

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF THE STUDENTS
READING DESCRIPTIVE TEXT
AMONG THE NINTH GRADERS OF SMPN 1 BUMI AGUNG
IN THE ACADEMIC YEAR OF 2017 / 2018**

**BY
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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

AN ERROR ANALYSIS OF THE STUDENTS
READING DESCRIPTIVE TEXT
AMONG THE NINTH GRADERS OF SMPN 1 BUMI AGUNG
IN THE ACADEMIC YEAR OF 2017 / 2018

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

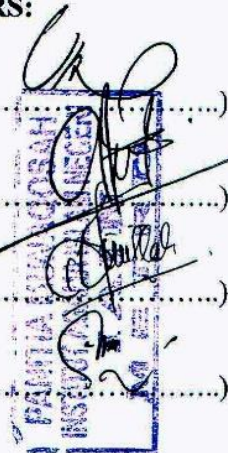
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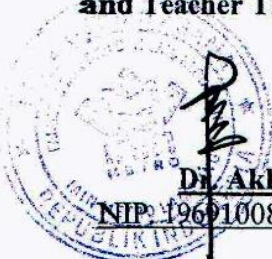
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ABSTRACT

**AN ERROR ANALYSIS OF THE STUDENTS
READING DESCRIPTIVE TEXT
AMONG THE NINTH GRADERS OF SMPN 1 BUMI AGUNG
IN THE ACADEMIC YEAR OF 2017 / 2018**

By:

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Reading is an activity that has a purpose. A good reader is involved in a complicated thinking process as she or he reads. There are many strategies that we can teach students to help them become purposeful, knowledgeable, and active readers. Research has shown that readers who receive explicit instruction in these strategies make significant gains on reading descriptive text. These strategies include they do not know kinds of descriptive text, the differences between them, and the structure of the descriptive itself. These strategies can help the reader make connections between the text and what they already know. The following suggests ways to help readers use of these strategies as they read.

The objective of this research is To know what errors that commonly made by students in reading descriptive text at the ninth grader of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018, which was taken randomly by interview. This research is qualitative research.

The result of the students' score technique could improve the students' reading comprehension ability. From the computation, the highest score of pretest was 70-90, the middle score was 50-69, and the lowest score was 30-49. Referring to the research, it can be said that clustering technique can increase students reading descriptive text ability, teacher's performance, and students participation during teaching learning process.

Keywords: Task Based Learning, Reading Comprehension, reading descriptive Text.

ABSTRAK

MENGANALISIS KESALAHAN PADA SISWA YANG MEMBACA TEKS DESKRIPTIF PADA KELAS SEMBILAN DI SMPN 1 BUMI AGUNG TAHUN AJARAN 2017/2018

By:

SOFYAN GUNAWAN

Membaca adalah kegiatan yang memiliki tujuan. Pembaca yang baik terlibat dalam proses berpikir yang rumit saat dia membaca. Ada banyak strategi yang dapat kita ajarkan kepada siswa untuk membantu mereka menjadi pembaca yang memiliki tujuan, pengetahuan, dan aktif. Penelitian telah menunjukkan bahwa pembaca yang menerima instruksi eksplisit dalam strategi-strategi ini memperoleh keuntungan signifikan dalam membaca teks deskriptif. Strategi-strategi ini termasuk mereka tidak tahu jenis teks deskriptif, perbedaan di antara mereka, dan struktur deskriptif itu sendiri. Strategi-strategi ini dapat membantu pembaca membuat hubungan antara teks dan apa yang sudah mereka ketahui. Berikut ini menyarankan cara untuk membantu pembaca menggunakan strategi ini saat mereka membaca.

Tujuan dari penelitian ini adalah Untuk mengetahui kesalahan apa yang biasa dilakukan siswa dalam membaca teks deskriptif pada siswa kelas sembilan SMPN 1 Bumi Agung Tahun Ajaran 2017/2018, yang diambil secara acak dengan wawancara. Penelitian ini adalah penelitian kualitatif.

