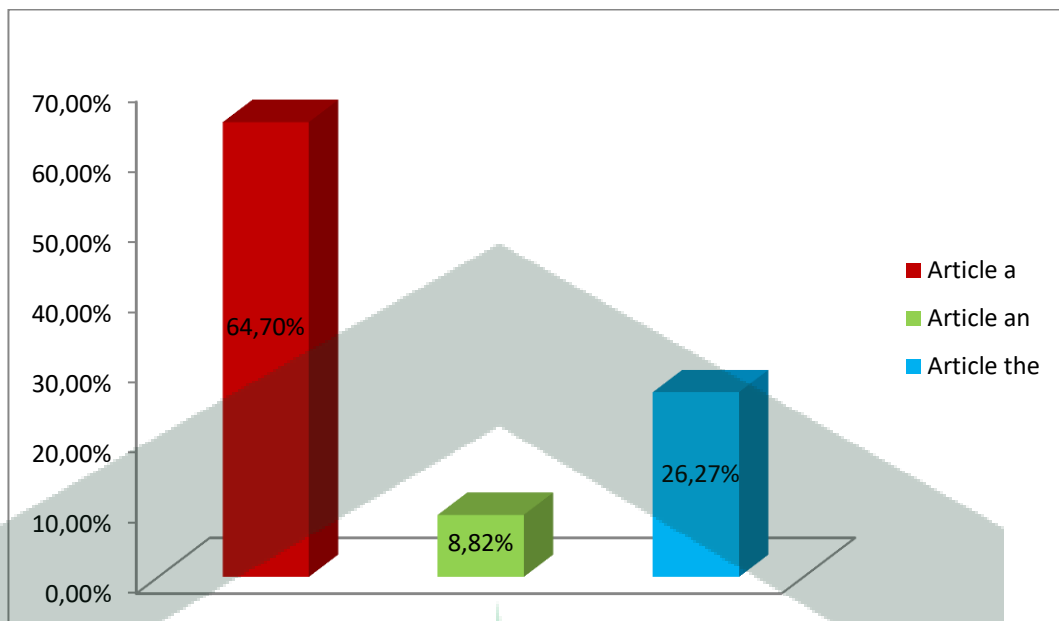


Chart 4.4. The Percentage of Each Error (*a*, *an*, and *the*) in Omission

According to chart 4.4, 64,70% of errors were identified in an indefinite article *a*, 8,82% in an indefinite article *an*, and 26,27% in a definite article *the*. Where the highest percentage in an indefinite article *a*.

b. Errors in Addition

In addition, the researcher discovered 30 errors. Among all of the faults, the student used the indefinite article *a* before the city's name, which is incorrect for the sentence. It could be seen in a sentence like "... *my home a padang sappa*" instead of "... *my home in Padang Sappa*".

Another error was that the students used double indefinite article *a* in a sentence. For example: "*I have a father, a mother and a brother*" instead of "*I have a father, mother, and brother.*" Then they wrote "*My cat have a long and a thick fur*" instead of "*My cat has long and thick fur.*" The other sentence, "*He have an blue eyes*" instead of "*He had blue eyes.*"

The students used definite articles *the* before the cities' names, such as “... my family in *the* Papua” instead of “... my family is in Papua City”. They wrote “He very like *the* fish” instead of “He really likes eating fish” in other sentences. And the last 17 errors were in the definite article *the*. All the addition errors can be seen in the following table.

Table 4.5. Addition Errors

Type of Error	Identified Sentences	A	An	The
Addition	1. ... my home <i>a</i> padang sappa	√		
	2. ... my family in <i>the</i> papua			√
	3. ... I listening <i>a</i> music	√		
	4. I have <i>a</i> father, <i>a</i> mother and <i>a</i> brother	√		
	5. I like <i>the</i> watch them			√
	6. In <i>the</i> batam			√
	7. ... you can solve your <i>the</i> problem			√
	8. PMDS have <i>the</i> big building			√
	9. ..., and many <i>an</i> other		√	
	10. PMDS Have <i>a</i> dormitories for santri	√		
	11. She live in <i>the</i> Masamba city			√
	12. She is <i>a</i> very kind	√		
	13. My family live in <i>the</i> Mangkutana city			√
	14. My mother is <i>a</i> very beautiful	√		
	15. ... my brother also <i>the</i> handsome too			√

16. He so smart <i>the</i> make Krabby Patty	√
17. My phone is <i>an</i> samsung	√
18. In my phone I have <i>the</i> photo so many	√
19. ... <i>an</i> other photo	√
20. I can find <i>the</i> something in my phone	√
21. ... I in <i>the</i> Palopo city	√
22. My cat have <i>a</i> long and <i>a</i> thick fur	√
23. My favorite food is <i>a</i> fried rice	√
24. My mom make it in <i>the</i> every moring ...	√
25. ... when I in <i>the</i> Palopo	√
26. Panda <i>the</i> color is black and white	√
27. He have <i>the</i> blonde hair	√
28. He have <i>an</i> blue eyes	√
29. He very like <i>the</i> fish	√
30. She have <i>an</i> brown eyes	√
Total	30
	8
	5
	17

The researcher used the following formula to count the number of addition errors to determine the percentage of errors:

$$P = \frac{n1}{\Sigma n} 100\%$$

$$P = \frac{30}{87} 100\% = 34,48\%$$

Addition errors were (34,48%) in total error found 30, separated into three categories based on Surface Structure Taxonomy: indefinite article *a* (8), indefinite article *an* (5), and definite article *the* (17). The percentage of the total number of discovered addition errors may be seen in chart 2:

