

**UNDERGRADUATE THESIS**

**ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE  
WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR  
HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG**



**By :**

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**STATE ISLAMIC INSTITUTE OF (IAIN) METRO**

**1442 H / 2020 M**

**ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE  
WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR  
HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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**1442 H / 2020 M**



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NOTIFICATION LETTER

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To:  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:


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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan untuk dimunasaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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APPROVAL PAGE

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**RATIFICATION PAGE**

No. B-0064/m-20-1/D/PP-00-9/01/2021

The Undergraduate Thesis entitled: ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG written by: Yulianis Pitaloka, Student Number 1601070134, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, 23<sup>rd</sup> December 2020 at 09.00 - 11.00 am.

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**ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE  
WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR  
HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**By:**

**YULIANIS PITALOKA**

The main purpose of this research is to investigate the kinds of error about modifier in descriptive writings. In addition, it is also to find out the dominant factor that cause the students make error. The errors of modifier in this research was divided into four categories : namely omission, addition, misformation, and misordering.

In this research, the researcher utilizes a qualitative method. Meanwhile, the qualitative design used in the study was descriptive research. The subjects of this study were students of grade 10 at SMA Negeri 1 Sekampung. The researcher took only one class, namely X IPS 2 with 15 students sample because this class is one of the excellent classes with various of student abilities. Therefore, the data has been taken from students of grade 10 at SMA N 1 Sekampung East Lampung using cluster purposive sampling technique.

Furthermore, the result of this study show that there are four kinds of modifier error that occur in descriptive writing. Each kind had percentage (19 or 40,43%) error of misordering, (11 or 23,40%) error of misformation, (9 or 19,15%) error of addition, and (8 or 17,02%) error of omission. Beside that, based on student interview responses, the researcher can conclude that the cause of the error made by student was the carelessness in the English concept. It can be said that the students are not careful in writing word in sentence.

**Keywords** : *Errors, Modifier, Descriptive Writing, Qualitative Research*

**KESALAHAN PENGGUNAAN MODIFIER DALAM TULISAN  
DESKRIPTIF OLEH SISWA KELAS 10 DI SEKOLAH  
MENENGAH ATAS (SMAN) 1 SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**By:**

**YULIANIS PITALOKA**

Tujuan utama dari sebuah penelitian ini yaitu untuk menyelidiki jenis kesalahan siswa tentang modifier pada tulisan deskriptif. Selain itu, juga untuk menemukan faktor dominan yang menyebabkan siswa melakukan kesalahan. Kesalahan modifier di dalam penelitian ini dikelompokkan menjadi empat kategori : yakni penghilangan, penambahan, kesalahan formasi, dan kesalahan penataan.

Pada penelitian ini, peneliti memanfaatkan metode kualitatif. Sementara itu, desain kualitatif yang dimanfaatkan pada penelitian ini yaitu penelitian deskriptif. Subjek pada penelitian ini merupakan siswa tingkat 10 SMA Negeri 1 Sekampung. Peneliti mengambil hanya satu kelas, yaitu X IPS 2 dengan mengambil sampel dari 15 siswa karena kelas ini merupakan salah satu kelas yang sangat baik dengan berbagai kemampuan siswa. Data diambil dari siswa kelas 10 SMA N 1 Sekampung Lampung Timur dengan menggunakan teknik Cluster Purposive Sampling.

Selanjutnya, hasil yang diperoleh dari penelitian ini memperlihatkan bahwa terdapat empat jenis kesalahan modifier dalam penulisan deskriptif. Setiap jenis memiliki persentase; (19 atau 40,43%) kesalahan penataan, (11 atau 23,40%) kesalahan formasi, (9 atau 19,15%) kesalahan tambahan, dan (8 atau 17,02%) kesalahan penghilangan. Selain itu, berdasarkan hasil wawancara siswa, peneliti menyimpulkan bahwa penyebab kesalahan yang dibuat siswa adalah kecerobohan dalam konsep Bahasa Inggris. Atau dapat dikatakan bahwa siswa kurang teliti menuliskan kata dalam kalimat.

**Kata kunci** : *Analisis kesalahan, modifier, penulisan deskriptif, metode kualitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : YULIANIS PITALOKA  
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, September 2020

The Writer



**YULIANIS PITALOKA**

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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi sarjana ini seluruhnya merupakan hasil penelitian dari penulis, kecuali pada bagian-bagian tertentu yang dikutip dari bibliografi yang telah disebutkan.

Metro, September 2020

Yang Menyatakan

A yellow rectangular stamp with a grid pattern. The text on the stamp includes 'TERAI', 'MPEL', '1601070134', and 'YULIANIS PITALOKA'. A handwritten signature in black ink is written over the stamp.

YULIANIS PITALOKA

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**MOTTO**

وَوَجَدَكَ ضَالًّا فَهَدَىٰ ۖ

*And He found you lost and guided (you)*

**(AD-DUHA : 7)**

## DEDICATION PAGE

*This undergraduate thesis is very dedicated to :*

*My great parents, Mr. Iin Solihin and Mrs. Sulastri for a deeper  
prayer and do everything to me*

*My lovely brothers, Ahmad Arjun Lesmana, Lesmana Luhur Darajat,  
and Solihin Junior*

*My best friends, Anisa Nur Istiqomah, Misi Putri Nurentiana,  
Boombayah Squad, and all whom I love*

*My beloved almamater State Islamic Institute (IAIN) Metro*

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Praise is only to Allah SWT, who has given us mercy and blessing, inspiration of this life, that the researcher finally can complete the undergraduate thesis entitled "ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG". This undergraduate thesis is arranged as fulfill of requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

First of all, the deepest gratitude would be addressed to my great parents for their endless love to me, understanding and always support to finish this undergraduate thesis soon.

Secondly, the greatest gratitude would also be addressed to both of my advisors, Mr. Ervan Nurtawab, M.A.Ph.D and Mrs. Syahreni Siregar, M. Hum who is constantly giving their endorsement, time, and guidance in order the researcher could finish this undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, September 2020

  
**Yulianis Pitaloka**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is a tool of communication that used for people in particular country or community. The function of language is to express one's emotion, thoughts, and attitudes. Every nation has their national language, and it differs from one nation to another. It happens because of the differences between religion, geographical position, and culture. People need to speak in the same language to communicate each other. One of the languages that are most widely used in this world is English.

English has become worldly recognized as the mediator to communicate among the nation or international communities, and for maintain relationship among the world nation. English can be a strong foundation in several aspect of education, tourism, trade, law, and diplomacy. For this reason, the ability to communicate in English would greatly contributes to the effectiveness of fulfilling communication needs, both verbally or in written form.

Actually, writing is a productive activity in language and can be a good skill acquired for those who do not speak. As Brown notes, writing is essentially same as learning to make words properly and correctly with

attention language structure.<sup>1</sup> The ability of each person will be different in developing an idea into writing, it is influenced by the background of the author. Moreover, by writing people can develop creativity, and explore many knowledge or information from whatever that they heard, seen, and felt.

However, writing is not an easy language skill to mastered. There are many problems that students get in the process of writing English text. Various writing problems arise due to the low contribution of linguistic and non linguistic aspects. Writing problems caused by the low contribution of linguistic aspects include of the limitations of English vocabulary, the difficulties in developing writing ideas, and the low grammar mastery.

In this case, the researcher did a pre survey in SMA N 1 SEKAMPUNG on November 18<sup>th</sup>, 2019. The purpose of the pre-survey conducted by researcher was to detect problems in writing, especially on writing description. There is a table below about the pre-survey data by the students of grade 10 at SMA Negeri 1 Sekampung on Students' Descriptive writing as follows:

**Table 1.1**

**The Pre-survey Result of Students' Descriptive Writing Among the Tenth Graders of SMA N 1 SEKAMPUNG**

<b>Class Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
90 - 100	-	-	Excellent
80 - 89	2	13,3%	Good
70 - 79	4	26,7%	Fair
60 - 69	9	60%	Poor
<b>Total</b>	<b>15</b>	<b>100</b>	-

Source: archives from the students descriptive writing assignment given by the English teacher on November, 18<sup>th</sup> 2019

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<sup>1</sup>H. Douglas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices* (USA: Pearson Education, Inc, 2004), 218.

In line with pre-survey data available in the table, it can be analyzed there is a proof that most of the students have low score in writing skill. Then, from 15 students in the X IPS class of SMA N 1 Sekampung, the data pre-survey showed that 9 students in poor category, 4 students fair category, 2 students in good category, and there is no student in the excellent category. Meanwhile, the minimum mastery criteria (MMC) for English subject in SMA Negeri 1 Sekampung is 70. It means that the percentage of student who get good score is smaller than the percentage of students who get bad score. Therefore, the researcher can conclude that in class of X IPS at SMA Negeri 1 Sekampung is still low in writing skill.

Related to the problem in writing above, there needs to be an effort to reveal a component that can affect writing skill. In addition, the inability to master grammar also becomes an obstacle that affects the quality of student writing. It can be said that grammar in writing as the most important part in writing rule to make effective sentence or to deliver a message in a written form. One of grammar concepts that affect writing is modifiers. Modifier is a word or phrase that explain, limits, or classifies another word or phrase.<sup>2</sup> It provides the additional information or explain in detail word or phrase. In this way, without modifier it would very difficult for the writer to convey clearly message.

Briefly, based on the entire description of the paragraph, the researcher is very fascinated to investigate and analyzed about modifier that used in writing,

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<sup>2</sup> Mark Alan Stewart, *Master The GMAT 2010* (USA: Peterson's, a Nelnet Company, 2009), 378.

particularly in the form of descriptive writing. Therefore, the researcher construct a study entitled, “ Errors on The Use of Modifier in Descriptive Writings by The Students of Grade 10 at The Senior High School (SMAN) 1 Sekampung East Lampung”

### **B. Focus of Study**

In this study, the researcher limits the problem only focused to “analyze of errors modifier that used in descriptive writings by the students of Grade 10 at The Senior High School (SMAN) 1 Sekampung East Lampung”

### **C. Research Questions**

In reference with the background of the research, the researcher formulate the research question as follow :

1. Whats kinds of error on the use of modifier in descriptive writings by the students of grade 10 at SMA Negeri 1 SEKAMPUNG?
2. What is the dominant factor that causes modifier error in descriptive writings by the students of grade 10 at SMA N 1 SEKAMPUNG?

### **D. Objectives and Benefit of the Study**

1. Objectives of the Study
  - a. To analyze the kinds of error on the use of modifier in descriptive writings by the students of grade 10 at SMA N 1 SEKAMPUNG
  - b. To know the dominant factor that causes modifier error in descriptive writing by the student of grade 10 at SMA Negeri 1 SEKAMPUNG

## 2. Benefit of the research

### a. For the students

The result of this study is to provide additional knowledge to the students especially on the tenth grader at SMA N 1 SEKAMPUNG in learning English. In this study, the researcher will reveal the phenomenon of the using modifier in descriptive writing. After knowing this phenomenon, the researcher hope the students to be able to realize and try to increase the quality of their writing more be better.

### b. For the English teacher

This study is also expected to provide some benefits for English teachers by providing information about the phenomenon of using modifier in writing especially in descriptive writing. And the hope from the researcher is students can be more motivated in learning English, especially in the aspect of writing.

### c. For the next researchers

This study as strong foundation to another researchers in the next research. From this research can also be used as an alternative references. Then, for other researchers obtain concrete evidence in the form of the problems related to the use of modifier in writing skill.

## **E. Prior Research**

This research was conducted by considering some prior researches. The first prior research was conducted by **Oyedokun-Alli, Wasiu Ademola** with the research title “*An Error Analysis Of The Use Of English Modifiers Among Yoruba Bilinguals*”.<sup>3</sup> The objectives of the first prior is to provide a broad-based investigation into the source of errors in the use of modifiers among bilingual yoruba. The overall goal is to present new insights in developing research on the Nigerian. The research method that use in the first prior research is descriptive methods. Data collection instruments are each student asked to listen to material recorded from bulleting news and excerpts from a yoruba novel translated into English by students. The first prior research subjects were students from the two tertiary institutions. The research results from first prior research tried to analyze the errors of the modification process in English and Yoruba uses the first as a base material. The basic aim is to determine the similarities or differences in the two languages that affect competence.

This research has similarity and differentiation with the first prior research. The similarity between this research and the first prior research about the examined variables, namely modifier. While the difference between this research with the first prior research is the research subject. This research will examine “Errors On the use of Modifier in Descriptive Writing by the students of grade 10 at SMA N 1 SEKAMPUNG”. Whereas the first prior research

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<sup>3</sup> Oyedokun Alli and Wasiu Ademola, “An Error Analysis of The Use of English Modifiers Among Yoruba Bilinguals,” *European Centre for Research Training and Development* 2, no. 3 (2014).



examines “An Error Analysis Of The Use Of English Modifiers Among Yoruba Bilinguals”.

The second prior research was conducted by **Vijay Vardhan and Jayasheela** with the title “*The Role of Modifiers in the Basic Writing Skill in English*”.<sup>4</sup> The purpose of the second prior research is Grammar is the backbone of English. English in particular, as second or foreign language is not obtained naturally; structured teaching and learning is important. Through grammar, ESL students learn how to operate at the sentence level and learn to manage good and correct word order. Grammar talks about research that proves that students need to accept grammar learning to be make real progress in two weeks and learning about grammar can enable progress in their language competence. In the second prior research, the researcher used descriptive research. The objective from the research are : 1) To know the importance of modifiers; 2) To explain usage of modifiers, and 3) to make basic writing skills more effective.

Then, This research has similarity with the second prior research. The similarity between these research lies on variables examined, namely modifier in writing and research methods using a qualitative research. The results of second prior research describe modifier play a major role to intensifying the meaning in the sentence and it make the sentences more meaningful and more effective.

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<sup>4</sup> Vijay Vardhan, Jayasheela, “The Role of Modifier in The Basic Writing Skill in English,” *International Journal of Scientific Research and Review* 7 (2018).

The third prior research is *Error Analysis On Students Descriptive Writing (A Descriptive Research at the 8<sup>th</sup> Grade of SMPN 26 Makassar)* by *Herawati*.<sup>5</sup> The purpose of the research is to find out the common student grammatical error on descriptive writing. The error modification in the research was divisible into four categories, as follows : omission, addition, misformation, and misordering. The method of the research used in third prior research is qualitative research method. The research subjects of the third prior research were students at eight grade of SMPN 26 Makassar. The researcher analyzed the students' writing to find out the error made by students in their writing grammatically. The researcher described the error in each sentence and gave an analysis and to know and classified the errors that student made. The result of the third prior research is there are four types of student error, namely: omission, addition, misformation, and misordering. Each type had percentage : 91 or 50% error of omission, 20 or 10,99% error of addition, 62 or 34,07 % error of misformation, and 9 or 4,94% error of misordering. Then, the common error were found 182 total error, and the dominant error of third prior research was omission with 50% students' error in this category.