Hasil dari teknik skor siswa dapat meningkatkan kemampuan membaca pemahaman siswa. Dari perhitungan, skor pre-test tertinggi adalah 70-90, skor menengah adalah 50-69, dan skor terendah adalah 30-49. Mengacu pada penelitian, dapat dikatakan bahwa teknik pengelompokan dapat meningkatkan kemampuan membaca teks deskriptif siswa, kinerja guru, dan partisipasi siswa selama proses belajar mengajar.

Kata Kunci: Pemahaman Membaca Pembelajaran Berbasis Tugas, Membaca Teks deskriptif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2019



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 2019

Yang menyatakan


Sofyan Gunawan
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

“Read in the name of your Lord who created”

(Qs. Al-Alaq:1)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Sumarno and Mrs. Tutik Handayani) who always pray and supporting their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious the most Merciful. Praise to be Allah, the Lord of the worlds whom without His Mercy and Blessing, none of these would be possible. Sholawat and salam to our beloved prophet Muhammad SAW, peach be upon him, who becomes an inspiration for all peoples to live as Muslims.

The research an graduate thesis is presented as a Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled “An Error Analysis Of The Students Reading Descriptive Text Among The Ninth Graders Of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.” The researcher conducted in SMPN 1 Bumi Agung. In the research the writer focuses to analyze students error in Reading Descriptive Text.

The writer would like to extend her gratitude to both of her advisors Dra. Umi Yawisah, M. Hum and Trisna Dinilla Harya, M. Pd, who have constantly given their endorsement, time, and guidance, so that the researcher could finish this thesis. There is nothing she could do to return their deeds. The writer also likes to thank the Principal of SMP SMPN 1 Bumi Agung, the teacher of English subject, and the ninth grader of SMP SMPN 1 Bumi Agung in the academic year of 2017/2018, who has given support and approval in order that the writer was able to conduct the research.

The writer could not endure the obstacles which arose during the process without her family support. The deepest grateful is addressed to her parents, brother and sister, and also her candidate husband who have continuously provided encouragement for her in carrying out the study.

The writer could not endure the obstacles which arose during the process without her family support. The deepest grateful is addressed to her parents, brother and sister, and also her candidate husband who have continuously provided encouragement for her in carrying out the study.

The writer realizes the imperfectness of this thesis nevertheless; the writer hopes that this under graduated can be a meaningful benefit for the writer especially, for the readers generally.

Metro, June, 26 2019

The writer,

A handwritten signature in black ink, appearing to be 'Sofyan Gunawan', written over a horizontal line.

SOFYAN GUNAWAN

1293617

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by conventional rules shared by the speakers of the language. Language is a means of communication and human beings accept it in a part of their culture. Without language we may not be able to interact, because language is the source for the creation of human interaction with others. The language in this world are very much, on average each country has different languages even though there are similar but it is not entirely the same pronunciation, for example of English language support.

As everybody use language to convey ideas, opinion, and feeling among the people by oral or written ways. One of the languages which are often used as a means of communication is English. It becomes the dominant language around the world, and now more and more people use English as international language.

English is the international language that has been recognized. English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from the 'second language'.

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.

Furthermore, in Indonesia education's context, English plays a role as a foreign language. It means that English has become a compulsory subject in every level of education such as elementary, junior high school, senior high school, and university. Basic skills in English that should have some examples are the ability in English reading, writing, listening and speaking. To understand one basic element in language learning, is reading.

Reading is an activity that has a purpose. Reading is a physical and mental activity to discover the meaning of the text. physical and mental activity, which requires someone to interpret symbols and critical writings by active as a pattern of communication with yourself so that readers can find meaning in writing and obtain information as the transmission of ideas to develop the intellect and long life learning. Basically, reading needs carefulness in understanding the purpose of the text. There are several kinds of English paragraph, such as Narrative, Descriptive, Expositive, Persuasive, and Argumentative. One of the text that usually the difficult to understand for the students is descriptive.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report

which describes things, animals, persons, or others in a general. Therefore, study more about descriptive text is very important for the students to identifying what the text is about. But in fact, not all students can solve their problem to mastering descriptive text. After read the text or sentence but do not know the kinds of the text that them have read, it leads to misunderstanding what the purpose is. Based on the experience of the researcher, students have low performance to identifying what the text is about. It makes them difficult when do the tasks. Therefore, study more about descriptive text is very important for the students to identifying what the text is about.