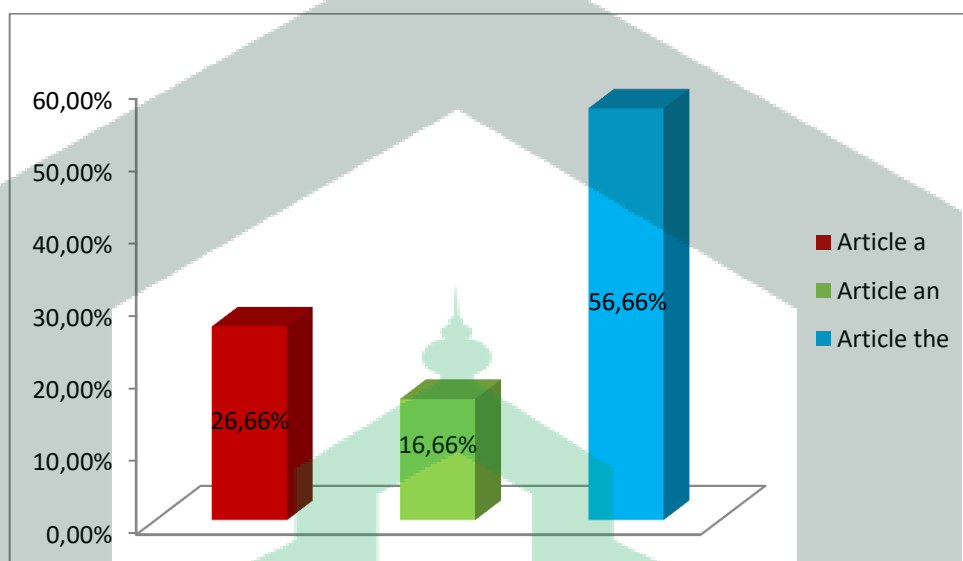


Chart 4.6. The Percentage of Each Error (a, an, and the) in Addition

This research discovered that the percentage of the indefinite article *a* was 26,66%, the indefinite article *an* error was 16,66%, and in the definite articles, *the* errors were 56,66% in students' descriptive text. From the percentage, the highest was a definite article *the*.

b. Errors in Substitution

There were 23 sentences with substitution errors. The students were confused about which article should be used in the phrase. The students already knew what they would say but incorrectly inserted the indefinite article. For example, they wrote “... *its a best song for me*” instead of “... *it’s*”

the best song for me". On the other hand, the students used indefinite article *a* before a word beginning with a vowel (a) like in the sentence "*I have a animal*" instead of "*I have an animal.*"

Another error made by the students was using the indefinite article *an* before a consonant-based word. For example, they wrote "*She have an red shirt*" instead of "*She has a red shirt.*"

Then, the students used a definite article *the* before a word beginning with a vowel (i), such as in the sentence: "*He is the Indonesia Badminton Athetes*" instead of "*He is an Indonesian Badminton athlete.*" Furthermore, the students noted article *the* for the second time. However, it should use for the primary time. For example, in the sentence "*I wish I have the new cat like Pusi*" instead of "*I wish I had a new cat like Pusi,*" when they wrote "... *finally the have best friend new*" instead of "... *finally, I have a new bestfriend*". These errors also revealed that the students were unfamiliar with how to employ an English article. This changed into a crucial problem because the difference among English articles (*a*, *an*, and *the*) existed in the sentence. When students do not employ the correct English article in a sentence, they do not understand how to use it. The following table shows the whole list of substitution errors:

Table 4.7. Substitution Errors

Type of Error	Identified Sentences	a	an	The
Substitution	1. ... finally <i>the</i> have best friend new			√
	2. ... its <i>a</i> best song for me	√		
	3. Upin Ipin have <i>an</i> sister		√	
	4. She have <i>an</i> red shirt		√	
	5. ... send me <i>an</i> message		√	
	6. She have <i>an</i> sharp nose		√	
	7. ..., banana have <i>the</i> yellow color			√
	8. And <i>the</i> have good taste			√
	9. She have <i>the</i> white skin			√
	10. She is <i>a</i> only girl in her family	√		
	11. He has <i>the</i> yellow color			√
	12. ... because I like <i>an</i> yellow color		√	
	13. ..., he's <i>a</i> vocal, rapper and dancer	√		
	14. He is <i>the</i> indonesian Badminton athletes			√
	15. I wish I have <i>the</i> new cat like Pusi			√
	16. In <i>the</i> Park			√
	17. I have <i>a</i> animal	√		
	18. He is <i>a</i> actife cat	√		
	19. ... <i>the</i> really pretty cage ...			√
	20. And <i>the</i> eyebrow is thick			√
	21. My favorite place is <i>an</i> beach.			√

	22. Rose is one of <i>an</i> plant	√
	23. ... so many plant in <i>a</i> world	√
Total	23	6 7 10

Following that, the researcher used the following formula to count the number of errors to get the percentage of substitution errors:

$$P = \frac{n1}{\Sigma n} 100\%$$

$$P = \frac{23}{87} 100\% = 26,43\%$$

The overall percentage of omission errors was 26,43% in the total error found 23. Where the indefinite article *a* (6), the definite article *an* (7), and the last definite article *the* (10). The percentage number can be seen in the following chart:

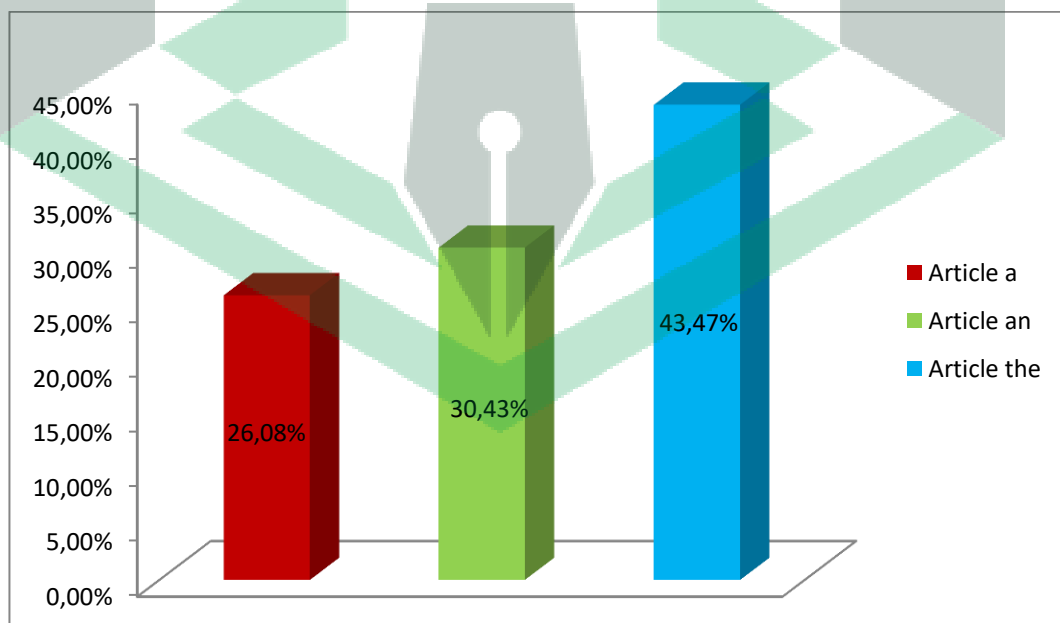


Chart 4.8. The Percentage of Each Error (*a*, *an*, and *the*) in Substitution

The researcher found the use of indefinite articles *a* to be 26,08%, the use of indefinite articles *an* to be 30,43%, and the use of definite articles *the* to be 43,47% in students' descriptive text. And the highest percentage was an indefinite article *the*.