This research has similarity and differentiation with the third prior research. The similarity about the research method and examined variable. While the difference between this research and first prior research lies on the subjects of research.

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<sup>5</sup> Herawati, "Error Analysis on Students Descriptive Writing (A Descriptive Research at the 8th Grade of SMPN 26 Makassar)" (University Muhammadiyah Makassar, n.d.).

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Nature of Writing

##### 1. The Concept of Writing

###### a. The Definition of Writing

Writing can be interpreted as arranging letter, several word, sentences, which is applied into a handwritten form, printing, typing, or some other form of compiled data. It is also a systematic and continuous activity of expressing the writers ideas or to express of words, sentences, and paragraphs. In addition, writing means that a process how to the writer deliver message to the reader with written form. It will be learn from Elementary School, Junior High School, Senior High School, until University.

According to Harmer, writing often used as preparation for several activities, especially when someone tries to make up a few words in starting a group activity.<sup>6</sup> In other words, It can also be used as a tool to express some amazing ideas or their feelings by word, sentence, or paragraph. On the other hand, Jozsef states that writing can be defined as one of the activity of human. In writing, a person is required to be able to develop idea or it can be obtained from

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), 33.

the experiences.<sup>7</sup> So, in writing needs a good relationship among some aspects in order to make an excellent writing text as writers want to.

From some of the experts definition, it will be concluded that writing is enormously important as one of media to communicate that can help people to express feeling, idea, opinion by word, sentences, or paragraph in written form.

#### b. The process of writing

In writing process, there are several processes or steps to produce a written work. Based on Oshima and Hogue, the writing process has roughly four steps.<sup>8</sup> It is the consideration to establish a good text. The process include : prewriting, organizing, writing, polishing: revising and editing. The writing steps can help writers compose a text clearly and easily to understand.

#### 1. Pre-writing

The first steps to writing is called Pre-writing. This is a method to obtain some idea, what the writer want to say. The writer can determine the topic itself.

#### 2. Organizing

The second steps in writing process is to construct writer idea into a summary form. The writer can write some sentences related the topic and explain the main ideas.

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<sup>7</sup> Horvath Jozsef, *Advanced Writing in English as a Foreign Language* (Lingua Franca Csoport, 2001), 5.

<sup>8</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3 ed. (White Plains, New York: Pearson Education, Inc, 2007), 15.

### 3. Writing

Then, the next step write whatever writer think by using outline as guidance. Write quickly without paying attention about spelling, punctuations, and grammar. In this step, we only get to pour the writers idea on the papers.

### 4. Polishing : revising and editing

The last steps, we embellish what we or the authors have written before. This steps is called by revising and editing. Polishing is most successful when it is done in two steps. Firstly, (revising) refers to a major issue about contents and organization. After that, (editing) refer to minor issue about punctuations, mechanic, and grammar.

#### c. The Element of Writing

There are some element in writing, namely :

- a. Develop the idea : the topic given to student must be familiar.
- b. Organizing ideas : transitions, or connector, word and phrase can coherence by showing relationship among the idea.
- c. Grammar : grammar is a theory of a language. This elements consist of discussion of grammatical forms and syntactic patterns.
- d. Vocabularies : the words used in writing. The more vocabulary that has been mastered, the better the quality of writing.

- e. Mechanic : mechanic refer to the rule of language, such as capitalizations or spelling. It is required to clearly communicate of the writer idea in a paper.

## **B. The Concept of Descriptive Writing**

### **1. The Definition of Descriptive Writing**

Description means that describing something, someone, or place. Descriptive Writings is a clearly description to describe people, place, or object. An effective descriptions will contain sufficient and varied detail to communicate an understanding of the subjects being described. The detail used are usually sensory choice that are chosen to describes what the writers hear, see, touch, smell, or feel.

Alice and hogue mention that Descriptive Writings attracts sensory attention, thus it says how something look, smells, feel, taste, or sound.<sup>9</sup> Furthermore, a good description is a picture of word, so the readers can imagine an objects, place, or persons in own thoughts. In other word, the purpose of descriptive writings to help the readers understand of the object or person which are presented.

According to Keits et.al, descriptive paragraph describe what someone feel or see. It can give some opinion about somethings.<sup>10</sup> It can describe an object, a person, or an event in detail. It can be abstract object such as: hate, love, opinion, etc. So, descriptive writing is text that describes a thing in the form of object than can be seen or in the form of abstract object.

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<sup>9</sup>Ibid., 61.

<sup>10</sup>Keith S. Folse, et.al, *Great Paragraphs*, 3 ed. (USA: Heinle Cengage Learning, 2010), 135.

Based on the definition from experts, the researcher conclude that descriptive writing should be detail and concrete to describe something, so it will be very helpful for the readers to know the message or what the writer tell.

## **2. The Structure of Descriptive Writing**

Each kind of text has its own structure and rule. The structure of descriptive writing as follows :

### 1) The Generic Structure of Descriptive Writing

#### a) Identification

This part contain identifications to identify the phenomenon to be describe.

#### b) Descriptions

This section include the important of description, that describes parts, qualities, and characteristics.

### 2) The Generic Feature of Description, are :

#### a) Verb in (present tense)

The writer must use present tense as a verb as verb in descriptive writing.

#### b) Adjectives

Adjectives are essential items in descriptive writing, because it is used to describes the characteristic of subjects.

#### c) Topic of Sentences

It is used to start paragraphs and to arrange the different aspects of descriptions.

Basically, most of the words in descriptive writing are adjectives, adverbials, and determiners. In short, determining word, sentence, structure, organization is extremely important to make descriptive writing purpose.

3) The factual description framework

a) In the first paragraph there is general sentences

This can provide a brief descriptions to the reader about ( where, when, who, or what ) of subjects.

b) A Series of Paragraphs about the subjects

In each paragraphs mostly begins with the topic of sentence. It will captures the meaning of the entire paragraphs and that's also the focus of paragraph. These paragraphs construct the subject descriptions.

c) Concluding of Paragraph (Optional)

Conclusion of the paragraphs at the end of the text. Sometimes the writers uses or not.

### 3. The Purpose of Descriptive Writing

The purpose of descriptive writing is to create information clearly about object, place, person, or event. The writer uses the descriptions to suggest other people to thinks or act in a certain way. Based on Houge “when we describe a person, we can start with the overall assumption and then focus on the head of people, the face, and then in one part of the face like the eyes”.<sup>11</sup> When writing description of human, tell someone what the first look was like. When describing some places, let the reader knows what its look like. Therefore, in descriptive

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<sup>11</sup> Ann Hogue, *Writing About People*, n.d., 50.



writings the reader is given a detailed of object, a clear image that allows the readers to looks, feels, touch, hears, or smells about the object to be described.

#### **4. Kind of Descriptive Writing**

Descriptive writing is a type of text to describe of person, animal, thing or place arise. Therefore, it generally take on four kinds, namely :

- 1) Descriptions of Place
- 2) Descriptions of Animals
- 3) Descriptions of Thing or Objects
- 4) Descriptions of Humans/ Person

#### **C. The Concept of Error Analysis**

##### **1. The Definition of Error Analysis**

Learning English as a foreign languages is different from the first language (*mother tongue*). In the process of learning English, mother tongue influences as their first language and it cause error in learning. It very normal and inevitable happens for the students.

Ricards say that error analysis means the kind of error study conducted for second language learner. Error analysis can be applied to identify in order that : a) identify strategy used by students in language learning. b) trying to identifies the cause of student error. c) to get some information about general difficulty in language teaching and learning, as props or in the preparations of

teaching material.<sup>12</sup> It could be said error analysis is the study to identify, classify, and systematically analyze or describing an unadaptable forms that person produces in learning a foreign languages.

Learning for humans is basically a process of making mistakes. Misjudgements, miscalculations, and wrong assumptions are fundamental aspect of learning almost any skill or obtaining information.<sup>13</sup> In distinguishing between error and mistake, that error happens when the student unsuccessful and have the lack knowledge, it occurred because they do not know is the correct. Meanwhile, mistake is something wrong but knows how to put it right.

## **2. Source of Error**

The source of error due transferring rules from the mother tongue to the target language sometime called interlingual error. It is a significant source of error. Even though it is not constantly clearly that errors are a transfer effect by the mother tongue to the target language, students also make error, indicating that they are processing a second language in their own term.

This second type of error is often called intralingual error. These types are often similar to those produced by children in their mother tongue and indicate that the second disorder uses a similar strategy, especially simplification or generalization. Another source of error is that developmental

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<sup>12</sup> Jack C. Richards and Richard Schmidt, *Dictionary Of Language Teaching & Applied Linguistics*, 4 ed. (Great Britain: Pearson Education Limited, 2010), 201.

<sup>13</sup>H. Douglas Brown, *Principles of Language Learning And Teaching*, 5 ed. (San Fransisco State University: Pearson Education, Inc, 2007), 257.

errors occur when students try to construct a hypothesis of the target languages based on qualified experience.

1) Carelessness

Carelessness is often associated with the less of motivation by the learners. Many teachers will realize that it is not entirely wrong for student if they lose interest, maybe from the materials or style of presentations.

2) First Language

In language learning (mother tongue or foreign language) is language habit formation problems. Now it is common to hear the layperson explain error originating in the L1 transfer in term of ‘translation’ form the L1. If someone tries to learn a new habit, the old habit will interfere with the new habits.

3) Translation

Translation is “one of the cause of error”. This happened because the students translate the first language sentences or idiomatic meanings into target language using word by word translation techniques. That is possibly a common the cause of writing errors.

**3. Classification or Kinds of Error**

There are two major classes of error

a. Global error

Global error is defined as a violation of rules involved in the whole structure of sentences, relationships between parts of clauses or in

simple sentences. It makes sentence or speech difficult or impossible to understand.

b. Local error

Local error, on the other hand cause problems in certain parts or in complex sentence, which is an error in the use of sentence structure elements, but which does not cause understanding problems. The errors made in the process of building a new language system need to be carefully analyzed. It is important because it show the progress of learner, show how language is acquired, what strategies that learner uses, and the students can learn from these errors.

Dulay et al. divide errors into four categories based on the taxonomy of surface strategies. The taxonomy of surface strategies define the ways surface structures are modified. The classified of errors as follows :

**1) Omission**

This error can be interpreted that there are no items that must come in a phrase or sentence.<sup>14</sup> The grammatical morpheme like noun, verb, prepositions or articles omitted in the sentence and can give a different meanings. Example in the sentences :

a) *She is a quite girl.*

(this is incorrect sentence. In that sentence there is an adjective omission).

Therefore, the correct sentence: **She is a quite clever girl.**

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<sup>14</sup> Heidi Dulay, et.al, *Language Two* (New York: Oxford University Press, 1982), 154.

b) *he driver*

this is incorrect sentence. The sentence has an adjective omission (*to be, article/ is, a*)

The correct sentence: *he is a driver.*

## 2) Addition

This error is the contrary with omission. Errors of this type can be classified by the presence of items that should not be allowed in the sentence.<sup>15</sup>

In this type the existence of a grammatical item or morpheme that should not be appear. Example of the sentence :

*John is very very handsome boy.*

(the sentence is incorrect sentence. The word “very” should be omitted from the sentence)

The correct of sentence : *John is very handsome boy.*

## 3) Misformation

This error can indicate the use of the wrong morpheme form or sentence structures.<sup>16</sup> In misformation, students give something, even if it is wrong.

Example in the sentence :

*They bringed a cup of tea.*

(The sentence is incorrect. It is an irregular verb, past tense is misformed)

The correct sentence: *They brought a cup of tea.*

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<sup>15</sup> Ibid., 156.

<sup>16</sup> Ibid., 158.

#### 4) Misordering

The error occurred by the wrong placement of morpheme or group of morphemes in a sentence or speech.<sup>17</sup> Students have made a written misordering error that is word by word translation. Example in the sentence :

*He cleans his bedroom always.*

(The sentence is incorrect. In English, adverbs of frequency are positioned immediately before the verb).

The correct sentence: *He always cleans his bedroom.*

#### 4. The Procedure of Error Analysis

Error analysis procedure are important and significant. Without some procedure, errors analysis can not be clear or correct. The procedure of error analysis consist of four procedure :

The first step is identify the errors, the researcher should to compare sentences that produce by student with the right in the target of languages. When a sentence is considered incorrect in target languages for specific contexts, that is indicates an error.

Secondly, is describe error, identified error is explained and can be classified in error descriptions table to determine the frequency of the type of error.

Thirdly, is interpreting or explaining, that examine the type of errors to explain on description table and it will be more complicate when identify the

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<sup>17</sup> Ibid., 162.

cause like as : mother tongue interferences, errors by teaching methods and materials.

Then, the fourth of steps is evaluate the errors, the activities carried out that related to the process of error assessment.

#### **D. The Concept of Modifier**

##### **1. The definition of modifier**

In English, modifiers are words, phrases, and clauses that function as adjective and adverb to add information in part of sentence.<sup>18</sup> In another word, it is essential parts of speech, modifier add detail and meaning to sentence. Based on Ann, “Modifiers” are great words class. It is an adjective used to describe other word with various description. They also state a modifier must be in the correct order, as close as possible to the word to which something is added.<sup>19</sup> Then, Modifier is a useful general term for the function of those words, phrases, and clauses that are added to sentences for descriptive purposes.

A modifier is so called because it is said to modify the meaning of others elements in the structure, on which it dependent and gives further information to another word. Edward and Stephen states that, *Modifiers* are generic term for the function of words, phrases, and clauses that are added to sentences for descriptive purposes.<sup>20</sup>

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<sup>18</sup> Paige Wilson and Teresa Ferster Glazier, *The Least You Should Know About English*, 10 ed. (Wadsworth: Cengage Learning, n.d.), 132.

<sup>19</sup> Ann Batko, *When Bad Grammar Happens to Good People* (Career Press, 2004), 123.

<sup>20</sup> Edward L.Smith and Stephen A. Bernardt, *Writing at Work* (USA: NTC Publishing Group, 1997), 44.

Based on Richard, In earlier grammars, the term “modifier” only refers to word, phrases, or clause that modifies verb, adjective, or other adverb, but not to modified nouns.<sup>21</sup> From experts definition, the researcher can say modifier is word, phrase, or clause which function as an adjective or an adverb to describe a word and to make its meaning more detail and specific. So, the reader can more easily understand.