Based on the explanation above, reading the descriptive text has an important role in studying process. But in fact, most of students have a low ability to do it. There are some problems faced by students in reading, especially reading descriptive text. They do not know kinds of descriptive text, the differences between them, and the structure of the descriptive itself. It makes them so difficult to identifying descriptive text that they need an understanding in the descriptive text to better understand the meaning of the sentence.

The writer got the data of English examination result from the ninth grader of SMPN 1 Bumi Agung. The table below is the data:

No	Score	Students	Interpretation
1.	70-90	4	High
2.	50-69	13	Middle
3.	30-49	16	Low

The table above shows the ninth grader of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018 have good ability in English. But in contrast they have problem in reading, especially reading descriptive text. It can be seen on the students' reading descriptive test result. The writer has been conducted a pre survey by giving question about reading descriptive text. The writer did the pre survey on March 19, 2018. Here is the result of the pre survey:

By analyze the data above, it can be concluded a great deal students gained the difficulties in reading descriptive text. Here, the writer becomes interested to error analyze on students reading descriptive text at the ninth grader of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.

B. Problem Identification

Based on the background of the problem above, it can be identified as follows:

1. The students error in reading descriptive text is compulsory subject for all students in SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.
2. The students of the ninth grader of SMPN 1 Bumi Agung have low score in reading descriptive text.
3. Most students of the ninth grader of SMPN 1 Bumi Agung have difficulties in identifying the structure of descriptive text.

C. Focus of The Study

The writer of this research thesis realizes there are many terms limiting of the people during its discussion, such term are for instance. The writers knowledge and understanding, source of theories supporting the idea of the research, time and financial support.

In line with the problem mentioned above. The writer limits the problem only to know” An Error Analysis Of The Students Reading Descriptive Text Among The Ninth Graders Of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018”.

D. Problems Formulation

The problem that studied in this research, the writer would like to present the formulation of the problem is “ What error do students make in their reading of the descriptive text among the ninth graders of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018?

E. The Objectives and Benefits of The Study

1. Objective of The Study

To know what errors that commonly made by students in their reading of the descriptive text among the ninth graders of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.

2. Benefits of The Study

The result from this research is expected to be:

- a. As a suggestion to the students to increase their time to read and motivating them to read routinely as a habit.
- b. Giving the description of the error in students reading descriptive text that faced by the ninth grader of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018..
- c. As inspiration to the teacher to make a better technique of teaching reading.
- d. Giving more knowledge about reading descriptive text to the writer especially, and the readers generally.

CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

Reading is an activity that has a purpose¹. A good reader is involved in a complicated thinking process as she or he reads. There are many strategies that we can teach students to help them become purposeful, knowledgeable, and active readers. Research has shown that readers who receive explicit instruction in these strategies make significant gains on reading descriptive text. These strategies include they do not know kinds of descriptive text, the differences between them, and the structure of the descriptive itself. These strategies can help the reader make connections between the text and what they already know. The following suggests ways to help readers use of these strategies as they read.

The uses of strategies are important to bring the readers in understanding what the text is about through their knowledge that they already know. Also, the strategies will empower the reader to make written works one day. Furthermore, by using the strategies, the readers can examine carefully many kinds of reading text.

Based on the statement above the researcher assumes that strategies are important to make the reader easy to identify what the text is about.

¹ Janette K. Kingger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Student with Learning Difficulties*, The Guildford Press, USA, 2007, p. 104

B. Reading

A lot of studies conducted in reading because reading is not only such an attractive thing to study but it is also a field which is able to provide many important things for education. There are a lot of definitions of reading. Scientists give a variety of definition and opinions on the concept of reading. Some of them defined reading as the process to get, to understand, and take the concept of the texts being read.