Based on the finding of the research, it could say that the English article errors that occurred in students' writing were: 1) omission (39,08%), 2) addition (34,48%), and the last 3) substitution (26,43%). On the other hand, the omission errors occurred in 22 errors were found in the use of indefinite article *a* (64,70%). The researcher found three omission errors in indefinite articles *an* (8,57%), and the researcher found nine omission errors in the use of definite articles *the* (26,27%). In addition errors, eight errors were in the indefinite article *a* (26,66%), five errors were in the indefinite article *an* (16,66%), and 17 errors were in the definite article *the* (56,66%). The researcher found the last substitution errors in six errors in the indefinite article *a* (26,08%). Seven errors were in indefinite articles *an* (30,43%), and the other ten errors were in the definite article *the* (43,47%). It can be seen in the table below:

Table 4.9. Frequency of Errors (*a*, *an* and *the*)

Error Type	<i>A</i>	<i>An</i>	<i>The</i>	Total
Omission	22 (64,70%)	3 (8,82%)	9 (26,27%)	34 (39,08%)
Addition	8 (26,66%)	5 (16,66%)	17 (56,66%)	30 (34,48%)

Substitution	6 (26,08%)	7 (30,43%)	10 (43,47%)	23 (26,43%)
Total	36 (41,37%)	15 (17,24%)	36 (41,37%)	87 (100%)

Furthermore, this research revealed that the most frequent category of using English article errors contributed by the students was omission with the frequency (39,08%). The most common omission error was the usage of the indefinite article *a* (64,70%). This result suggested that the students struggled with the indefinite article *a* and did not yet understand how to use it. The use of the definite article *the*, on the other hand, was a challenge for students. They didn't employ the definite article before something already well-known or defined in a specific way. These errors indicated that they had not yet mastered the English article since they did not understand the basics.

B. Discussion

One of the most common problems students have is applying English articles (*a*, *an*, and *the*) for grammar. According to Barret and Chen (2011:2), articles facilitate communication between the writer and the reader by allowing the reader to locate a noun or noun phrase and determine whether it is already understood.⁷⁴ The researcher looked for students' errors in using English articles in writing descriptive text. The research objectives are to determine the errors and the dominant type of error in using the English articles. The researcher did this research by using Descriptive Qualitative Research.

⁷⁴Barret, Neil, and Li-mei, *English Articles Errors in Taiwanese College Students' EFL Writing. Computational Linguistics and Chinese Language Processing, Vol. 16. No. 3-4.*

At the first meeting, students did not know the use and placement of English articles. They are still confused. Even some of them only wrote a few words. Based on the previous interview questions, some students did not know how to use English articles.

At the second meeting, the researcher explained how to use English articles to the students. Students pay attention and comprehend the researcher's explanation. They are also active in posing questions on articles written in English (a, an, and the). The students made some progress, it can be concluded. Students are excited to attempt their second written test. Students became more active and interested during the test. There was a clear difference between the first and second meetings. The students did not know how to use English articles at the first meeting, but they began to understand after the researcher explained it to them in the second meeting.

Based on the explanation above, the researcher analyzed the students' writing test results and found that omission error was the type that found the most common error, as much as 39.08%, and the least 26.43% is substitution. This result is in line with Dulay, Burth, and Krashen (1982), who mentioned that any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than others. Here, the article system was one of the grammatical morphemes.⁷⁵ However, to reduce the number of errors caused by learners' first languages, teachers must concentrate on these distinctions and pay

⁷⁵Dulay H, Burt M, and Krashen S, *Language Two* (New York: NY: Oxford University Press, 1982).

more attention to them. Furthermore, it was critical to teach the indefinite article first, since it was the least well-known and most frequently used, before moving on to the definite articles and conveying the essential meaning of each.

There were similarities and differences between the researcher's results and the three of previous research. The similarities and differences between the first previous research and the researcher are that the results of the first previous research with the researcher analyzed the use of English articles as the focus of research and showed success. Still, the first study only focused on one type of error, namely substitution. In contrast, the researcher had three error types: omission, addition, and substitution. The similarities and differences between the second research and the researcher focused on English article usage problems. And in the second research, the researcher found that the omission error language was the one with the most errors and showed success. But the second research makes mother tongue interference the main factor in finding errors in the article. Similarities and differences between the third study and the researcher the third study and the researcher both focus on using English articles and show success. The third study analyzed the writing of analytical exposition text, while the researcher analyzed the writing of the descriptive text. The results of the third study showed that the addition type was the one with the most errors, while the researcher was the omission type.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research results, the objectives of the research have also been answered concerning with the errors on the use of English article in descriptive texts written by the tenth graders of SMA PMDS Palopo.

1. Types of error in English articles are written by the tenth graders of SMA PMDS Palopo, and the result of the research shows that there are three types of errors in English article that occurred in students' descriptive text: a) omission (39,08%), b) addition (34,48%), and the last c) substitution (26,43%). That includes the first and second meetings.
2. The dominant type of error in using English articles, and the percentage result found that the most dominant type of error in English article error in students' descriptive text was omission with the frequent 39,08%. It was found that 64,70% error in the use of indefinite article *a* in omission.

In the researcher's interviews with the students, the researcher concluded that 30% of students still do not understand the use of English articles in writing descriptive text. And several other students already understand the use of English articles because they were previously taught by their parents and also in courses. Based on this research, the researcher used surface structure taxonomy (namely;

omission, addition and substitution) to investigate the use of English articles and identify grammatical errors in using articles in students' descriptive text writing.

B. Suggestions

Based on the result of the research, some suggestions are addressed to students, teachers of English, and future researchers.

1. For Students

There are several research-related suggestions for the students. First, students should enhance their English grammar comprehension, particularly in English articles, to eliminate errors in their written text. Second, students are expected to take charge of their education and become conscious of their learning processes. Third, students should become more aware of the importance of English grammar to be motivated to master it. Finally, students must develop their writing skills by regularly practising writing in class or at home to spot their errors.