## 2. The Type of Modifier

Modifiers are usually thought of as adjectives, adverbs, or other grammatical elements that function as one or the other.<sup>22</sup> Modifier provide additional information of pronoun, noun, verb to make them certain and effective in phrase or sentence. The types of modifier are divided in two types, namely : *adjective and adverb*.

### a. Adjectives

*Adjective* is word that change or describes pronoun and noun. Adjectives can be used before nouns or after particular verb. It can also appear at the end of sentence with the verb “to be”.

Example :

*Blue* dolphins play in the Pacific.

She is *beautiful* and *kind* friends.

#### 1) Types of adjectives

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<sup>21</sup> Jack C. Richards and Richard Schmidt, *Dictionary Of Language Teaching & Applied Linguistics*, 3 ed. (Pearson Education Limited, 2002), 338.

<sup>22</sup> Peter Herring, *Complete English Grammar Rules* (Farlex International, 2016), 1423.



Articles: is one of the most common word in English that define a noun as specific or unspecific. In English, articles can be: *a*, *an*, and *the* are adjectives.

Example: Han Gang river is *a* river in *the* South of Korea.

- Possessive : just as there is form of possessive pronouns, there is also form of possessive adjectives. The form is like *its*, *my*, *their*, *our*, *his*, *your*, *her*.

example: We have a good friends, *her* name is Anisa.

- comparative : adjective can be used as a comparison between a relationship. Many adjective that has a comparative forms to indicate there is something is better or more than another and superlatives which indicates that something is most or best.

example : I'am more interested in *dancing* than *singing*.

- number : number is categorized as an adjective because it changes *how many of nouns*.

example : there are *five* cats in my house.

## **b. Adverb**

Based on Quirk et.al, adverb can modify another adverb.<sup>23</sup> It can modify a verb, adjective, adverb or entire sentence.

- Adverb as modifier of a verb

Example: Many students at SMA Negeri 1 Sekampung ***pray*** dhuha ***regularly***

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<sup>23</sup> Randolph Quirk et al., *A Comprehensive Grammar Of The English Language* (London: Longman Group Limited, 1985), 448.

- Adverb as modifier (intensifier) of an adverb or an adjective

Example: Yogi and Steven are *very handsome* boys in my village.

- Adverb as modifier of an entire sentences

example : *Actually*, Mr.Jokowi always cares about everyone in this country.

### 3. The Function of Modifier in Sentence

The function of modifier in sentence is very important to clarify or limit a particular word in order to “add explanation or detail meaning”. Like most writing technique, modifier can be brilliant when used effectively and correctly. For example, the sentence “She is a cute baby”. On that sentence, “cute” is an adjective that modify a noun, “baby”. Then adjectives “cute” is Modifier. “cute” describe the types of baby. It does not have the same meaning as “She is baby” (which is grammatically correct and equivalent in structure to the original sentence). Then, it will be ambiguous or error structure in the sentence “ she is baby cute”.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Types and Characteristic of Research

In this research, the researcher considered the importance about grammar, especially modifier on descriptive writing to be explored. The researcher decided to use qualitative research to analyze what are the kinds of error on the use of modifier in descriptive writings and to know dominant factor that cause modifier error in descriptive writing by the students of grade 10 at SMA NEGERI 1 SEKAMPUNG.

Based on J.Creswell, Qualitative research used to explore or to understand the purpose of individual or group associated with human problems or social.<sup>24</sup> From the definition above, qualitative research is the type of research to investigate or to analyze a problem naturally. Then qualitative research is arranged in narrative form and researcher as a key instruments.

Qualitative research is type of research with the purpose to describes, study, and to define about phenomenon. The comprehension of phenomena will be achieved by exploring and describing by narrative. In other words, research procedures that produce spoken or written descriptive data from participant and observed behavior.

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<sup>24</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3 ed. (London: Sage Publications, 2009), 4.

It also includes descriptive studies that intend to gather current informations, to make evaluation or comparisons, to analyze the problems, and to study from the experiences of other to make decisions.

The research character in this study focused on descriptive qualitative. Researcher conduct a survey that can be used to explain phenomena and summarize it. The objective of using surveys in descriptive research is to get the best steps for specific thing. In addition, descriptive qualitative research can give significant informations about the average group members.<sup>25</sup> So, the information can be obtained with the actual situation.

From these descriptions, the goals of this research to know what are kinds of error on the use of modifier in descriptive writings, and to know dominant factor that cause modifier error in descriptive writings by the student of grade 10 at SMAN 1 SEKAMPUNG.

## **B. Data Sources**

The researcher used two types of data source in this research, namely : primary data and secondary data.

### 1) Primary Data

Based on Linda “Primary data is data collection based on direct observations, researcher collect their own data”.<sup>26</sup> In other word, primary data is data from the original source directly or directly carried out by researchers. The primary data of this research will be students written

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<sup>25</sup> Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc, 2005), 16.

<sup>26</sup> Linda Kalof et al., *Essentials of Social Research* (New York: Open University Press, 2008), 204.

document of descriptive writing among the tenth grader at SMA N 1 Sekampung. The samples in this study were 15 student.

In selecting data, researcher uses purposive sampling techniques. In the qualitative study, the samples tends to be selected in a deliberate way known as purposive sampling.<sup>27</sup> It means that purposive sampling is a non probability sample which has been selected based on characteristics of phenomenon, population, and the objective of research. The aim of purposive sampling focuses on certain characteristic of the population, so that is possible to answer research question.

## 2) Secondary Data

According to Linda, “Secondary data is data used or previously collected records, such as data of survey information or government statistics, also known as archival data”.<sup>28</sup> Secondary source offers interpretation, evaluates, or analysis information from primary data or sources. The secondary source in this research is from observation, interview, documentation, the books both in the printed form and in electronic book, books, and academic articles written in journal that are related to the research.

### **C. Data Collecting Technique**

Data collection is a specific grouping of evidence that researchers use to analyze the result of all research activities with proper and correct

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<sup>27</sup> Robert K. Yin, *Qualitative Research from Start to Finish* (London: The Guilford Press, 2011), 88.

<sup>28</sup> *Ibid.*, 206.

procedures.<sup>29</sup> Moreover, it is the primary and most essential procedure or step for research using standard validated technique. The data collection is taken from the process of analyze data into interpretation or theory.

This data is needed in the study to be used as raw materials for making the data. It gives definite answers and definite directions to research investigation. The data is very important to scientific research. Besides, the data is very useful to assist variety argumentation in the research finding.

Qualitative researchers also have data collection techniques, such as in indepth interviews, observation of research objects, and analyzed documents.<sup>30</sup> The researcher used documents in collecting data in this research. Researcher took several document from the students descriptive writing. For this research, researcher use three technique to take the data, that include of observation, interview, and documentation.

#### 1. Documentation

The researcher use document as data collection. In qualitative research, document will be useful source of informations. Then, the researcher get the data from students written document of descriptive writing of grade 10 as the assignment from the teacher, because the students have got the material and experience. After that, the researcher will analyze the result of descriptive writing based on their knowledge of the modifier.

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<sup>29</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Limited, 2006), 212.

<sup>30</sup> Donald Ary et al., *Introduction to Research in Education*, 32.

## 2. Observation

Observation is a systematic and reviewing activity on the object to be studied and gather some of data. The purpose of observation is to describe situation, event, or individual. In this case, the researcher observed students' behavior, activities, and the environment around the participants, make field notes to know directly the learning process in the class. In addition, researcher will observe student written document of descriptive among the tenth graders. The process of observation will be done by referring to the research question.

## 3. Interview

In conducting interviews with participants, researcher can get their information or the well experience without being limited by the researcher perspective or in previous research. Interview give valuable information if the researcher is unable to observe participant directly, and researcher allow participants to explain the opinion or personal information in detail. Because of this, researcher used interview to collect data from student in this research. And interview is used to know the factors that caused modifier error made by the students of grade 10 at senior high school (SMAN) 1 Sekampung East Lampung.

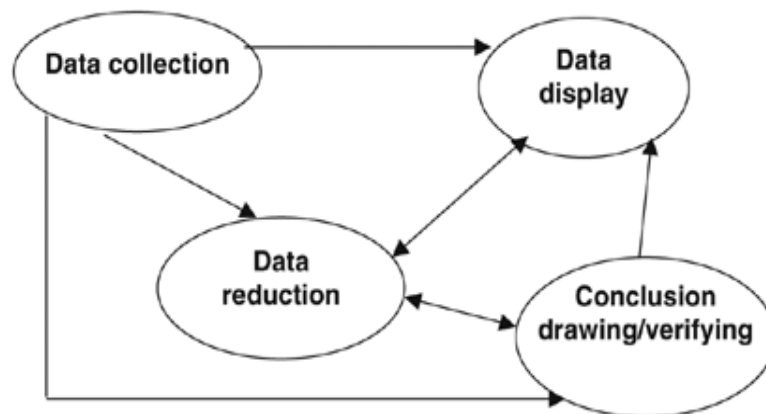
## **D. Data Analysis Technique**

The essential parts of a research is to analyze the data, because the result will be a conclusion. Data analysis mean studying tabulated materials to specify the meaning or the fact.

This concern breaks down the existing complex factor into simple part and combine them in a new arrangement for interpretation purposes. The data of qualitative usually take the form of word (observation, description, note, impression and its kind). Researcher should categorize and organize the large of data so they can be interpreted and described. In this research, analysis of data include two aspects, consist of analyze of text and to develop the descriptions.

Researcher will utilize miles and huberman models in analyzing data. Analysis using miles and huberman model consists of three sequential activities, namely: data reduction, data display, and conclusion or verifying.<sup>31</sup>

Component of this analysis model is illustrated by following figure :



**Figure 1.4 Components of Data Analysis : Interactive Model**

Data analysis with Miles and Huberman model consist of several steps as follows :

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<sup>31</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 2 ed. (New Delhi: Sage Publication, 1994), 10.



- 1) Data collection is the steps when the researcher gather all data that used to complete the research. Researcher collect the data by visited the school and looking for students written descriptive at the tenth grader and to find out the use of modifier on descriptive.
- 2) Then, data reduction refers to the process of simplifying, selecting, focusing, and transforming data that shows in field note or written transcription. The researcher reduces the data that had gotten by summarizing and choosing specific things. In this case, the researcher will specify the data that related to the error about modifier on student descriptive by refferring research question.
- 3) Generally, the display must be able to describe the contents of all data. To display data, researcher generally use table, graphs, diagram or chart, or picture. In this case, the researcher will display the research data using table and chart.
- 4) Finally, researcher verifies the study by making the conclusion from the data findings. After getting the results, the researcher will conclude them clearly by answering the research question.

In consequence, it can be concluded that data analysis has several purpose in analyzing research data included; to test the null hypothesis, to create meaningful raw data, to find the significant result, to draw a conclusion, or to make generalization.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. The Description of Research Location

###### a. The History of SMA Negeri 1 Sekampung

SMA Negeri 1 Sekampung was established in 2004, which was approved by the Minister of National Education led by Mr. Bambang Sudibyo. SMA Negeri 1 Sekampung is located on Jl. Raya Sekampung, Desa Hargomulyo. This school has land area of 14.175 m<sup>2</sup> and building area of 1.779 m<sup>2</sup>.

###### b. Vision and Mission of SMA N 1 Sekampung

###### 1) Vision of the School

The vision of SMA N 1 Sekampung are :

Realizing students who are achievers, dicipline, polite, and taqwa, with have a healthy environment. (*Mewujudkan Peserta Didik Yang Berprestasi, Disiplin, Santun, dan Taqwa Serta Berwawasan Lingkungan Sehat*)

a) Dicipline in teaching and learning

(*Berdisiplin Dalam Bidang Belajar dan Tata Tertib*)

b) Achievers in Intra and Extracurricular

(*Berprestasi Dalam Bidang Akademik dan Non Akademik*)

c) Politeness in the Field Relationships

(*Bersopan Santun dalam Bidang Pergaulan*)

- d) Be God-Fearing in Religious Spiritual  
*(Bertaqwa Kepada Tuhan Yang Maha Esa)*
- e) Create an environment that is clean, beautiful, and physically and mentally healthy  
*(Menciptakan Lingkungan Yang Bersih, Indah, Serta Sehat Jasmani dan Rohani)*

## 2) The Mission of the School

The mission of SMA N 1 Sekampung are stated as follows:

- a) Implementing the learning process optimally  
*(Melaksanakan Proses Pembelajaran Secara Optimal).*
- b) Exploring students' ability to achieve based on academic or non-academic potential  
*(Menggali Kemampuan Siswa Untuk Berprestasi Sesuai Dengan Potensi Baik Akademik Maupun Non Akademik)*
- c) Fostering the spirit of discipline in all school residents  
*(Menumbuhkan Jiwa Disiplin Pada Peserta Didik)*
- d) Fostering self-awareness in students to know their duties and obligations  
*(Meningkatkan kesadaran pada diri siswa untuk mengetahui tugas dan kewajibannya)*
- e) Helping students to recognize their potential so they can be polite to others.  
*(Meningkatkan Etika Pada Diri Siswa Sehingga Dapat Bersopan Santun Pada Orang Lain)*
- f) Implement participatory, transparent and accountable management  
*(Menerapkan Manajemen Yang Partisipatif, Transparan, Akuntabel)*
- g) Minimize the source of inorganic trash  
*(Meminimalisir Sumber Sampah AnOrganik)*

**c. The Number of Teacher and Official Employees at SMA Negeri 1**

**Sekampung**

**Table 3**  
**The number of teachers and official employees**  
**at SMA Negeri 1 Sekampung**

<b>No</b>	<b>Name</b>	<b>Position</b>
1	Sedono, S.Pd., M.M.Pd	Principal
2	Juwita Astuti S. Pd	Curriculum Affair/ Math Teacher
3	Sulaiman	Indonesian Teacher
4	Drs. Nyono	Islamic Education Teacher
5	Turgiarti, S.Pd	Sociology teacher
6	Kusminah, S.Pd	Indonesian Teacher
7	H. Suwitarjo	Islamic Education Teacher
8	M. Taufik Hidayat	Math Teacher
9	Suhardi, S.Pd	Physical Education, Health and Sport Teacher
10	Ikhwanudin	English Teacher
11	Eni Sukartini, S.Pd	Teacher
12	Purwanto, S. Pd.I	Islamic Education Teacher
13	Eni Sukartini, S.Pd	Teacher
14	Purwanto, S. Pd.I	Islamic Education Teacher
15	Nurlaili Hidayah, S.Pd	Biology Teacher
16	Drs. Sukri	Biology Teacher
17	Sukiyem, S.E	Economics Teacher
18	Sukatmi, S. Pd	Physics Teachers
19.	Rinawati, S.Pd	Math Teachers
20.	Pujiono Sukoco, S. Pd	PKN Teachers
21.	Joko Sugiarto, S.Pd	Indonesian Teachers
22.	Ratmini, S. Pd	English Teacher
23	Herawati, S.Pd	Vice Principal/ Economics Teacher