According to Elizabeth S. Pang et.al, stated that reading is a complex activity that requires both perception and thought. It consists of two related processes that is word recognition and comprehension. Word recognition refers to the process of perceiving how one's spoken language is corresponded to written symbols. Comprehension is the process of obtaining meaning from connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to make them understand written text.²

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).³ *Meaning to say, the successfulness of catching the messages of the text is greatly influenced by a plenty of factors*

²Elizabeth S. Pang et al., *Teaching Reading*, (Switzerland: The International Academy of Education, 2003), p. 6.

³ Janette K.Klingner, Sharon Vaughn, and Alison Boardman.*Teaching Comprehension to Students with Learning Difficulties*. The Guilford Press.USA.2007. p.6

such as readers' prior knowledge, the content of the text, text types, and interesting value of the text.

1. Purpose for reading

Efficient reading consists of clearly identifying the purpose in reading something. Rivers and Temper propose that there are seven main purposes for reading:⁴

- a) Reading to search for simple information.
- b) Reading to skim quickly.
- c) Reading to learn from the text.
- d) Reading to integrate information.
- e) Reading to write (or search for information needed for writing).
- f) Reading to critique text.
- g) Reading for general comprehension.⁵

2. Strategies for Reading Comprehension

To be a good reader, we should have a strategy in comprehending a text. Brown explains ten strategies for reading comprehension, as follows:⁶

- a) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the reader know what they're looking for and can weed out potential distracting information.

⁴ David Nunan, *Second Language Teaching & Learning*. Hienle & Hienle Publisher. Boston. p.251

⁵ William Grabe and Fredricka L. Stoller. *Op.cit.* p. 13

⁶ Douglas, H. Brown. *Principle and Language and Teaching an Interactive Approach to Language Pedagogy*. San Fransisco State University. USA. 2001 p.306

b) Using grapheme rules and patterns

In many cases, students have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities.

c) Using efficient silent reading technique for relatively rapid comprehension

The readers' intermediate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

- 1) The readers don't need to "pronounce" each word to the teacher.
- 2) Try to visually perceive more than one word at time, preferable/phrase.
- 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

d) Skimming the text for main idea

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

f) Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

g) Guessing when the reader aren't certain

Teachers can help students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

h) Analyzing vocabulary

One way for students to make guessing pay off when they don't immediately recognize word is to analyze terms of what they know about it.

- 1) Look for prefixes (co-, inter-, etc.) that may gives clues.
- 2) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the semantic context (topic) for clues.

i) Distinguishing between literal and implied meanings

The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j) Capitalizing on discourse makers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such makers can greatly enhance learner's reading efficiency.

C. The Concept of Error

In oxford dictionary error is a mistake, especially one that causes problems or affects the result of something.⁷ It means that error is a mistake that causes a problem in the result of something. A different view on errors by second language students called the error analysis perspective.^{8\}

Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner's errors have long been interested for second and foreign language researchers. The basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances.⁹

The problems in learning language depend on the factors that language students have. In acquiring a second language, a learner is really influenced by his/her first language. Students generally bring their pervious competence of

⁷ A S Hornby, Oxford Advanced Learner's, New York, Oxford University Press, 2010, the eight edition, p.514

⁸ Hery Yufrizal, M.A., Ph.D. *An Introduction to Second Language Acquisition*. Pustaka Reka Cipta, 2008. the first edition. p.28

⁹ Ali akbarkhansir, *Error Analysis and Second Language Acquisition*, Academy Publisher Manufactured, Finland, 2012, p.1

language in performing the second language. In foreign language learning, error has become the phenomenon that is important in learning language process. The clearest support for this belief is the finding of "foreign" accents in the second language speech of the students.

The error by students are caused by some factor either from the students itself or from the other person. Norrish classifies the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below:¹⁰

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teacher will admit that it is not always the students fault if he loses interests, perhaps the materials and style of presentation do not suit them.

2. First language interference

Norrish states that language learning is matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called the first language interference.