2. For Teachers of English

It is suggested that English teachers pay close attention to students' use of English articles and design some fun activities to help them develop their skills to reduce students' errors in English articles. Because the results of this study show that the most common error in the use of indefinite articles is *a*, it is critical that the teacher teaches the indefinite article *a* and explains how to use it. The teachers should teach the indefinite article first, as it was the most unmark and the most frequent, and giving more

attention to the definite articles, and also presenting the central meaning of each article. Last, teachers should pay more attention to students' writing by giving more practical writing tasks to improve their writing ability.

3. For Future Researcher

The researcher recommends that other researchers to search about:

- a) Interlanguage interference, it is used to know the crucial factors that caused the students errors of using English article.
- b) Future research could focus on an error analysis on the use of English article in descriptive writing texts.

From the research findings, it is hoped that the next researcher can learn them. The researcher hopes there will be further studies on teaching-learning English especially in grammar and English articles.

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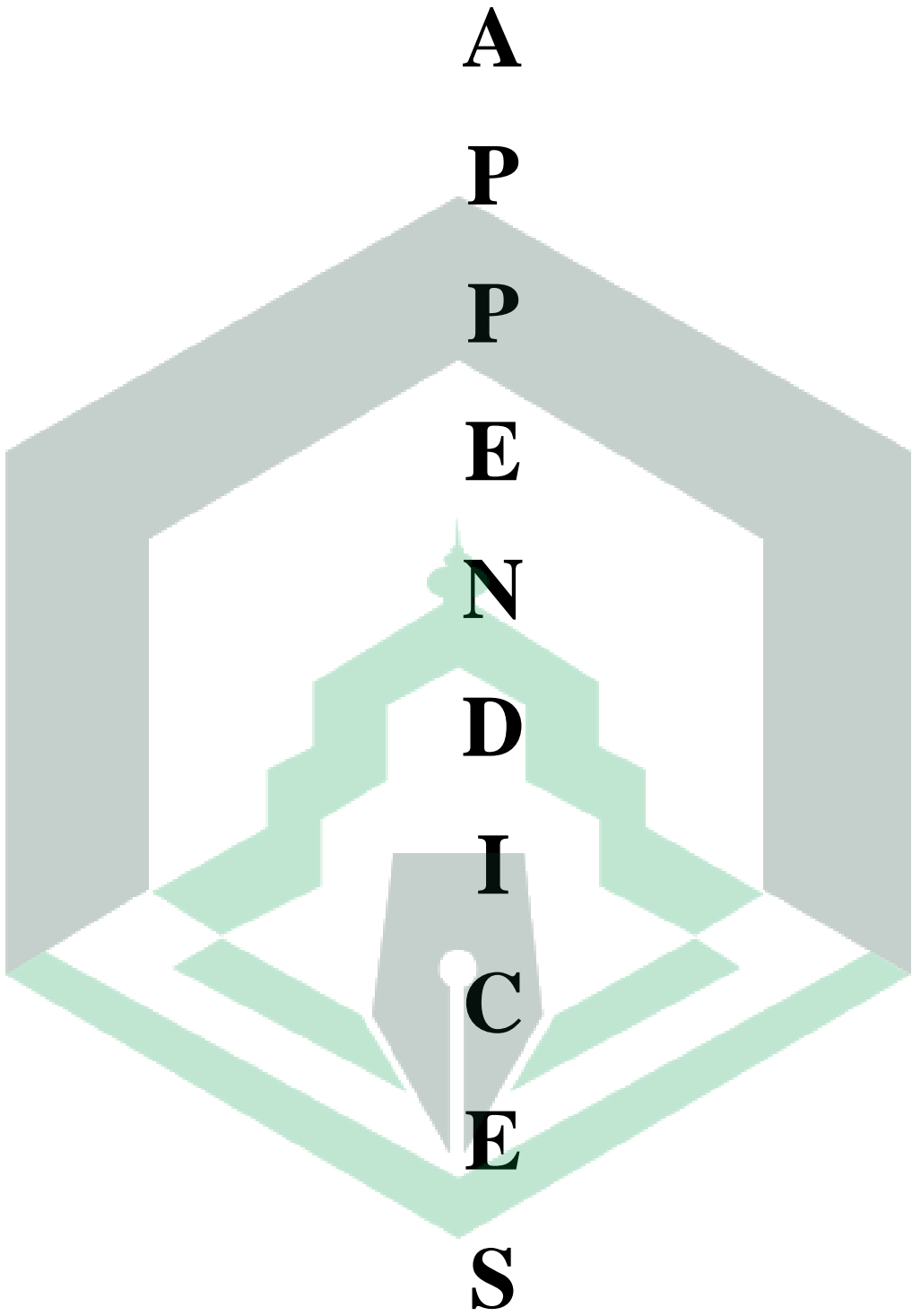
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ASLI

IZIN PENELITIAN
 NOMOR : 888/IP/DPMPPTSP/XI/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ALDA JUAN DAWITRI
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 Pekerjaan : Mahasiswa
 NIM : 17 0202 0055

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

AN ERROR ANALYSIS ON THE USE OF ENGLISH ARTICLES IN DESCRIPTIVE TEXT WRITTEN BY THE TENTH GRADE OF SMA PMDS PALOPO

Lokasi Penelitian : SMA PESANTREN MODERN DATOK SULAIMAN (PMDS) PALOPO
 Lamanya Penelitian : 17 November 2021 s.d. 17 Januari 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 18 November 2021
 plh Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.SI
 Pangkat : Pembina Tk.I
 NIP : 19780611199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Set
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait yang perlu dilaksanakan penelitian

CS | Scanned with CamScanner



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMAS DATOK SULAIMAN PALOPO
Alamat : Jln. Dr. Ratulangi No.16 Telp. (0471) 21476 Kota Palopo



Akreditasi A

SURAT KETERANGAN
Nomor : 0347/DS-009.02/XI/2021

Yang bertanda tangan dibawah ini :

N a m a : Hijaz Thaha, S.Pd.
NIP : 19710623 199702 1 002
Jabatan : Kepala Sekolah

Menerangkan bahwa :

N a m a : Alda Juan Dawitri
NIM : 17 0202 0055
Fakultas : Tarbiyah dan Ilmu Keguruan
IAIN Palopo