24	Fitriani D, S. Pd	Physics Teacher
25	Mei Linawati, S.Pd	Physics Teacher
26	Linda Listiani, S. Pd	Economics Teacher
27	Seger, S. Pd	PKN Teacher
28	Dewi Mustika, S. Pd	English Teacher
29	Desi Tri wulandari, S. Pd	Counseling Guidance Teacher
30	Guritno, S. Pd	Economics Teacher
31	Juwita Astuti S. Pd	Math Teacher
32	Hendri Winata, S. Pd	Officer / TIK Teacher
33	Dini Saraswati, S. Pd	Culture and Arts Teacher
34	Agres Duta Linor, S. Pd	Physical Education, Health and Sport Teacher
35	Misi Paripih, S. Pd	Geography Teacher
36	Noviana, S. Pd	Math Teacher
37	Ketut Martini, S. Pd	Teacher
38	Reno Sumardi	Prakarya Teacher
39	Adi Setiawan, S. Pd	Historical Teacher
40	Tika Apriyanti, S. Pd	Physical Education, Health and Sport Teacher
41	Aulia Rodiah, S. Pd	Lampung Language Teacher
42	Bagus Arianto, S. Pd	Counseling Guidance Teacher
43	Fajar Ramadhan, S. Pd	Counseling Guidance Teacher
44	Nova Rahayu, S. Pd	Counseling Guidance Teacher
45	Hadi Saputra, S. Pd	Physical Education, Health and Sport Teacher
46	Nina Irama, S. Pd	Indonesian Teacher
47	Novita Mujiati, S. Pd	History Teacher
48	Eka Septiana, S. Pd	Prakarya Teacher
49	Risa Safera, S. Pd	Math Teacher

50	Maulana Yusuf, S. Pd	English Teacher
51	Aris Wantoro, A.Md	Officer
52	Tri Pristia Ningsih S. Pd	Officer
53	Jati Dewanto, S. Pd	Officer
54	Sugianto S. E	Officer
55	Mulyanah S. Pd.I	Officer
56	Nungki Kusumadewi S. Pd	Officer
57	Irwan Budiana S. Pd.I	Officer
58	H. Tukiman H W	School Committee

*Source: Documentation of SMA N 1 Sekampung*

**d. The Quantity of Students at SMA N 1 Sekampung**

The students' quantity at SMA N 1 Sekampung is identified, as follows:

**Table 4**  
**The Students' Quantity of SMA N 1 Sekampung**

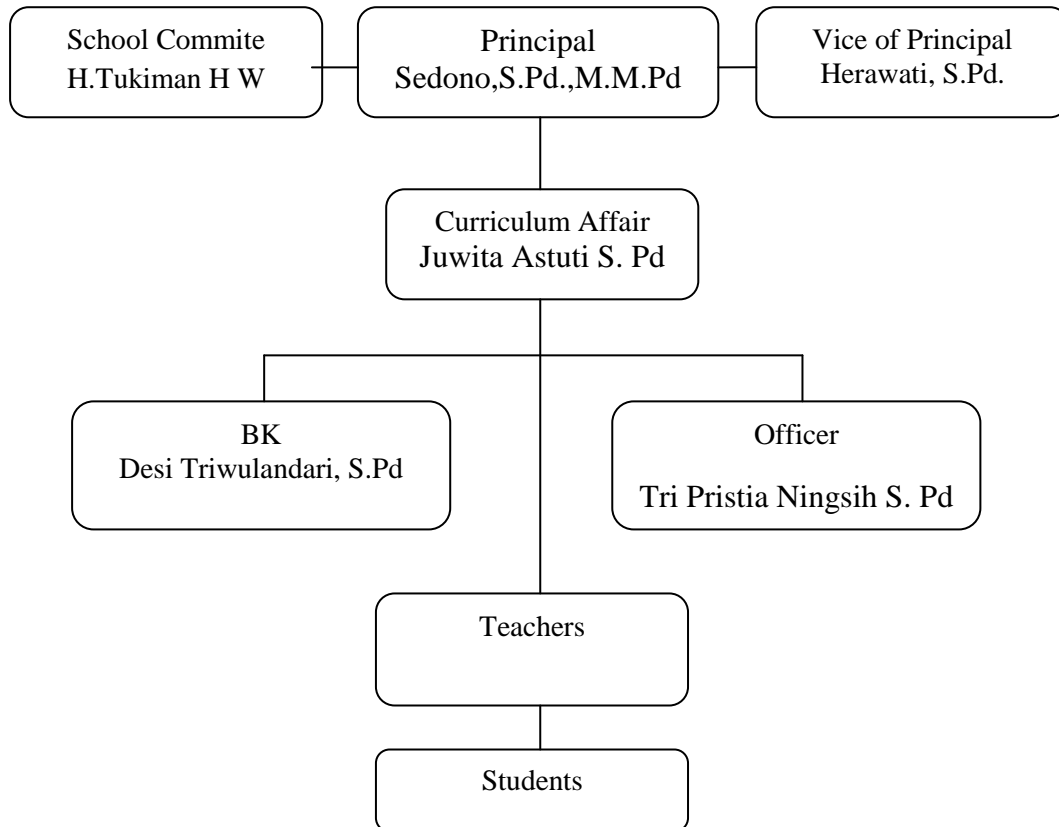
<b>No</b>	<b>Class</b>	<b>Total</b>
1	X	325
2	XI	287
3	XII	283
<b>Total</b>		<b>895</b>

*Source: Documentation of Students' Quantity at SMA N 1 Sekampung*

### e. The Organization Structure of SMA N 1 Sekampung

Figure 2

The Organization Structure of SMA N 1 Sekampung



### f. Learning Facilities of SMA N 1 Sekampung

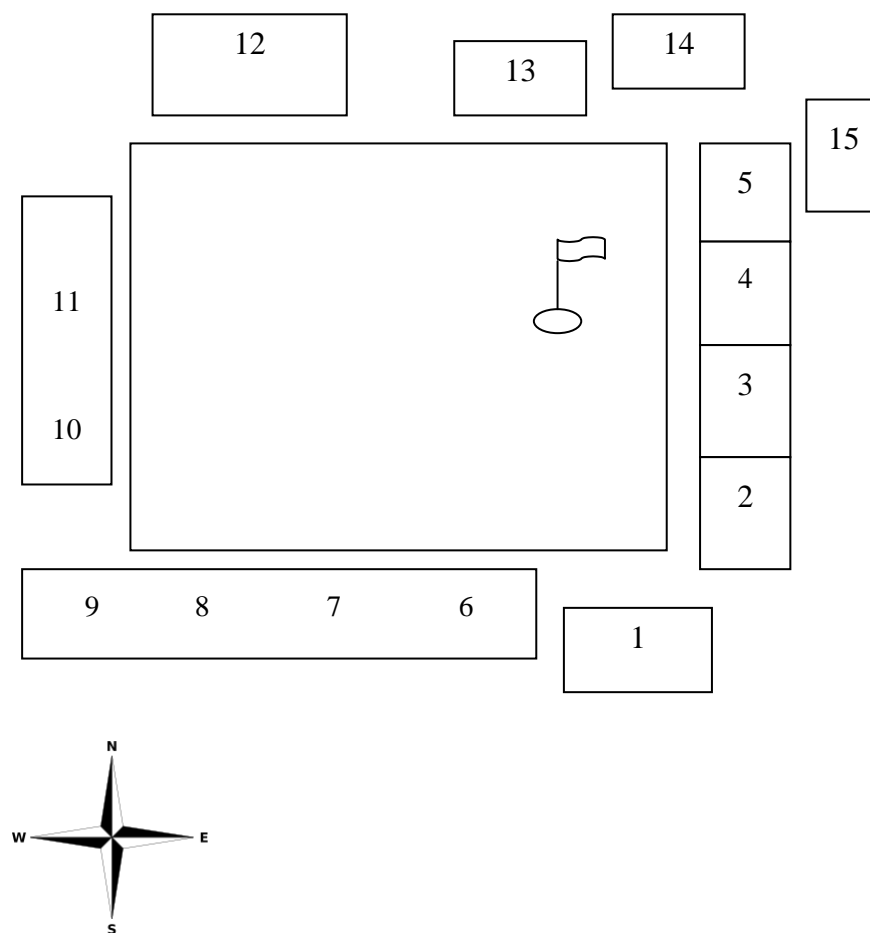
The condition of Learning Facilities in SMA N 1 Sekampung is good enough. The data confirm that SMA N 1 has 41 rooms which consist of 26 classrooms, 1 principal room, 1 library, 1 living room, 1 teacher room, 1 administration room, 1 language laboratory room, 1 computer room, 1 medicine room, 1 OSIS room, 1 mosque, 1 warehouse, 4 canteen. And there are several Extracurricular activities: Spiritual

(rohis), Scout (pramuka), troop flag raiser heritage (paskibra), dance, football, volleyball.

**g. Location Sketch of SMA N 1 Sekampung**

Figure 3

The Location Sketch of SMA N 1 Sekampung



Notes :

1. Teacher's parking area
2. Library
3. Headmaster office
4. Teacher's room



5. Warehouse
6. Computer laboratory room
7. Classroom of X class
8. Classroom of XI class
9. Classroom of XII class
10. Social science laboratory
11. Library
12. Mosque
13. Toilets
14. Student's parking area
15. Canteen

## **B. General Description of Research Data**

Basically, modifier is essential part of speech in English. It gives additional information to sentences. In many language, including English modifier occupy essential parts in deciding the meaning that revealed by writer.

In this chapter, the researcher especially analyzed the kinds of errors about modifier in descriptive writings by student of grade 10 at SMA Negeri 1 Sekampung and to know the reason why student made error. The Researcher gather of primary data from the student's writings and interview result. Data were taken from the among students of grade 10 at SMA N 1 Sekampung by using cluster purposive technique sampling.

The following table describes the errors about modifier made by students in the result of students' descriptive writing :

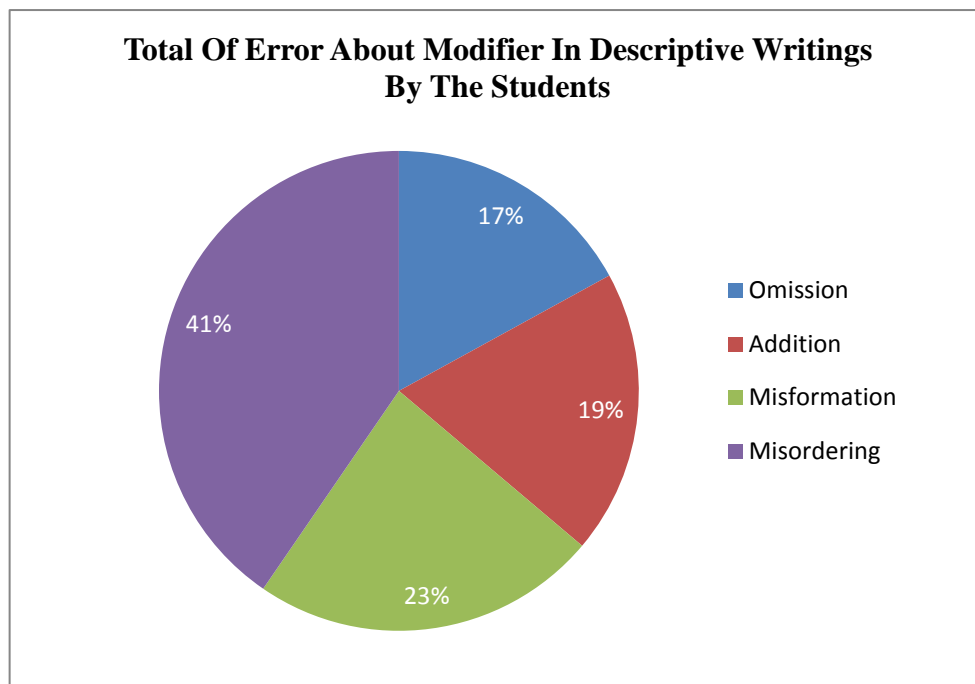
Table of Recapitulation The Students' Kind of Errors

No	Name	Classification Of Errors				
		omission	addition	misformation	misordering	Total Error
1	IPS	1	1	1	2	5
2	FTK	1	1	1	3	6
3	VMS	-	1	1	1	3
4	IH	1	-	2	2	5
5	SA	-	-	-	1	1
6	ANC	1	-	-	2	3
7	DP	-	1	-	1	2
8	AF	-	-	-	1	1
9	AU	1	1	-	-	2
10	YW	-	2	1	1	4
11	AW	-	1	1	-	2
12	TP	1	-	1	3	5
13	ANA	-	-	-	1	1
14	TN	-	-	2	1	3
15	BQ	2	1	1	-	4
Total		8	9	11	19	47

Table  
Percentage based on kinds of error

No.	Kinds of error	Frequency of error	Percentage
1.	omission	8	17,02 %
2.	addition	9	19,15%
3.	misformation	11	23,40%
4.	misordering	19	40,43%
<b>Total</b>		47	100 %

Based on the data analysis above, researcher get frequency of the kind of errors about modifier in students' descriptive writing. Moreover, the researcher described the research result in a pie chart as followed:



From the pie chart mentioned, it will be visible that the number of kinds of errors made by the students about modifier was 47 errors. The most commonly errors found in misordering were 19 error (40,43%), omission 8 errors (17,02%), Error in addition 9 (19,15%), and error in misformation 11 (23,40%). The most common error is in misordering.