3. Translation

Translation is one of the causes of error. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

Basically, errors the students commonly can be distinguished in to two terms, they are mistake and error. According to Brown, a mistake refers to a

¹⁰ Sunardi Hasim, *Error Analysis*, p.47

performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly.¹¹

A mistake is usually occurred in writing process and an error is occurred in reading process continuously. An error cannot be self-corrected, according to James, while mistakes can be self-corrected if the deviation is pointed out to the speaker. But, the learner’s capacity for self correction is objectively observable only if the learner actually self-corrects; therefore, if no such self-correction occurs, we are still left with no means to identify error vs. mistake.¹² It means that mistake has a more general meaning than error itself. Error is something more specific than mistake.

Students errors are usually classified in different categories, global and local errors. Global errors hinder communication and they prevent the learner from comprehending some aspects of message. Then, local errors only affect a single element of a sentence, but do not prevent a message from being heard.

D. Descriptive

The word “descriptive” in oxford Advanced Learner’s Dictionary as following:

- a) Saying what somebody or something is like; describing something: the descriptive passage in the novel.

¹¹ Brown H. Douglas. The fourth edition. *Op.cit*,p. 217

¹² *Ibid*

- b) Saying how language is actually used, without giving rules how it should be used shows an opposite prescriptive.¹³

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.¹⁴

The example of descriptive text:

My Sphynx cat

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois.

My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

1. Generic structure of descriptive

The Generic Structure of Descriptive Text consists of Identification and Description.¹⁵

- a. Identification: Identifies phenomenon to be described.

¹³ A S Hornby, Oxford Advanced Learner's, New York, Oxford University Press, 2010, the eight edition. p. 395

¹⁴ Linda Gerot, Peter Wignell, 'Making Sense of Functional Grammar', 1994

¹⁵ Jenny Hammond 'English for Special Purposes', 1992

b. Description: Describes parts, qualities, characteristics, etc.

Description is also considered as a text. In this book, it is a paragraph in which a writer tries to picture out an object to his reader. The object can be anything. It can be concrete object such as a person, or an animal, or a plan, or a car, etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.¹⁶

E. Text

A text can be any linguistic unit. It can be a word. It also can be a sentence. Besides, it can also be a paragraph. Further, it can also be a text which is bigger than a paragraph. It means that a text is a meaningful linguistic unit which can be a word, or sentence, or a paragraph, or even the one which is bigger than a paragraph.¹⁷

‘Text is a piece of naturally occurring spoken, written, or signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function, such as a conversation, a poster.’ (Crystal 1992: 72)¹⁸

According to Halliday (1985) a reading text can be any linguistic unit, which is functional in context. A linguistic unit can be word, or phrase, or a clause, or a sentence, or a paragraph, or a unit, which is bigger than a paragraph such as an informal essay, or a formal essay, or a survey research paper, or an argumentative research paper, or a book. A functional text means a text, which is

¹⁶ Sanggam Siahaan, *Op.cit*, p. 119

¹⁷ Sanggam Siahaan, *Op.Cit*, p. 3

¹⁸ David Nunan, *Introducing Discourse Analysis*, .:Penguin Books, 1993, p.6

meaningful. And a meaningful text means a text, which is full of meanings in a context that includes those, which come before and after the unit in the text and out of text.¹⁹ It means that to comprehend the meaning of a text we should read the context in a text, so that the writer's intended can be received clearly by the reader.

In our highly literate society, there are literary hundreds different types of written text, a much larger variety that found in spoken text, such as: Non-fiction: reports, editorials, essays and articles, reference (dictionary and encyclopedias), Fiction: novels, short stories, jokers, drama, poetry, Letters: personal, business, greeting cards, diaries, journals, memos (e.g., interoffice memos), message (e.g., phone message), Announcements, Newspapers "journalese", Academic writing: short answer test responses, report, essays and papers, theses and books, Forms, applications, Questionnaires, Directions, Labels, Signs, Recipes, Bills (and other financial statements), Maps, Manuals, Menus, Schedules (e.g., transportation information), Advertisements: commercial, personal ("want ads"), Invitations, Directories (e.g., telephone, yellow pages), Comic strips, cartoons.²⁰