Adalah benar telah melaksanakan penelitian di SMAS Datok Sulaiman Palopo sesuai dengan surat izin penelitian dari Pemerintah Kota Palopo Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 727/IP/DPMP/TSP/IX/2020 tanggal : 18 November 2020, lama penelitian tanggal 17 November 2021 s/d 17 Januari 2022 di SMAS Datok Sulaiman Palopo untuk kepentingan Penulisan Skripsi dengan judul "*An Error Analysis on The Use of English Articles in Descriptive Text Written by The Tenth Graders of SMA PMDS Palopo*".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 08 Desember 2021

Kepala Sekolah,



Hijaz Thaha
Hijaz Thaha, S.Pd.
Nip.19710623 199702 1 002

Instrument of Interview

For Students in SMA PMDS Palopo

List of Interview:

1. Dimana pertama kali belajar Bahasa Inggris ?
2. Bagaimana pendapat anda tentang belajar bahasa Inggris ?
3. Apakah sudah pernah kursus bahasa Inggris sebelumnya ?
4. Apakah ada kesulitan dalam belajar bahasa Inggris ?
5. Sudah pernah belajar tentang English Articles (a, an, dan the) ?
6. Apa saja yang diketahui tentang English Articles ?
7. Apakah ada kesulitan dalam membuat Descriptive Text ?



VALIDATION

WRITING LECTURER

Lembar Validasi Instrumen Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

Perbaiki instruksi pelaksanaan tugas!

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 27...November 2021

Validator,



ST. HARTINA, M.Pd.



Lembar Validasi Instrumen Interview

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami		·	✓	
2.	Pertanyaan berkaitan dengan penelitian			✓	
3.	Pertanyaannya menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

Perbaiki redaksi kalimat yg digunakan!

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

a. Layak digunakan tanpa revisi

b. Layak digunakan dengan revisi

c. Tidak layak digunakan

Palopo, 27 November 2021

Validator,



ST. HARTINA, M.Pd



GRAMMAR LECTURER

Lembar Validasi Instrumen Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

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Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a) Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, *20/11* 2021

Validator,


Dr. Masruddin, S-S, M. Hum



Lembar Validasi Instrumen Interview

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami			✓	
2.	Pertanyaan berkaitan dengan penelitian			✓	
3.	Pertanyaannya menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

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Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- (a) Layak digunakan tanpa revisi

b. Layak digunakan dengan revisi

c. Tidak layak digunakan

Palopo, 21 Nov 2021

Validator,


Dr. Masrullah, S.S., M.Hum



TEACHER

Lembar Validasi Instrumen Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

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Kesimpulan:

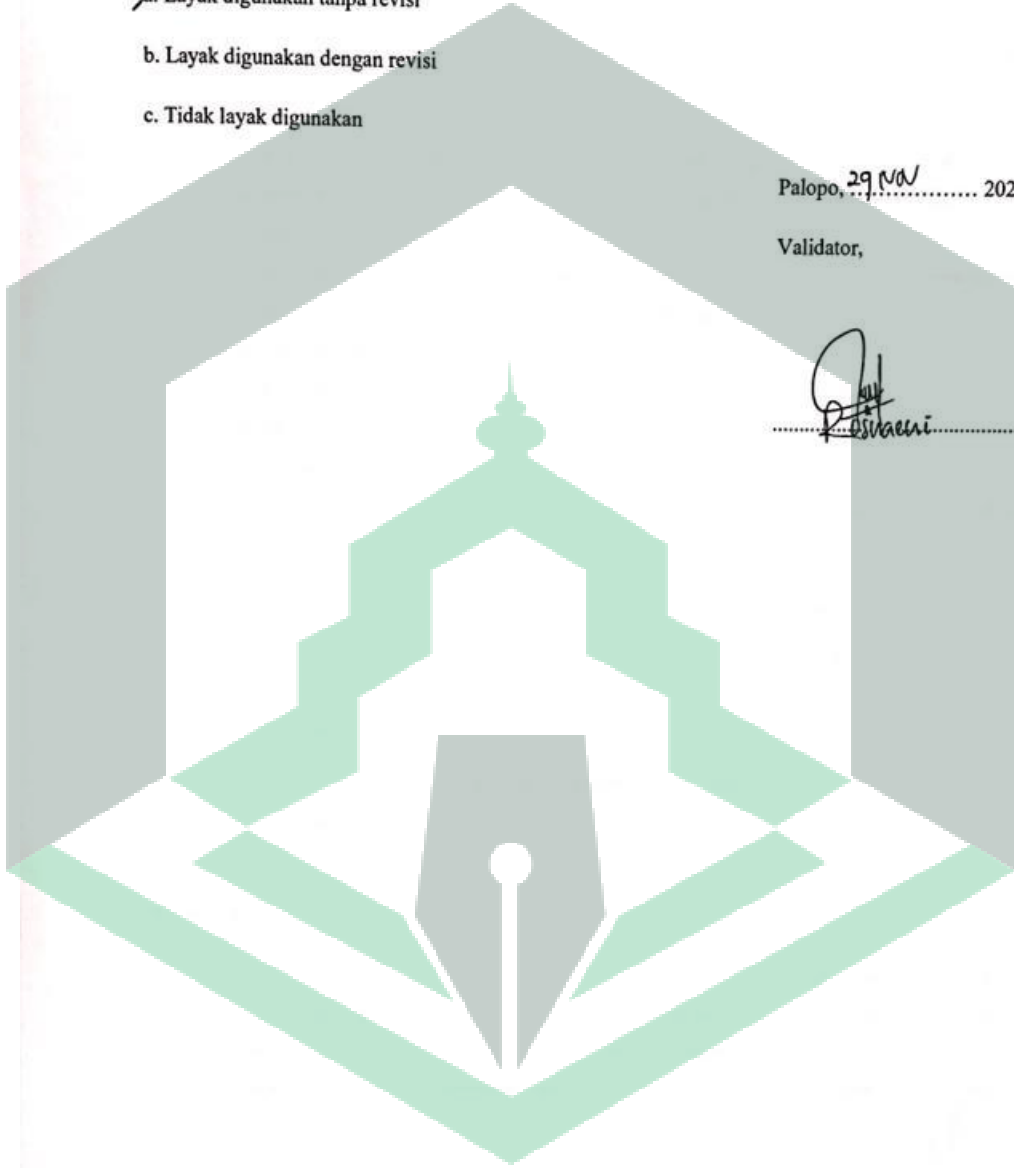
Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 29 Mei 2021

Validator,


.....
R. S. Saeni



Lembar Validasi Instrumen Interview

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami			✓	
2.	Pertanyaan berkaitan dengan penelitian				✓
3.	Pertanyaannya menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

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Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 29 Nov 2021

Validator,


.....
R. Sidiq



WRITING TEST FIRST MEETING

WRITING TEST

First Meeting

Time: 60 Minutes

Name: *Pungarani Kaunyah*

Class: *X IPS 2*

Reg.No: *0812 *** ***

*Please read the following intruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

1. *e. fruit*

2.