And then the researcher provide a brief description of students' errors in descriptive writing. This table is a kind of errors in using modifier in descriptive writing. The result as follow :

Table  
Description of Students' Errors in Descriptive Writing

No.	Name	Error Sentence	Correct Sentence	Types of Error
1	AF	They have hairless skin almost.	They have <u>almost</u> <u>hairless skin</u> .	Misordering (adverb)
2	YW	He is a tall and a thin.	He is <u>tall and thin</u> .	Addition (Adjective)
3	IPS	She is an pop singer indonesian. He is a actor Malaysia.	She is <u>an indonesian pop singer</u> . He is a <u>malaysian actor</u> .	Misordering (Adjective)
4	FTK	The cat is animal tame.	The cat is <u>a tame animal</u> .	Omission and Misordering (Adjective)
5	VMS	The taste of apple is very really good. High cholesterol level can make we get disease heart.	The taste of apple is <u>very good</u> . High cholesterol level can make <u>us</u> get <u>heart disease</u> .	Addition (adverb), misformation and misordering (adjective)
6	IH	His name is amelia wulandari.	<u>Her</u> name is amelia wulandari.	Misformation (adjective)
7	SA	She is an singer song Indonesia.	She is an <u>Indonesian song singer</u> .	Misordering (Adjective)
8	ANC	This fruit also can regulate the levels of blood sugar in the body.	This fruit <u>can also</u> regulate the levels of blood sugar in the body.	Misordering
9	AW	She is a male and five month old.	<u>He</u> is a male and five month old.	Misformation (adjective)
10	DP	There is a legend that	There is a legend that	Misordering (adverb)

		Javannese people tell always about this temple.	Javannese people <u>always tell</u> about this temple.	
11	AU	But, is the third largest island of Komodo National park. Each bays of the beach has a differences color of sand.	But, <u>it</u> is the largest island of Komodo National park. Each bays of the beach has a <u>different</u> color of sand.	Omission (adjective) and Addition
12	BQ	The entry fee is very very cheap.	The entry fee is <u>very</u> cheap.	addition (adverb)
13	ANA	Usually, coronavirus happens to people with system strong immune.	Usually, coronavirus happens to people with <u>strong immune system</u> .	misordering (adjective)
14	TN	He likes play guitar with him friends at home.	He likes play guitar with <u>his</u> friends at home.	misformation (adjective)
15	TP	His favorite food potato balado. He very is handsome and smart.	His favorite food <u>is</u> potato balado. <u>He is very handsome</u> and smart.	Omission (adjective) and Misordering (adverb)

Based on data above the most common error found in descriptive writings on the use of modifier by the student of grade 10 at SMA N 1 Sekampung is error in misordering. Most of students feel difficult how to arrange some words in a sentence correctly.

**a. The Factors That Caused Modifier Errors In Descriptive Writings By  
The Student of Grade 10 at SMA Negeri 1 SEKAMPUNG**

To know the factor that caused modifier error in descriptive writing, the writer used an interview method to collect the data. This method is chosen to make the study effectively because of restrictiveness of the time that provided by school. The question of interview were distributed to the 15 students in X IPS(2) class. The test list consisted of 15 questions, The student response is presented below:

**1. Do you know what descriptive is?**

AU : Yes, I Know  
 TN : Yes, I Know  
 YW : Yes, I Know  
 AF : Yes, I Know  
 ANC : Yes, I Know  
 VMS : Yes, I Know  
 DP : Yes, I Know  
 TP : Yes, I Know  
 IH : Yes, I Know  
 ANA : Yes, I Know  
 BQ : Yes, I Know  
 SA : Yes, I Know  
 FTK : Yes, I Know  
 IPS : Yes, I Know  
 AW : Yes, I Know

In this case, most of students answered that they know what the descriptive is.

**2. Do you like descriptive writing?**

AU : No, I Don't Like  
 TN : No, I Don't like  
 YW : Yes, I Like it  
 AF : No, I don't like  
 ANC : NO  
 VMS : No, I don't like  
 DP : Yes, I like

TP : Yes, I Like  
 IH : no, I don't Like  
 ANA : yes, I Like  
 BQ : no, I Don't Like  
 SA : yes, I Like  
 FTK : no, I Don't Like  
 IPS : yes, I'am Like  
 AW : No, I Don't like

In this case, most of students did not like descriptive writing. Only six students like descriptive writing.

### 3. Have you ever learnt to make a descriptive writing?

AU : Yes, ever  
 TN : Yes, I ever  
 YW : Yes, ever  
 AF : Yes, I ever  
 ANC : Yes, I ever  
 VMS : Yes, ever  
 DP : Yes, I ever learnt  
 TP : Yes, I ever  
 IH : Yes, ever  
 ANA : Yes, ever  
 BQ : Yes, ever  
 SA : Yes, I ever learnt  
 FTK : Yes  
 IPS : Yes  
 AW : Yes

In this case, most of students ever learn about descriptive writing.

### 4. Have you ever written descriptive?

AU : Yes, I ever  
 TN : Yes  
 YW : Yes, I ever  
 AF : Yes  
 ANC : Yes  
 VMS : Yes, I ever write  
 DP : Yes, ever  
 TP : Yes  
 IH : Yes  
 ANA : Yes  
 BQ : Yes, I ever  
 SA : Yes, ever  
 FTK : Yes, ever  
 IPS : Yes, ever

AW : Yes

In this case, most of students have ever to write descriptively. It is because descriptive is one of the kind material in English subject at school.

### 5. When do you write descriptively?

AU : in the class, but the first time at junior high school  
 TN : in the class, when I'm studying English  
 YW : when I'm studying English, the first time at junior high school  
 AF : when I'm in the class, the first time at SMP  
 ANC : when I study English  
 VMS : Forget, but ever write in the class  
 DP : when I study English  
 TP : at the tenth grade in the class  
 IH : I'am forget  
 ANA : when studying English in the class  
 BQ : when I studying English in the class  
 SA : when studying English  
 FTK : When I'm in the Class  
 IPS : When, I'am studying English, first time at SMP  
 AW : in the class, when studying English

In this case, most of the students write descriptive in the class when English lesson.

### 6. Do you know the generic structure of descriptive?

AU : No, I don't know  
 TN : No, I Don't know  
 YW : Yes, I know  
 AF : I Don't Know  
 ANC : Yes, I know  
 VMS : Yes, I Know  
 DP : Yes, I Know  
 TP : Yes  
 IH : Yes, I Know  
 ANA : Yes, I Know  
 BQ : Yes, I Know  
 SA : Yes, I Know  
 FTK : No, I don't know, because I'am forget  
 IPS : Yes, I Know, but not all  
 AW : Yes, I Know

In this case, most of the student understand about generic structures of descriptives. It is because generic structure is necessary for



making a good sentences or paragraph. And only four students said they do not know the structure of descriptive.

**7. Have your teacher given an assignment to write descriptive to you?**

AU : Yes, of course  
 TN : Yes, of course  
 YW : Yes, the teacher give it  
 AF : Yes  
 ANC : Yes  
 VMS : Yes  
 DP : Yes  
 TP : Yes, the teacher give it  
 IH : Yes  
 ANA : Yes, of course  
 BQ : Yes, of course  
 SA : Yes  
 FTK : Yes  
 IPS : Yes  
 AW : Yes

In this case, the teacher has given descriptive writing assignment for the students.

**8. Is descriptive writing difficult to you?**

AU : Yes, it is difficult  
 TN : Yes, very difficult for me  
 YW : Yes, it difficult  
 AF : little difficult, but I confused to make sentence correctly  
 ANC : Yes, of course  
 VMS : Yes, I feel difficult to write it  
 DP : Yes, very difficult  
 TP : of course, I feel difficult  
 IH : I think yes  
 ANA : Yes, difficult for me  
 BQ : I think yes  
 SA : Yes, very difficult  
 FTK : very difficult  
 IPS : not very difficult  
 AW : Yes

In this case almost student said that descriptive writing is difficult.

**9. What do you feel in the class when you write descriptively?**

AU : I don't know

TN : I feel so hard  
 YW : I feel hard, many words in English, I don't know  
 AF : so good  
 ANC : I feel hard  
 VMS : I feel sad  
 DP : I feel nothing  
 TP : it is so hard for me  
 IH : so hard for me  
 ANA : I feel hard  
 BQ : I feel confused  
 SA : I feel nothing  
 FTK : it is very hard  
 IPS : I feel happy  
 AW : I feel hard and confused

In this case, most of students feel unhappy in the class when write descriptively. Whereas if all of them do it happily they can writing well.

#### **10. Do you use a dictionary when you write descriptively?**

AU : Yes, of course  
 TN : Yes, I used  
 YW : Yes, and I used google translate  
 AF : of course, yes  
 ANC : Yes, always  
 VMS : Yes, and sometimes used google translate  
 DP : Yes  
 TP : Yes  
 IH : Yes, always  
 ANA : Yes, always  
 BQ : Yes, often  
 SA : Yes  
 FTK : Yes  
 IPS : Yes  
 AW : Yes

In this case, all of students use a dictionary because they have low vocabulary mastery in English. And there is 2 students sometimes used google translate.

#### **11. Do you feel confused to develop ideas when you write descriptively?**

AU : I feel confused, of course  
 TN : Yes, of course very confused  
 YW : Yes, very confused  
 AF : sometimes confused and lazy to imagine  
 ANC : Yes, I feel very very confused

VMS : Yes, I feel confused  
 DP : Little confused  
 TP : Yes, I'am very confused  
 IH : Yes, very confused  
 ANA : Yes, I feel confused to develop some ideas  
 BQ : very very confused  
 SA : little confused for me  
 FTK : of course, Yes  
 IPS : not feel confused  
 AW : of course, Yes

In this case, most of students feel confused to develop ideas when write descriptively.

## **12. Based on your opinion, how about your English teacher in your school?**

AU : smart, humble, good  
 TN : very smart  
 YW : smart, good  
 AF : good, smart, but sometime I don't understand the material  
 ANC : good, patient, smart  
 VMS : smart, humble, and good  
 DP : kind, smart  
 TP : humble, smart  
 IH : good, smart, humble, nice  
 ANA : know everything  
 BQ : smart, very kind  
 SA : kind, good, know everything  
 FTK : she know everything  
 IPS : smart, good, diligent  
 AW : good, humble

In this case most of students said that their teacher is smart, good, and humble. It means that the teacher is not the only one caused error in descriptive writing.

## **13. How about the English score that you get?**

AU : good enough  
 TN : Not good, my English score under KKM  
 YW : I'am sad, because I get score under MMC  
 AF : enough of KKM, but I want get a high score  
 ANC : my score is bad, sister  
 VMS : still bad, because English very difficult to learn  
 DP : good enough

- TP : enough of KKM  
 IH : Still low of KKM  
 ANA : Enough good  
 BQ : My score is still bad  
 SA : My English score enough good  
 FTK : still low  
 IPS : still low  
 AW : enough good

In this case, most of students still get bad score of English

**14. In your opinion, what factor make you difficult to write descriptively?**

- AU : I just know a little convention of English, I only know some vocabulary, so I confused to write and do not enthusiasm to learn  
 TN : I just know a little of vocabulary, so I'am still difficult to make sentence and translate it.  
 YW : I'am still confused miss, because my lack understanding in applying the rule of English Grammar  
 AF : my English structure is still low. So, I'am difficult to arrange sentence well  
 ANC : I'am confused to think and to translate  
 VMS : I don't make the sentence carefully, and I don't enthusiasm to make descriptive  
 DP : when I make the sentence, I often refer in Indonesian pattern  
 TP : the lack of comprehension and material that I remember made me did not interest to making sentence  
 IH : I'am still confused to write English because my lack understanding the rule of grammar  
 ANA : my English structure mastering is low. So, it influence me to treat one pattern of sentence and in translating  
 BQ : I have not understood yet when the teacher explain the lesson  
 SA : I'am still hesitant to arrange the sentence, so I compare the pattern of a sentence to another that I remember  
 FTK : in translate from Indonesia to English. I don't make the sentence carefully. I don't understand the concept of English  
 IPS : I have not understand yet when the teacher explained the lesson. So I'am still disoriented to arrange English sentence  
 AW : I do not understand the concept English sentence well and I feel hard to translate Indonesia language to English

In line with the data analysis above, it was found that there are various factors that caused the respondents to make error. The dominant factor that

caused modifier error in descriptive writings made by the student of grade 10 at SMA Negeri 1 SEKAMPUNG is carelessness in the English concept. This result indicates that internal factor such as ability, interest or motivation become important factor that influence teaching learning process to get the best result. Beside internal factor, external factor also becomes important element to make learning process to be successful.

**15. Is grammar important in writing especially in a descriptive? Why?**

- AU : Yes, because grammar is basic of language to make good sentence
- TN : In my opinion, yes. Because if we write something and the grammar is false, so the reader do not understand...miss
- YW : yes, because grammar very important, especially in English. And Indonesian pattern and English pattern is different, miss
- AF : yes, very important. Because with grammar, it will be easy for the reader to understands the content of descriptive itself.
- ANC : yes, very very important. Because I think indonesian structure and English structure very contrast. So, I difficult to made sentence
- VMS : yes, because if we master grammar, we can easy to make sentence or paragraph clearly.
- DP : of course. Because if our grammar is bad, Then our writing is difficult to understand
- TP : in my opinion, yes. Because if the grammar wrong the meaning will be different.
- IH : yes, of course. Grammar is a fundamental element in writing
- ANA : yes, grammar is very important in writing. Because when the structure is wrong, the reader do not understand what we write
- BQ : yes, very very important I think. Because grammar affect the meaning of writing and score
- SA : maybe, I think yes. Because without grammar, writing will be difficult for others to understand
- FTK : yes, very very important. Grammar will be affect the meaning of writing. I think
- IPS : yes, of course. Because if we want our writing to be good, then our grammar must be good too
- AW : I think yes, without grammar, the writing is bad

In this case, all of students consider grammar very important in writing. It become a basic element when composing sentences.

### C. Discussion

In teaching writing skills in senior high school particularly for the students of grade 10 of SMA N 1 Sekampung, based on pre survey there are several problems that the students do when they write descriptively. The problem cause they get score under MMC. The students are still confused to make sentence clearly. There are some words that still incorrect, so the students or the reader feel confused about the meaning itself. These error affect the quality of writing.

It was revealed that there were several errors that has been found in students' descriptive writing. That errors were divided into four kinds, namely : omission (adjective), addition (adjective/adverb), misformation (adjective), misordering (adjective/adverb). It can be observed that the kinds of error made by the student about modifier in descriptive writing were 47 errors. The most common errors found in misordering were 19 error (40,43%), omission 8 error (17,02%), addition 9 error (19,15 %), and misformation 11 error (23, 40%).

In the interview section, some students said that the most difficult to make descriptive is carelessness in the English concept. The weak of vocabulary and knowledge affects the development of ideas and it is difficult to compose the sentence clearly especially about grammatical. There was carelessness writing without double checking. They are are still difficult to translate, most of them translate sentences using word by word techniques.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The aim of this chapter is to describe research conclusions of this research with the title “Errors on The Use of Modifier in Descriptive Writings by The Students of Grade 10 at The Senior High School (SMAN) 1 Sekampung East Lampung”. The conclusion as follows :

1. From data analysis, researcher analyzed there are four kind of error about modifier in descriptive writing by the students of grade 10 at the senior high school (SMAN) 1 Sekampung. The kinds of error namely : omission, addition, misformation, and misordering. Each kinds has an error percentage. There are 19 error of misordering and it has the highest percentage about 40,43%. It is followed by 11 error of misformation and it has percentage 23,40%. Then, 9 error of addition and it has percentage about 19,15%. Meanwhile, error of omission as the smallest error is only 8 error and it has percentage of 17,02%. And the kind of error on the use of modifier have found 47 (100%) in total.
2. Based on students interview responses, it can be found various factor that caused the students make errors. The dominant factor that caused modifier error in descriptive writings by the student of grade 10 at SMA Negeri 1 Sekampung is carelessness in the English concept. It can be said that students are not careful in writing words in sentences. As we know, on the

rule of grammar, Indonesian and English patterns are different. So, the students feel difficult to make sentences clearly.

In addition, internal factor like ability, motivation, become important factor that influence teaching and learning process to get the best result. Then, external factor also necessary element for the success of learning process.

## **B. Suggestion**

In line with these conclusions, researcher recommends several suggestion that include of :

### 1. For the English Teacher

Researcher hope to the english teacher, they can understand the errors that created by the student and provide some directions from student in the process of teaching and learning. The teacher can discuss with the student how to identify and correct students' errors in descriptive writing. Furthermore, the teacher is suggested to apply the effective technique to teach the material and can make the student interest. So, it can help the student understand and easily remember the lesson.

### 2. For the Student

Students are encouraged to improve their understanding of grammar, especially for modifier, so that they can compose sentences clearly. Student must practice and focus in English learning, mainly in the aspects of writing. Then, the student must study hard again, pay great attention to



the process of learning English, and ask everything that has become a problem in learning English.

3. For the next researcher

From the results of this research, the researcher hopes that it can be used as a reference for the other researcher to develop the same topic into the other form of research.

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# APPENDICES

## SILABUS

Sekolah : SMA NEGERI 1 SEKAMPUNG  
 Kelas : X  
 Mata Pelajaran : Bahasa Inggris

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran

Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective,</i></p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial             <ul style="list-style-type: none"> <li>- Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> </ul> </li> <li>• Struktur Teks             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi</li> </ul>

<p><i>possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>She, It</i></p> <ul style="list-style-type: none"> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Kata tanya <i>Who? Which? How?</i> Dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam</li> </ul>

<p>melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Interaksi antara guru dan siswa di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>Siswa mampu:</p> <p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul> <p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> <li>• Struktur Teks</li> </ul> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan</li> </ul> <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Interaksi antara guru dan siswa di dalam dan di luar kelas yang</p>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>



<p>tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>Siswa mampu:</p> <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan pendek dan sederhana</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok</li> </ul>

<p>terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>masing-masing, dan kemudian mempresentasikan di kelompok lain</p> <ul style="list-style-type: none"> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>Siswa mampu:</p> <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul> <p>Menjalin hubungan interpersonal dan akademik antar siswa, guru, dan sekolah</p> <ul style="list-style-type: none"> <li>• Struktur Teks</li> </ul> <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan</li> </ul> <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the,</i></li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis <i>announcement</i> dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> </ul>

<p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> <li>• Multimedia</li> </ul> <p><i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</p>	<ul style="list-style-type: none"> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>Siswa mampu:</p> <p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul> <p>Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>.</li> <li>- Adverbial dengan <i>since, ago, now</i>; klause</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan siswa menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang</li> </ul>

<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan adverbial penunjuk waktu</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>menggunakan kedua tenses tersebut</p> <ul style="list-style-type: none"> <li>- Membaca beberapa teks pendek yang menggunakan kedua tenses tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, siswa membuat satu teks pendek dengan menerapkan kedua tenses tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
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<p>Siswa mampu:</p> <p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial       <ul style="list-style-type: none"> <li>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> </ul> </li> <li>• Struktur Teks       <ul style="list-style-type: none"> <li>Dapat mencakup:           <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> </ul> </li> <li>• Unsur Kebahasaan       <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik       <ul style="list-style-type: none"> <li>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan siswa menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tenses tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tenses tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, siswa membuat satu teks pendek dengan menerapkan kedua tenses tersebut</li> <li>- Melakukan refleksi tentang proses dan</li> </ul>
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		hasil belajar
<p>Siswa mampu:</p> <p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>Siswa mampu:</p> <p>3.9 Menafsirkan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak,</li> </ul>

<p>fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<p>dan menirukan lirik lagu secara lisan</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
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Name : Anisa Ulmuza  
Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
Answer : Yes, I know
2. Do you like descriptive writing?  
Answer : No, I dont like
3. Have you ever learnt to make a descriptive writing?  
Answer : Yes, ever
4. Have you ever written descriptive?  
Answer : Yes, I ever
5. When do you write descriptively?  
Answer : In the class, but the first time at junior high school
6. Do you know the generic structure of descriptive?  
Answer : No, I dont know
7. Have your teacher given an assignment to write descriptive to you?  
Answer : Yes, of course
8. Is descriptive writing difficult to you?  
Answer : Yes, it is difficult
9. What do you feel in the class when you write descriptively?  
Answer : I dont know
10. Do you use a dictionary when you write descriptively?  
Answer : Yes of course
11. Do you feel confused to develop ideas when you write descriptively?  
Answer : I feel confused, of course
12. Based on your opinion, how about your English teacher in your school?  
Answer : Smart, humble, good
13. How about the English score that you get?  
Answer : Good enough
14. In your opinion, what factor make you difficult to write descriptively?  
Answer : I just know a little convention of English, I only know some vocabu-  
lari, so I confused to write and do not enthusiasm to learn.
15. Is grammar important in writing especially in a descriptive? Why? Yes, because grammar  
is basic of language to make good sentence.



Name : Triya Nurhanayah  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : No, I don't like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, I ever
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : In the class, when I'am study English
6. Do you know the generic structure of descriptive?  
 Answer : No, I don't know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes, of course
8. Is descriptive writing difficult to you?  
 Answer : Yes, very difficult for me.
9. What do you feel in the class when you write descriptively?  
 Answer : I feel so hard
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes, I used
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Yes, of course very confused
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Very smart
13. How about the English score that you get?  
 Answer : Not good, my English score under 1000
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I just know a little of vocabulary, so I'am still difficult to make sentence and translate it.
15. Is grammar important in writing especially in a descriptive? Why?  
In my opinion, yes. Because if we write something and the grammar is false, so the reader do not understand ... misr.

Name : Yeni Melandani  
Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
Answer : Of course, I know
2. Do you like descriptive writing?  
Answer : Yes, I like it
3. Have you ever learnt to make a descriptive writing?  
Answer : Yes, ever
4. Have you ever written descriptive?  
Answer : Yes, I ever
5. When do you write descriptively?  
Answer : When I study English, the first time in Junior High School
6. Do you know the generic structure of descriptive?  
Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
Answer : Yes, the teacher given it.
8. Is descriptive writing difficult to you?  
Answer : Yes, it difficult
9. What do you feel in the class when you write descriptively?  
Answer : I feel hard. Many word in English, I don't know
10. Do you use a dictionary when you write descriptively?  
Answer : Yes, and I used google translate
11. Do you feel confused to develop ideas when you write descriptively?  
Answer : Yes, very confused
12. Based on your opinion, how about your English teacher in your school?  
Answer : Smart, good
13. How about the English score that you get?  
Answer : I am sad, because I get score under MMC (KKM)
14. In your opinion, what factor make you difficult to write descriptively?  
Answer : I'm still confused miss, because my lack understanding in applying the rule of English Grammar
15. Is grammar important in writing especially in a descriptive? Why? Yes, because grammar very important, especially in English. And Indonesian pattern and English pattern is different, miss !!

Name : Agus Firdianto  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : No, I don't like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, I ever
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : When I am in the class. The first time at SMP.
6. Do you know the generic structure of descriptive?  
 Answer : I don't know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes
8. Is descriptive writing difficult to you?  
 Answer : little difficult, but I confused to make sentence correctly
9. What do you feel in the class when you write descriptively?  
 Answer : So good
10. Do you use a dictionary when you write descriptively?  
 Answer : Of course, Yes
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Some time confused and lazy to imagine.
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Good, smart, but sometime I don't understand the material
13. How about the English score that you get?  
 Answer : enough of kkm, but I want get a high score.
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : my English structure is still low. So, I'm difficult to arrange sentence well.
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : Yes Very important. Because with grammar, it can easy for reader to understand the content of descriptive itself

Name : Aji Nurmal Cahya  
 Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : No
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, I ever
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : When I study English
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes
8. Is descriptive writing difficult to you?  
 Answer : Yes, of course
9. What do you feel in the class when you write descriptively?  
 Answer : I feel hard
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes, Always
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Yes, I feel very very confused
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Good, patient, smart
13. How about the English score that you get?  
 Answer : My score is bad, sister :-
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I'am confused to think and to translate
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : Yes, very very important. Because I think indonesian structure and English structure very contract. So, I difficult to make sentence.

Name : Vina Milla Sartika  
 Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know.
2. Do you like descriptive writing?  
 Answer : No, I don't like.
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, ever.
4. Have you ever written descriptive?  
 Answer : Yes, I ever write.
5. When do you write descriptively?  
 Answer : Forget, but I ever write in the class.
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know.
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes.
8. Is descriptive writing difficult to you?  
 Answer : Yes, I feel difficult to write it.
9. What do you feel in the class when you write descriptively?  
 Answer : I feel sad.
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes, and some times used google translate.
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Yes, I feel confused.
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Smart, humble, and good.
13. How about the English score that you get?  
 Answer : Still bad, because English very difficult to learn.
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I don't make the sentence carefully, and I don't enthusiasm to make descriptive.
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : Yes, because if we master grammar, we can easy to make sentence or paragraph clearly.

Name : Diah Permabean  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : Yes, I like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, I ever learnt
4. Have you ever written descriptive?  
 Answer : Yes, ever
5. When do you write descriptively?  
 Answer : When I study English
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes
8. Is descriptive writing difficult to you?  
 Answer : Yes, very difficult
9. What do you feel in the class when you write descriptively?  
 Answer : I feel nothing
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : little confused
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Kind, smart
13. How about the English score that you get?  
 Answer : Good enough
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : When I make the sentence I often refer in Indonesian pattern
15. Is grammar important in writing especially in a descriptive? Why?  
 Of course, because if our grammar is bad, then our writing is difficult to understand.

Name : Tri Rianti  
 Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : Yes, I like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, I ever
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : at the tenth grade in the class
6. Do you know the generic structure of descriptive?  
 Answer : Yes
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes, the teacher give it
8. Is descriptive writing difficult to you?  
 Answer : Of course, I feel difficult
9. What do you feel in the class when you write descriptively?  
 Answer : It is so hard for me
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Yes, I'am very confused
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Humble, smart
13. How about the English score that you get?  
 Answer : enough of KKM
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : The lack of comprehension and material that I remember made me did not interest to making sentence.
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : In my opinion, Yes. Because if the grammar wrong the meaning will be different.

Name : Imel Halentina

Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
Answer : Yes, I know
2. Do you like descriptive writing?  
Answer : No, I don't like
3. Have you ever learnt to make a descriptive writing?  
Answer : Yes, ever
4. Have you ever written descriptive?  
Answer : Yes
5. When do you write descriptively?  
Answer : I'm forget
6. Do you know the generic structure of descriptive?  
Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
Answer : Yes
8. Is descriptive writing difficult to you?  
Answer : I think, yes
9. What do you feel in the class when you write descriptively?  
Answer : So hard for me
10. Do you use a dictionary when you write descriptively?  
Answer : Yes, always
11. Do you feel confused to develop ideas when you write descriptively?  
Answer : Yes, very confused
12. Based on your opinion, how about your English teacher in your school?  
Answer : Good, smart, humble, nice
13. How about the English score that you get?  
Answer : Still low kkm
14. In your opinion, what factor make you difficult to write descriptively?  
Answer : I'm still confused to write English because my lack understanding the rule of grammar.
15. Is grammar important in writing especially in a descriptive? Why? Yes, of course. grammar is a fundamental element in writing.



Name : Aura Nadia Angriana  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : Yes, I like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, ever
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : When studying English in the class
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes, of course.
8. Is descriptive writing difficult to you?  
 Answer : Yes, difficult for me.
9. What do you feel in the class when you write descriptively?  
 Answer : I feel hard.
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes, always.
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Yes, I feel confused to develop some ideas.
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Know everything
13. How about the English score that you get?  
 Answer : enough good.
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : My English structure mastering is low so, it influence me to treat one pattern of sentence and in translating.
15. Is grammar important in writing especially in a descriptive? Why? Yes, grammar is very important in writing. Because when the structure is wrong, the reader do not understand what we write.

Name : Bella Romalasari  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know.
2. Do you like descriptive writing?  
 Answer : No, I don't like it.
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes, ever.
4. Have you ever written descriptive?  
 Answer : Yes, I ever.
5. When do you write descriptively?  
 Answer : When I studying English in class.
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know.
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes, of course.
8. Is descriptive writing difficult to you?  
 Answer : I think yes.
9. What do you feel in the class when you write descriptively?  
 Answer : I feel confused.
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes, often.
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : very very confused.
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Smart, very kind.
13. How about the English score that you get?  
 Answer : my score is still bad.
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I have not understood yet when the teacher explain the lesson.
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : Yes, very very important I think. Because grammar affect the meaning of writing and score.

Name : Siti Aisyah  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : yes, I like
3. Have you ever learnt to make a descriptive writing?  
 Answer : yes, I ever learnt
4. Have you ever written descriptive?  
 Answer : yes, ever
5. When do you write descriptively?  
 Answer : when, I study english
6. Do you know the generic structure of descriptive?  
 Answer : yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Yes,
8. Is descriptive writing difficult to you?  
 Answer : yes, very difficult
9. What do you feel in the class when you write descriptively?  
 Answer : I feel nothing
10. Do you use a dictionary when you write descriptively?  
 Answer : yes
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : little confused for me
12. Based on your opinion, how about your English teacher in your school?  
 Answer : kind, good, know everything
13. How about the English score that you get?  
 Answer : my english score enough good
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I'm still hesitant to arrange the sentence, so I compare the pattern of a sentence to another that I remember
15. Is grammar important in writing especially in a descriptive? Why?  
 Answer : maybe, I think yes. Because without grammar, writing will be difficult for others to understand.