FRUIT

So many fruit we know and have many kinds of fruit. You can choose the fruit with ~~eat~~ write which one your favorite fruit. The name of fruit is banana, mango, durian, papaya, etc. I like banana, banana have the yellow color. And the have good taste.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Khariza Vidya Ismail

Class: X IPS 11

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Hi My name is Khariza, you can call me Riza
I have best friend in the room, kind friends, and
my friend very beautiful and very lovely, and
always together, and thank you, so much.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Siti Hardianti Rasyid

Class: X ips 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I want to describe my best friend. Her name is Adira Nur Agsari. I met with her in my new school. She is my first friend in ~~the school~~ junior high school. We always together. when I said she ~~is~~ will counting me. she is very kind. But, know I and she separate. Because she not continue ~~she~~ I will miss her. I hope we can meet again.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Siti Nurul Ilma S

Class: X IPC 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I want to descriptive Best friend's she name is
Siti Nurul Ilma S, Nurul, Adha, Ananda
putri, Aulia Alifa, Ihsana or Pebra.

* But not continue SMA PMDS finally
the have Best friends New.

* Best

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Nur Aqilah

Class: X IPS 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Hello my name is nur-agila. I'm school in pmds
PMDS is very big. PMDS Have building PMDS have the big
building, and many an other. pmds Have a dormitories for
Santri.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Umi muthoharoh

Class: X IPS 2

Reg.No: 0822 5957 6734

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My family

~~I life with my family. I have a father, a mother and a brother. My father is tallest in my family. My Mother is shorter than my father.~~

My family

I have a father, a mother, and ~~a~~ brother. My father his name is Muhammad fatmudin, he is tallest in my family. He is a the best father for me. My Mother her name is Nita hadiatin, she is very beautiful, she is shorter than my father. They are the best couple for me.

My name is Umi muthoharoh, and my ~~youngest~~ youngest brother his name is Alzar fat. asharif. He was seven years old. I very miss my family. We are a numeros family.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Alifa chaerunnisa

Class: X IPS II

Reg.No: 24/7

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer: my fav thing is:

hand phone
heuh i miss miss it :). It is my comfort, in my home
i dont have a friend but no problem i have my hand phone
hehe :). in my phone i listening music my fav music is
"night changer" by one direction its a best song for me :). and
i like selfie with filter ig its make me so wonder full omg,
ask ask i wanna back to home.

see u december!

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Syaharini

Class: X IPS II

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - ♥ Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Bismillahirrahmanirrahim Assalamu'alaikum guys :-

Hm... i'm soo sorry guys i don't have best friend !!
actually i'm soo sad but not problem everthing it's ok ~♥
Allah always with you ♥.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Nauratul APHA

Class: X IPS 2

Reg.No: 081 292 706 034

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer: My Family

I have two siblings

My Name is: Nauratul APHA

My Mom Name is: Aidi Tonang

My Father Name is: Mubhar

I'm happy because

we were born in a simple family.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Naifan

Class: X IPS 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

my family
I have mother and father, I have 2 sister and
I have 2 brother, I live in my islamic boarding
school in Palopo city. I live in my islamic boarding school
dormitory and my family lives in masamba but my father
works in makassar city, and I am the second child...

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Rahmi marganda

Class: x IPS 2

Reg.No: 007944962 / 081 340 500 972 (sv kac)

*Please read the following intruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

BEST FRIEND

I have two bestie boy and girl one is store and one is tall they don't know each other.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: *Alya Putri Avisa*

Class: *X IPS 2*

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer: *Best friend*

*My best friend. her name is su fany, she live with her family in batun,
she so kind and cool. In the batun, she always send me-an message.
she have an sharp nose and white skin. I wish we can meet again.*

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Ainun Azzahra-s

Class: X IPS 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Cartoon

I like cartoon the name is upin ipin because in cartoon that we can study to (watch and study). I like the watch them. They very fun. upin ipin have an sister. She name is Ros. She have an red shirt and pony tail.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: A. Najwa al-sahra

Class: X IPS 2

Reg.No:

*Please read the following intruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer: family

I miss my mom my ^{father} ~~sister~~ brother my sister my brother brother
~~the~~ and I miss my home a Padang sappo it's my
my family in the Papua I wanna meet with my family
in my home I hope their fine together ~ My family is my
everything

WRITING TEST

First Meeting

Time: 60 Minutes

Name: *Alena Vanessa Permata*

Class: *x IPS 2*

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

*SMA PMDS Very beautiful room and student in the class
much flower with ~~friend~~ kind friend with you*

maaf ko' sedikit ji apana tidak tauka bahasa inggris maaf juga kalau tidak nyambung maaf

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Dwita Nugran

Class: X IPS

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - ✓b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I have more friend but I only have one bestfriend
She name is purnama annisa. Im going to tell you about
that (my bestfriend) she is not beautiful or pretty, but I think
she look cute and funny. Random too:P. Smart about english and
matematic / math. we were a friend because she is smart about
math and: ? I hate math very much I dont like it, but she like
math omg :P. She is my bestfriend in junior high school, not here
btw. Just she understand about my habit. She is very kind. :v

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Nur Dewi Putri

Class: X IPS 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My favorite thing is my phone. My phone is an Samsung. In my phone I have the photo so many. my family, my photo my friend photo and an other photo. I can play with the phone every time. I can chat with my friend. I can find the something in my phone. But now I in the Palopo City. so I can not play with the phone. I really miss home and my phone.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: nurkhalilah alifa

Class: X IPS II

Reg.No:

*Please read the following intruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

my favourite cartoon movie is spongebob. He has the yellow color. He is very cute. He live in a barack house. I like spongebob because I like an yellow color. He so smart the make Krabby patty. he have the friend name patrick. he have pet. the pet name is Gery. I really mics to watch spongebob again.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: NURHIKMA

Class: X IPS 5

Reg.No:

*Please read the following intruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

ABOUT MY FAMILY

I Miss my family. My family live in the Mangkuratana City. I have mother, father, and two brother. My mother is a very beautiful. My father so handsome. And two my brother also the handsome too. I and my family always together forever. I wish we can go to the wecard together. I miss you. And I miss my cat too.