Name : Fajar Tio Kurniawan

Class : X IPS 2

Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
Answer : Yes, I know
2. Do you like descriptive writing?  
Answer : No, I dont like
3. Have you ever learnt to make a descriptive writing?  
Answer : Yes
4. Have you ever written descriptive?  
Answer : Yes, ever
5. When do you write descriptively?  
Answer : When I am in the class
6. Do you know the generic structure of descriptive?  
Answer : I dont know, because I'm forget
7. Have your teacher given an assignment to write descriptive to you?  
Answer : Yes
8. Is descriptive writing difficult to you?  
Answer : Very difficult
9. What do you feel in the class when you write descriptively?  
Answer : It is very hard
10. Do you use a dictionary when you write descriptively?  
Answer : Yes
11. Do you feel confused to develop ideas when you write descriptively?  
Answer : Of course, Yes
12. Based on your opinion, how about your English teacher in your school?  
Answer : She know everything
13. How about the English score that you get?  
Answer : still low
14. In your opinion, what factor make you difficult to write descriptively?  
Answer : In translate from Indonesian to English. I don't make the sentence carefully. I dont understand the concept of English
15. Is grammar important in writing especially in a descriptive? Why? Yes, very very important. Grammar will be affect the meaning of writing. I think.

Name : Ira Fupita Sari  
Class : X IPS 2

Answer the question based on your knowledge and experience!

1. Do you know what descriptive is?  
Answer : Yes, I know that
2. Do you like descriptive writing?  
Answer : Yes, I'm like
3. Have you ever learnt to make a descriptive writing?  
Answer : Yes
4. Have you ever written descriptive?  
Answer : Yes, ever
5. When do you write descriptively?  
Answer : when I'm studying English, the first time at SMP
6. Do you know the generic structure of descriptive?  
Answer : Yes I know, but not all.
7. Have your teacher given an assignment to write descriptive to you?  
Answer : Yes
8. Is descriptive writing difficult to you?  
Answer : Not very difficult
9. What do you feel in the class when you write descriptively?  
Answer : I feel happy
10. Do you use a dictionary when you write descriptively?  
Answer : Yes
11. Do you feel confused to develop ideas when you write descriptively?  
Answer : Not feel confused
12. Based on your opinion, how about your English teacher in your school?  
Answer : Smart, good, diligent
13. How about the English score that you get?  
Answer : still low
14. In your opinion, what factor make you difficult to write descriptively?  
Answer : I have not understand yet when the teacher explained the lesson. So I am still disoriented to arrange English sentence.
15. Is grammar important in writing especially in a descriptive? Why? Yes, of course.  
Because if we want our writing to be good, then our grammar must be good too . . . .

Name : Amelia Wolandari  
 Class : X IPS 2  
 Answer the question based on your knowledge and experience !

1. Do you know what descriptive is?  
 Answer : Yes, I know
2. Do you like descriptive writing?  
 Answer : No, I dont like
3. Have you ever learnt to make a descriptive writing?  
 Answer : Yes
4. Have you ever written descriptive?  
 Answer : Yes
5. When do you write descriptively?  
 Answer : In the class when studying English
6. Do you know the generic structure of descriptive?  
 Answer : Yes, I know
7. Have your teacher given an assignment to write descriptive to you?  
 Answer : Of course, Yes
8. Is descriptive writing difficult to you?  
 Answer : Yes
9. What do you feel in the class when you write descriptively?  
 Answer : I feel hard and confused
10. Do you use a dictionary when you write descriptively?  
 Answer : Yes
11. Do you feel confused to develop ideas when you write descriptively?  
 Answer : Of course, Yes
12. Based on your opinion, how about your English teacher in your school?  
 Answer : Good, humble
13. How about the English score that you get?  
 Answer : Enough good
14. In your opinion, what factor make you difficult to write descriptively?  
 Answer : I do not understand the concept English sentence well and I feel hard to translate Indonesia language to English
15. Is grammar important in writing especially in a descriptive? Why? I think yes. Without grammar, the writing is bad.

## Worksheet

Name : Ira Puspita Sari

Class : IPS 2

Study : B Inggris

## Bunga Citra Lestari

<sup>misordering (indonesian pop singer)</sup>  
 Bunga Citra Lestari is one of the famous artist in Indonesia. She is an pop singer Indonesian and beautiful actress. She was born in Jakarta, March 22, 1983. She is known as BCL. She has oval face, straight hair, standard nose, and white skin. Then, his body is tall and slim. She has strong voice and melodious singing voice.

Bunga started her career on television as <sup>omission</sup> drama actress. Then, she moved from drama actress to a singer. The popular song from Bunga there are : Cinta Sejati, Pernah Muda, Cinta Pertama, and others. The first album was success and printed 95.000 copies. This album raised her name as a famous singer. Then, the popular drama such as: Habibie dan Ainun, ABG, Penjaga Hati.

<sup>misordering (Malaysian actor)</sup> She has a husband, his name <sup>misformation (is)</sup> are Ashraf Sinclair. He is a actor <sup>Malaysia</sup>. They get married on November 2008. Her marriage party was very <sup>addition</sup> so luxurious because it was celebrated in two countries. After they get married, Bunga and Ashraf have a son. The name of her son is Noah Sindair. He is handsome and smart boy. Many people like Bunga Citra Lestari as a popular idol because she is a humble person.

## Worksheet

Name : Triya Nurhanijah  
 Class : IPS 2  
 Study : B. Inggris

## My Brother

My older brother is Ridwan Santoso. He is 29 years old. He was born August 2, 1991 in Hargomulyo. My brother is tall. He has black <sup>↳ information (hair)</sup> straight hair <sup>↳ information (hair)</sup> his skin is brown. He likes play guitar with him <sup>↳ information (him)</sup> friends at home. My brother worked <sup>↳ information (worked)</sup> in the car repair shop. He worked in a car repair shop since five years ago. My brother only graduated from vocational High School. But he is a diligent person and never give up. Then, he loves his family so much.



## Worksheet

Name : YENI WULANDARI  
 Class : IPS 2  
 Study : Bhs. Inggris.

## Joko Widodo

Joko Widodo was born in Surakarta on Juni 21st 1961.

He has special name is Jokowi. He is a politician and also a business man. Mr. Jokowi was a Mayor of Surakarta from 2005 to 2012 and the Governor of Jakarta from 2010 to 2014. <sup>miraculously</sup>

Mr. Jokowi has brown <sup>addition</sup> skin and hair short black. He has small eyes. He is @ tall and @ thin. His face is inverted triangle shape. He likes to wear <sup>addition</sup> simple clothes in white shirt and black pants. <sup>misformation (wears)</sup>

## Worksheet

Name : Annisa Ulmuza

Class : IPS 2

Study : B. Inggris

### Padar Island

Padar island is located 20 miles (30km) from Labuhan Bajo. A fishing town on the western most island of Flores, East Nusa Tenggara. Padar island is a mall, but <sup>(11) - omission</sup> is the third largest island of Komodo National Park.

Padar is mostly savannah-covered surreal landscape fringed by bright green-capped mountains of fairytale shapes. All of them are surrounded by three furious bays. Each bay's <sup>of the</sup> beach has a different <sup>- addition</sup> color of sand. One is pearly white, the other is charcoal black, and the third is the rarest baby pink. It is a rare combination the uniqueness of this island.

## Worksheet

Name : Vina Mila Sartika  
 Class : 125 2  
 Study : Bahasa Inggris

## Apple

Apple is a fruit. Usually apples have a red color <sup>→ addition</sup> but for some apples the color is green. The taste of apple is very (really) good. In the red apples, usually it will sweetness. But, in the green one usually the taste a little sour.

Apple has antioxidants that can reduce the risk of cancer and makes our body more healthy. Second, it also able to regulate bowel movements, thereby reducing the risk of colon cancer. Third, It can help our body reducing cholesterol levels in which high cholesterol level can make <sup>misform</sup> we get disease heart. -> misordering (heart disease)

## Worksheet

Name : Amelia Wulandari

Class : IPS 2

Study : B. Inggris

### My Beloved Cat

misformation (he)

I have an orange cat, she is male and five months old. My cat is so funny and spoiled. He really liked sleeping and running.

I liked cat since I was little, because cats are obedient animals and are <sup>addition</sup> not dangerous to pet. I love my orange cat. My cat named Panjul.

## Worksheet

Name : Aji Nurmal Cahaya  
 Class : IPS 2  
 Study : Bahasa Inggris

## Banana

Most of people are familiar with this one fruit besides its good taste, this fruit is also rich in health benefits. Bananas have a soft texture when ripe and a firm texture when raw. This fruit can be eaten by children and adults or people who are old, because the texture is soft so its easy to chew.

This fruit has a myriad of extraordinary benefits, such as skin health and other health. Even this fruit can be included in the list of a healthy diet menu, because a lot of fiber can be used to fill the stomach for a long time. This fruit also can regulate the levels of blood sugars in the body, thereby diabetes prevent. Not only that bananas can also be used for the skin, such as making banana peels into face masks. And many other benefits.

## Worksheet

Name : Siti Alsyah  
 Class : IPS 2  
 Study : B. Inggris

## Agnes Monica

Agnes Monica is my favorite artist. She known as <sup>misordering  
(indonesian song singer)</sup> Agnes Ma. She was born in Jakarta on 1 July 1986. She is an singer song Indonesia and actress. Agnes started her career in the entertainment industry at the age of six as a childrens singer. She has recorded three children albums and become a presenter of several children television programs.

Agnes success in homeland encouraged her to set a target to get a career in the international music scene. In addition, she is a singer with the highest number of awards in Indonesia. And she achieve the best asian artist award in 2012 in South Korea.

## Worksheet

Name : Diah Permatasari  
 Class : IPS 2  
 Study : Bahasa Inggris

## Prambanan Temple

Prambanan temple or also known as Poro Jonggrang temple is the largest Hindu complex in Indonesia. It is precisely located in 17 km north east of Yogyakarta city, Central Java. It was built in 9th century during the reign of Sanjaya dynasty and dedicated to three main Hindu Gods or Trimurti, Brahma, Vishnu, Shiva.

There is a legend that Javanese people <sup>misordering (always tell)</sup> tell always about this temple. Once, a man named Bandung Bondowoso loved Poro Jonggrang. Because of his love, she asked Bandung Bondowoso <sup>to</sup> make 1000 temples in one night <sup>addition</sup> only.

## Worksheet

Name : Fajar Tio Kurniawan  
 Class : IPS 2  
 Study : B. Inggis

The cat is <sup>omission</sup> animal tame <sup>Cat</sup> <sup>misordering (tame animal)</sup>. It belongs carnivore animal and mammals. It has two ears, long moustaches, four legs, sharp claws, bright eyes, and furry tail. Its body covered with soft hair. Two pointy cat ears have very good hearing. The cats moustaches have a function to detect preys in the dark and to know cat emotion when it learning forward - the cat is friendly, but when leaving back, it is aggressive condition.

The claws are powerful and the <sup>misordering (cat's tail)</sup> tail cat is used to communication. It has <sup>addition</sup> so many kinds, such as : Anggora and Persia. It is live at home or in the jungle. <sup>misordering</sup> The cat lick their bodies some times <sup>people</sup> Many like cats, because they are very cute, beautiful, and have soft fur. Then, cats can provide benefits to humans as pet and also can catch mice.



## Worksheet

Name : Agus Firgianto

Class : IPS 2

Study : B. Inggris

## Elephant

Elephant is a herbivore animal and <sup>mirrored</sup> eat all almost <sup>(almost hairless skin)</sup> of the vegetations and fruits. They have hairless skin almost wide ears, four legs, and long trunk. Elephants is known as the largest mammals. It also have very sharp auditory because they have big ears and wide.

By these ears, they can hear <sup>sound</sup> from a distance of 10 kilo meters. At the back of the ears, they have one of the softest part of the body called the knuckle. Now, they are a kind of protected animal because their population remains little in their habitat.

## Worksheet

Name : Tri Pujiati

Class : IPS 2

Study : B-Inggris

<sup>misordering (Afgan has always been)</sup> <sup>Afgan</sup>  
 (Afgan has been always) my favorite singer. <sup>misordering (He is very)</sup> (He very is) handsome and smart.  
 His full name is Afgan Syah Reza. He was born on 27 May 1989 in Jakarta. He is known as a talented young singer.

<sup>misordering (quiete tall)</sup>  
 Afgan is (tall quiet). His height is 170 cm. He has an oval face, short hair, He is easily known because there are dimples on his cheek when he smile and he always wears glasses.

His favourite music is pop, R&B, soul and jazz. That music influence his way to sing. He likes eating. His favourite food <sup>(is) -D omission</sup> potato Balado. He loves it because its delicious. Beside that, Afgan care with his education. Now, he is studying at Monash University majoring in economics and business.

## Worksheet

Name : Aurn Nadin Anggriana  
 Class : IPA  
 Study : Bahasa Inggris

## Corona Virus (Covid-19)

This virus belongs to a group of coronavirus that can infect human. Coronavirus spreads very fast. It has become a worldwide pandemic. This virus affects different people and different ways <sup>↳ misordong (strong system immune)</sup>

Usually, coronavirus happens to people with system strong immune. But, the effect can also be severe and cause a death. There are several sign that someone has contracted by covid. These symptoms include; cough, fever, fatigue, shortness of breath.

This virus spreads very easily through droplets from coughs and sneezes. Therefore, we must keep a distance of 1.5 meters from other people. That is the reason why governments in some countries decided to implement lockdown or social distancing method.

## Worksheet

Name : Bella Komalarani  
 Class : IPS 2  
 Study : Bahasa Inggris

## Ragunan Zoo

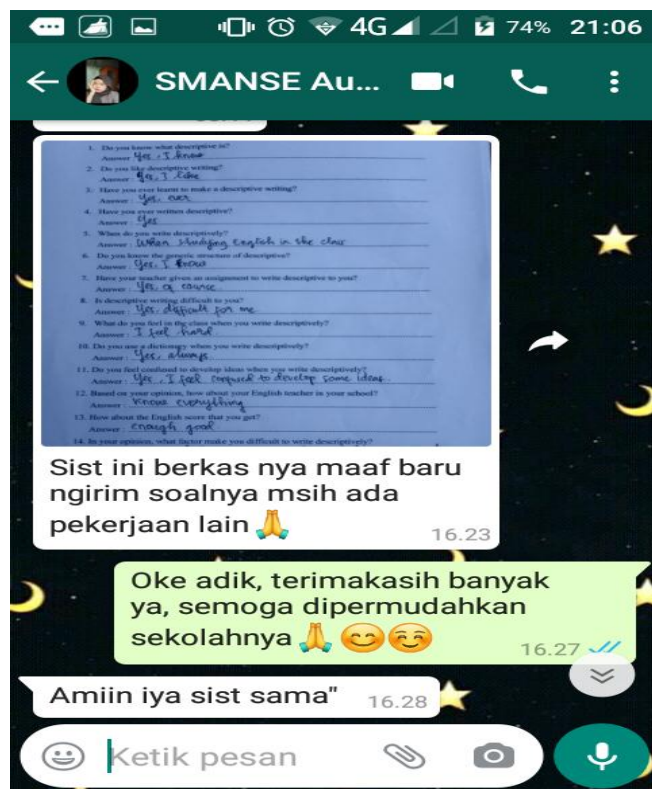
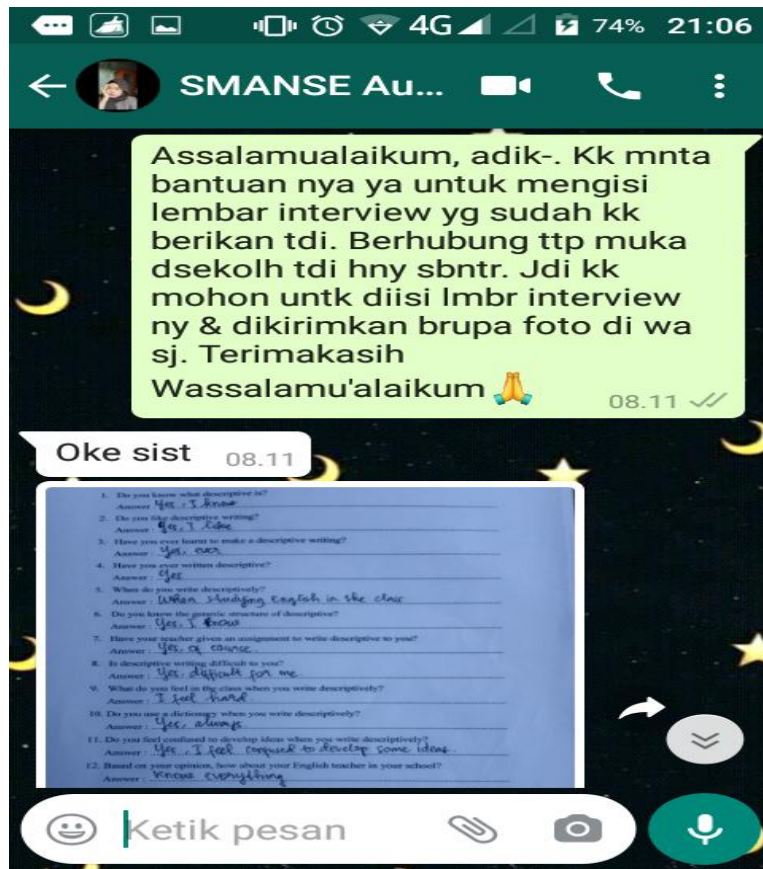
The ragunan zoo <sup>(is) omission</sup> located at ragunan, south jakarta. ragunan <sup>information</sup> zoo is large enough, because when we walk around it, <sup>(I)</sup> ~~me~~ will feel tired. In ragunan, there are many types of animals like: monkey, elephant, lions, tigers, and others. we can use trains or bikes to get around the ragunan ~~zoo~~. there are ~~duce~~ boats on the lake that are rented for tourist who <sup>omission</sup> come there. the ~~entry~~ fee is <sup>condition</sup> ~~very~~ very cheap. unfortunately, the zoo <sup>(is) omission</sup> not clean and very dirty. many people come during school holiday or the day of working my family and i usually visit to the zoo on sunday. we usually like use the trains to around the zoo because we think more enjoy and easier to see ~~of~~ animals in there. beside that some visitors use car. my favorite animals are birds, snakes, tigers, and monkeys.

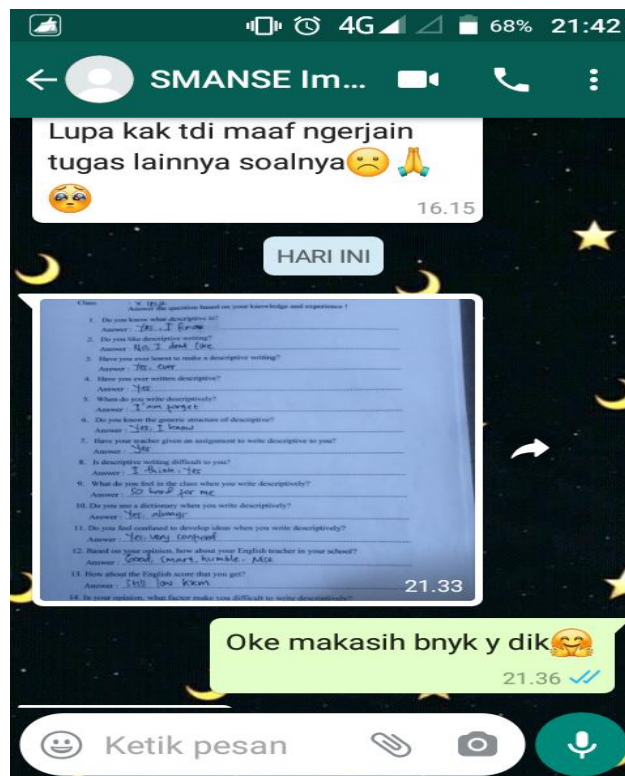
## Worksheet

Name : Imel Helentika  
 Class : IPS 2  
 Study : B. Inggris

## My Best Friend

I have <sup>→ omission</sup> a very good friend <sup>→ misformation (her)</sup> (his) name is amelia wulandari. She is my classmate now. She is pretty and kind friend. She has three brothers. I know her for a (time long) when she was in junior high school. amelia is a quite clever student in the class. I feel happy and enjoy to be friend with her. my friend amelia has a special nickname, namely kudit in my school. but I don't know why she was called like that. She has <sup>an</sup> ideal body and she is <sup>↳ mirating</sup> sweet black, moreover, she has some hobbies, such as she love travelling, cooking, dancing. and she has a great ambition when doing something. hopefully, we can be close friend forever.











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-2052/In.28.1/J/TL.00/06/2019  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KEPALA SMA N 1 SEKAMPUNG  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : YULIANIS PITALOKA  
 NPM : 1601070134  
 Semester : 6 (Enam)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ANALYSIS OF MODIFIER ON STUDENTS DESCRIPTIVE  
 WRITING AMONG THE TENTH GRADERS AT SMA N 1  
 SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMA N 1 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juni 2019  
 Ketua Jurusan  
 Tadris Bahasa Inggris  
  
 Ahmad Subhan Roza, M.Pd.  
 NIP. 1965102008011014



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 SEKAMPUNG  
( AKREDITASI A )**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulya Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website: sman1sekampung.sch.id

Nomor : 420/847/11/SMANI/2019  
Lampiran : -  
Hal : Izin Pra-Survey

Kepada Yth,  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di tempat

Dengan hormat,

Berdasarkan Surat Permohonan Izin Pra-Survey dari Institut Agama Islam Negeri Metro dengan nomor : B-2052/In.28.1/J/TL.00/06/2019 tertanggal 28 Juni 2019 tentang Izin Pra-Survey Mahasiswa:

Nama : YULIANIS PITALOKA  
NPM : 1601070134  
SEMESTER : 6 (Enam)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF MODIFIER ON STUDENTS DESCRIPTIVE WRITING AMONG THE TENTH GRADERS AT SMA N 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Pra-Survey kepada mahasiswa tersebut diatas.

Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 16 Oktober 2019  
Kepala Sekolah  
  
**Drs. M. MUNONO, M.Pd**  
NIP. 19661020 199203 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111  
 Telp. (0725) 41507 Fax, (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-1265/In.28.1/J/TL.00/6/2020 Metro, 12 Juni 2020  
 Lampiran : -  
 Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Ervan Nurtawab, MA, Ph.D (Pembimbing I)
2. Syahreni Siregar, M.Hum. (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

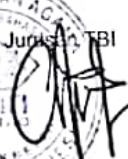
Nama : Yulianis Pitaloka  
 NPM : 1601070134  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : TBI  
 Judul : An Error Analysis Of Using Modifier In Students Descriptive Writing Among The Tenth Grader At SMA N 1 Sekampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

KEMENTERIAN AGAMA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Ketua Jurusan TBI  
  
 Alvinad Subhan Roza, M.Pd  
 NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507, Faks (0725) 47298, Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-805/In.28/S/U.1/OT.01/10/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : YULIANIS PITALOKA  
NPM : 1601070134  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070134.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Oktober 2020  
Kepala Perpustakaan



*[Handwritten Signature]*  
Drs. Mokhtarisudin, M.Pd  
NIP. 195808311981031001

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Yulianis Pitaloka

NPM. : 1601070134

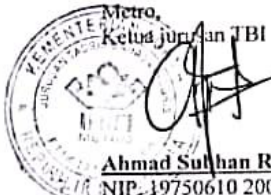
Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan : 2016

Telah menyerahkan buku berjudul Studying Bilingual

Metro,  
Ketua jurusan TBI



**Ahmad Sulhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2343/In.28/D.1/TL.00/08/2020  
Lampiran : -  
Penihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMA NEGERI 1  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2342/In.28/D.1/TL.01/08/2020, tanggal 14 Agustus 2020 atas nama saudara:

Nama : YULIANIS PITALOKA  
NPM : 1601070134  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 14 Agustus 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMA NEGERI 1 SEKAMPUNG**  
**( AKREDITASI A )**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulya Kec. Sekampung Kab. Lampung Timur Kode Pos. 34182 Website: sman1sekampung.sch.id

Nomor : 421.3/153/V.01/SMAN.1/2020

Lampiran :-

Hal : Izin Research

Kepada Yth,  
 Wakil Dekan I  
 Institut Agama Islam Negeri Metro  
 Di tempat

Dengan hormat,

Berdasarkan Surat dari Institut Agama Islam Negeri Metro dengan nomor : B-2343/In.28/D.1/TL.00/08/2020 tertanggal 14 Agustus 2020 tentang Izin Research Mahasiswa:

Nama : YULIANIS PITALOKA  
 NPM : 1601070134  
 SEMESTER : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL SMAN 1 SEKAMPUNG EAST LAMPUNG

Pada dasarnya kami Kepala SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Pra-Survey kepada mahasiswa tersebut diatas.

Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 21 Agustus 2020  
 Kepala SMAN Sekampung

SEDONO, S.Pd, M.M.Pd  
 NIP. 19620414 198601 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2342/In.28/D.1/TL.01/08/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : YULIANIS PITALOKA  
NPM : 1601070134  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui,  
Pejabat Setempat

SEDONO S.Pd, M.Pd  
NIP. 19620414 198601 1 001



Dikeluarkan di : Metro  
Pada Tanggal : 14 Agustus 2020

Wakil Dekan I,

Dra. Isti Fatmah MA  
NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Yulianis Pitaloka  
 NPM : 1601070134

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	2/11/2020	√		<p>Please refer to your draft. Some changes are needed as indicated in the tracking mode.</p> <p>Untuk penamaan nama institusi, nama fakultas dan nama prodi, disesuaikan saja dengan yang umum di fakultas.            ACC—silakan persiapkan untuk munaqosyah</p>	

Mengetahui  
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
 NIP.19750610 200801 1 014

Dosen Pembimbing I

Ervan Nurtawab, M.A. Ph. D  
 NIP. 19801104 200901 1 008



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Yulianis Pitaloka  
 NPM : 1601070134

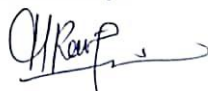
Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	Tuesday 29/09/2020		✓	<ul style="list-style-type: none"> <li>- Make sure your analysis to analyzes in detail their (students) errors in writing descriptive essays.</li> <li>- Look again at the problem formulation</li> <li>- Attached the detail of interview result in the appendix</li> <li>- In chapter IV, the conclusion or the overall result of interview</li> <li>- In conclusion, the language used must be more concrete.</li> <li>- Suggest: Use "hope" / suggest</li> </ul>	
2.	Monday 05/10/2020		✓	ACC chap. IV - V	

Mengetahui  
 Ketua Jurusan TBI

  
Ahmad Sabhan Roza, M.Pd  
 NIP.19750610 200801 1 014

Dosen Pembimbing II

  
Svahreni Siregar, M.Hum  
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## UJI TURNITIN FTIK IAIN Metro

### SURAT KETERANGAN

Nomor : TBI-7.0016/PTF/12/2020

Tim Turnitin FTIK IAIN Metro menerangkan bahwa Tes Turnitin Skripsi Jurusan TBI telah selesai dilakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal **02 Desember 2020**

Judul : ERRORS ON THE USE OF MODIFIER IN DESCRIPTIVE WRITINGS BY THE STUDENTS OF GRADE 10 AT THE SENIOR HIGH SCHOOL (SMAN) 1 SEKAMPUNG EAST LAMPUNG

Penulis : YULIANIS PITALOKA

NPM/Jurusan : 1601070134/TBI

No. Pemeriksaan : TS.07.0022

Dengan Hasil sebagai berikut:

**Tingkat Kesamaan diseluruh artikel (Similarity Index) yaitu 13%**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Wassalamualaikum, Wr. Wb

Metro, 02 Desember 2020

Hormat kami,

Tim Turnitin FTIK

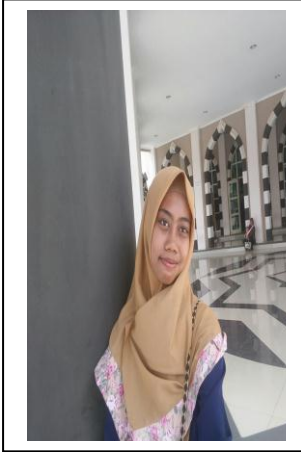
- Draf yang dilampirkan dalam Ujian Skripsi yaitu skripsi yang telah diturnitin (bisa itu yang asli atau dari dari hasil tumitin)

Mengetahui,  
Metro, 04 Desember 2020  
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

## CURRICULUM VITAE



The name of researcher is Yulianis Pitaloka. She was born in Sumbergede, on July 15<sup>th</sup>, 1998. She is the first child of happy couple namely Mr Iin Solihin and Mrs. Sulastri. She was graduated her primary school of 'Aisyiyah Bustanul Athfal on 2004. She was enrolled her study in Sekampung at SDN 1 Giriklopomulyo for 6 years on 2004-2010. After graduating her elementary schools, she continued her studies at SMP Negeri 1 Sekampung on 2010-2013. Then, she decided to continue her studies at SMAN 1 Sekampung on 2013-2016. It was a long journey for her to find out her dream. Finally, on 2016, she is registered as an S1 students of English Educational at IAIN Metro.