WRITING TEST

First Meeting

Time: 60 Minutes

Name: Naila Ramadhani Kasim

Class: X IPS 2

Reg.No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. SMA PMDS
 - b. Best Friend
 - c. My Family
 - d. Favorite Thing
 - e. Fruit
 - f. Cartoon
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My best friend. I have a best friend. Her name is Tiwi. She live in the Masamba city. Tiwi is very cute. She have an brown eyes. She have the white skin. She is a very kind. Tiwi always help me. She like to eat the food. She is a only girl in her family. She just have mother, she love her mother. I miss my friend. I wish we can meet again.

WRITING TEST SECOND MEETING

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: AUFAR, CHAEKUN NISA

Class: X IPS II.

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - Ⓓ Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I have pet. Its a rabbit. He have a white skin. He ear is so long. and ~~the~~ he eyes round. he like to eat carrots. my dad make him the really pretty cage to my rabbit. my rabbit name is bubu. bubu is very pretty. He like to play with my dad. I miss my rabbit.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: ~~Amun~~ Amun Azzahra

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

He's name is Na Jaemin, from NCT and ~~accidentally~~ enlisted in the unit NCT Dream. He's born 13rd august in 2000 at Jeonju, South Korea. He's look like rabbit. He's dare like ~~water~~ milk and strawberry. In the unit, he's a vocal, rapper and dancer. then, in the group was 7 member. They are, Mark lee, Renjun Huang, Jaechan lee, Jeno lee, Zhong Chenle Zhong, Jisung park and Na Jaemin.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Aiya Putri Arsa

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I have a animal, I call him uel. uel a colour white. he have an blue eyes. my cat have a long and a thick Fur. he is a active cat, he very like the fish. he sleep with my young sister. I always bring him every weekend by motorcycle. I Really Love him.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Alena Vanessa Permata

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Plant so many flowers natty and clean and that park clear bright
so animal that plant as puss rabbit much family else visiting a park
a park it also looks clean and beautiful many sellers foolish beverage
and meatballs and bakagor and there are people who read books
in the park there's a seat that's my description. Thank you

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Umi Muthoharoh

Class: X IPS 2

Reg. No: 0822 5957 6734

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Cat

Cat is my favorite animal. I have a cat, the colour is orange, and her name is Pusi. She is very fat, and cute. Pusi very like eat with fish. She can't eat without fish. I usually mix fish and rice to feed my cat.

I always sleep with Pusi, and do everything with Pusi. Pusi is my friend in my house. But now Pusi was dead, I very sad to hear that. I wish I have the new cat like Pusi.

(*)

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Rahm Mangala'

Class: X IPS 2

Reg. No: 007 999 9612 / 081 390 500 972

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

my favourite food is meatball because meatball so delicious
and i like spicy meatball
i don't like too sweet food
because i don't like sweet

ok thank you 😊

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Syaharani

Class: X IPS 2.

Reg. No: @ Syaharmitasyra

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I idolize a singer who once performed on idol junior named Justin Degresya he did sing lovely songs from Billie Eilish something as beautiful as that makes the audience shiver very nice anyway hehehe ♡.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Nur Aqilah

Class: X IPS 2 II

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My father bought me a present I've wanted for years. It's a cat. A kitten to be exact. I called him Ross.
Ross is small kitten. Ross is frazz. Sometimes i afraid I will hurt him if i want to take him up. Dad say he found Ross near our house.
Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good cat, and we love him so much.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: *Dwita Nugrani*

Class: *X IPS 2*

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

About my favorite Food
or, we can say my favorite snack is . my favorite snack is "TRICKS"
omg, Tricks is potato chips with kimchi, Rendang, bulgogi, Asian bba
flavour :p . tricks so crunchy and cheap too. we can found tricks
if you want to buy it available in every store ? You must try it :)

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Naurachy PONA

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you

- a. My Idol
- b. Favorite Food
- c. Place
- d. Animal
- e. Plant
- f. Transportation

2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My idol is Aneth Deuncia

She's a singer from Indonesia. She started as a singer when she was 15 and won the talent show of Indonesia Idol Junior in 2019.

She was independent and hardworking.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: *Naisah*

Class: *X ips 2*

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

About my Animal

I have Pet. this is cat
I have two cat, their name are
Beki and biaki, They are very Cute
Usually they like play with my brother.
I Always sleep with Beki and baki.
They are my friends.
Beki and biaki like eat with fish
I always feed my cat with fish.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Naila Ramadhani Kasim

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

^{Favorite}
My idol is Kevin Sanjaya Sukamuljo. He is the Indonesian Badminton athletes. He playing on Indonesia double men's. he is talented, young and handsome. there is a lot of champion that he got. he just win the Indonesia open in Bali on this November with his partner Marcus Fernaldi Gideon. they are the number one double men's player in the world for now. he make his family proud of him and of course we did.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Nurkhalilah Alfa

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My favourite idol is that Wunscat one of Treasure member every Treasure update . he always give some motivation words . and he is the oldest one . so because of that he have mature personality . I like him so much.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Siti nurul ilma.S

Class: X IPS II

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I really like rose. rose is one of an plant.
and so many plant in a world. so I just
like rose.

* Rose is ~~an~~ ~~are~~ have red color. I like red.

Thank you.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Bungarani Kaunyah

Class: X Ips 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

PLACE

my favorite place is an beach. Beach with the white sand beach have a beautiful scenery. In the beach we can enjoy the view in there.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Siti Hardianti Rasyid

Class: X Ipa 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

I want to describe my idol. Justin Bieber is my favorite singer. I really like his song. When I listen his song I feel happy. Justin is very handsome. He have the blonde hair, and sharp nose. And the eyebrow is thick. I really like his song "Baby".

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Naila Ramadhani Kasim

Class:

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My favorite idol is Taylor Swift. Because she is very beautiful and ~~she~~. She have a good voice. I like her song "I Knew you were trouble". The song is the best for me. I hope someday we can meet.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Khaviza Udra Islam

Class: X IIS

Reg. No:

*Please read the following instruction below.

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

Hello, my favorite animal is panda.
Panda very cute animal I ever see.
Panda the color is black and the white.
Panda really cute.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: NURHIKMA

Class: X IPS II

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

ANIMAL

I have pet cat. She name is Winkie. She have a white and grey color. And a blue eyes. She eat fish and drinks milk. I play with her when I back to the home. She sleep in my room. But when I in the Balupo, She sleep with my mother. I love my pet so much.

WRITING TEST

Second Meeting

Time: 60 Minutes

Name: Nur Dewi Putri

Class: X IPS 2

Reg. No:

*Please read the following instruction below:

1. Choose one of the topics which interest you
 - a. My Idol
 - b. Favorite Food
 - c. Place
 - d. Animal
 - e. Plant
 - f. Transportation
2. Please write a descriptive text based on the topic that you choose on your paper.

Answer:

My favorite food is a fried rice. Fried rice that my mom make. Its so good. And very delicious. My mom make it in the every morning when I am in home. I eat fried rice with fried egg and tea for the drink. I miss my mom.

TRANSCRIPT INTERVIEW STUDENTS

1. Alena Vanessa Permata

- Researcher : Dimana ki pertama kali belajar Bahasa Inggris?
Alena : Waktu SD kak
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
Alena : Susah-susah gampang kak
Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
Alena : tidak kak
Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
Alena : iye, ada biasa mau ditulis tapi tidak ditau bahasa Inggrisnya
Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Alena : pernah kayaknya kak
Researcher : Apa saja yang diketahui tentang English articles?
Alena : itu yang a home a class
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Alena : tidak ji kak, mungkin itumi yang tadi kek nda ditau bahasa Inggrisnya.

2. Rahmi Mangalla

- Researcher : Dimana pertama kali belajar Bahasa Inggris?
Rahmi : di SD kak belajar Bahasa Inggriska
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
Rahmi : Seru, menyenangkan, karna banyak games nya
Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
Rahmi : tidak kak
Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
Rahmi : cara bicaranya kak
Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Rahmi : iye kak
Researcher : Apa saja yang diketahui tentang English articles?
Rahmi : yang the
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Rahmi : iye, karna tidak setau apa mau saya bilang kak

3. Siti Hardianti Rasyid

- Researcher : Dimana pertama kali belajar Bahasa Inggris?
Siti : disini kak pmds, waktu SMP
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
Siti : susah
Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
Siti : tidak kak
Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
Siti : kosakatanya kak, dengan cara pengucapannya
Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Siti : iye pernah
Researcher : Apa saja yang diketahui tentang English articles?
Siti : saya lupa kak
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Siti : iye ada, tidak saya tau bagaimana menggambarkan sesuatu

4. Syaharani

- Researcher : Dimana pertama kali belajar Bahasa Inggris?
Syaharani : waktu sd kak
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
Syaharani : keren, karna bahasa international
Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
Syaharani : tidak kak
Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
Syaharani : speakingnya
Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Syaharani : iye
Researcher : Apa saja yang diketahui tentang English articles?
Syaharani : yang menggunakan a the
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Syaharani : kurangnya kosakata kak

5. Siti Nurul Ilmi

- Researcher : Dimana pertama kali belajar Bahasa Inggris?
Ilmi : waktu smp kak
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?

Ilmi : seru, tapi susah
 Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
 Ilmi : tidak kak
 Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
 Ilmi : mungkin kosakatanya kak
 Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
 Ilmi : iye pernah
 Researcher : Apa saja yang diketahui tentang English articles?
 Ilmi : kata yang ada a sama the
 Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
 Ilmi : iye, tidak tau bahasa inggrisnya

6. Bungarani
 Researcher : Dimana pertama kali belajar Bahasa Inggris?
 Bungarani : smp kak
 Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
 Bungarani : susah
 Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
 Bungarani : tidak kak
 Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
 Bungarani : iye
 Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
 Bungarani : pernah
 Researcher : Apa saja yang diketahui tentang English articles?
 Bungarani : yang pake a
 Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
 Bungarani : iye, kurang kosakata kak

7. Nauratuladha
 Researcher : Dimana pertama kali belajar Bahasa Inggris?
 Nauratuladha : sd kak
 Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
 Nauratuladha : seru, walaupun ada susahny
 Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
 Nauratuladha : bapak saya guru bahasa inggris, jadi biasa diajar sama bapak

Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
 Nauratuladha : speakingnya sih kak
 Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
 Nauratuladha : iye
 Researcher : Apa saja yang diketahui tentang English articles?
 Nauratuladha : yang kalau benda jelas pake the, kalau yang an itu untuk huruf yang awalan a i u e o kalau a untuk huruf konsonan
 Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
 Nauratuladha : tidak kak

8. Ainun Azzahra S.

Researcher : Dimana pertama kali belajar Bahasa Inggris?
 Ainun : smp kak
 Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
 Ainun : menyenangkan
 Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
 Ainun : tidak kak
 Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
 Ainun : banyak kak, kosakatanya pengucapannya
 Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
 Ainun : sudah kayaknya kak
 Researcher : Apa saja yang diketahui tentang English articles?
 Ainun : yang pake the depannya
 Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
 Ainun : iye, tidak banyak kosakata yang saya tahu kak

9. Umi Muthoharo

Researcher : Dimana pertama kali belajar Bahasa Inggris?
 Umi : smp kak
 Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
 Umi : susah
 Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
 Umi : tidak
 Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
 Umi : susah bicara

Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Umi : iye, tapi saya lupa kak
Researcher : Apa saja yang diketahui tentang English articles?
Umi : kata a the
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Umi : banyak kak

10. Alifa Chaerunnisa

Researcher : Dimana pertama kali belajar Bahasa Inggris?
Alifa : sd kak
Researcher : Bagaimana pendapatnya tentang Bahasa Inggris?
Alifa : keren kak dan menyenangkan
Researcher : Apakah sudah pernah kursus Bahasa Inggris sebelumnya?
Alifa : waktu sd kak
Researcher : Apakah ada kesulitan dalam belajar Bahasa Inggris?
Alifa : menghafal kosakata
Researcher : Sudah pernah belajar tentang English articles (a, an,dan the)?
Alifa : sudah kak
Researcher : Apa saja yang diketahui tentang English articles?
Alifa : yang kata depannya pakai huruf a an the
Researcher : Apakah ada kesulitan dalam membuat Descriptive Text?
Alifa : penyusunan kalimatnya kak

DOCUMENTATION

1.



The researchers asked questions to students.

2.



The researcher explained how to do the writing test in the first meeting.

3.



The students take their first written test.

4.



At the second meeting, the researcher explained to the students about English articles and descriptive text.

5.



The students take their second written test.