It can be said that all of this kinds of this unit will be functional in context. In line with that, these text functions are concord with the readers' needs which are definitely different each other. The student can read the descriptive text, for example:

¹⁹ Sanggam Siahaan, *Issues in Linguistics. Op.cit*,p.123

²⁰ Douglas Brown, *Op.cit* p.106

Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 60kg.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Role of the Research

Basically, reading needs carefulness in understanding the purpose of the text. There are several kinds of English paragraph, such as Narrative, Descriptive, Expositive, Persuasive, and Argumentative. One of the text that usually the difficult to understand for the students is descriptive.

The researcher analyzed students error in reading descriptive text result. In this research, the researcher considers the importance to know the learning difficulties in reading descriptive text to understand the structure and content of the text easily. After seeing this case, the researcher decides to apply qualitative research to analyze student's commonly error in reading descriptive text to understand the meaning from the researcher.

This research was conducted based on qualitative method. It means that the researcher analyzed the data which were taken from the students error in reading descriptive text result.

Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning (Leavy, 2014). Researchers use this approach to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations,

events, or artifacts; or to build a depth of understanding about some dimension of social life (Leavy, 2014). The values underlying qualitative research include the importance of people's subjective experiences and meaning-making processes and acquiring a depth of understanding (i.e., detailed information from a small sample). Qualitative research is generally appropriate when your primary purpose is to explore, describe, or explain.²¹

Refers to can be explained that, qualitative research is a research cannot measured by statistic method, the researcher look the subject of research itself from certain subject.

From the explanation above this research is directed to analyze students error in reading descriptive text found on the students' reading descriptive text among the ninth graders of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018. This is dedicated to know the error commonly made by students in reading, especially reading descriptive text.

B. Data Resource

Some decisions have to be made by the researcher as to the questions she or he is asking of the data, and the depth of analysis that is required. It may even come down to the amount of time you have available, or your ease of access to adequate resources. Certainly there is no need to do more analysis than your question demands, but seemingly simple questions have a habit of becoming more

²¹ Patricia Leavy, *Research design: Quantitative, Qualitative, Mixed Methods, Arts-based, and Community-based Participatory research Approaches*, The Guilford Press, New York, 2017.p. 9

complex along the way! In the next section we look at different theories and methods used in qualitative.²²

Data resource of the research is gotten by observation and interview. It means that the researcher got the data from purposive sample as the participants. Purposive sampling is taking sample technique of the data source by the certain consideration. The researcher chooses twenty eight at the ninth students of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018 as participants. The researcher chooses them because they have low performance in reading descriptive text. The researcher investigated some questions to them and analyzed their reading result in documentation.

C. Data Collecting Technique

In qualitative studies, the data can be collected with three basic types, namely interview, observation, and documentation. In this research, the researcher will set up the data by using the instruments are as follow:

1. Observation

The researcher uses observation as one the data collection techniques. In this step, the researcher observer the activity a situation by using format observation. The researcher will observe participant directly from participant reading product, on descriptive text at the student at the ninth grader of SMPN 1 Bumi Agung to collect the data about the students error.

²² Anne lacey & Donna luff, *Qualitative Data Analysis*, The NIHR RDS for midlands / Yorkshire & The Humber, 2007. p. 8

2. Documentation

The researcher uses documentation as data collection technique. The documentations the collect some information in the form of reading source like descriptive text.

3. Interview

The researcher uses interview as data collection technique. The interview is the instrument to collect some of information from the students understanding about reading descriptive text.

Base on the statement above, the researcher gathers the data from the students reading descriptive test at the ninth students of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.

D. Research Procedures

Traditionally, the case study has been associated with qualitative methods of analysis. Case study is the method that the researcher applies in this research. The researcher chooses this method because the researcher wants to analyze students error in identifying structure (plot) in reading descriptive text a that found at the ninth grader of SMPN 1 Bumi Agung In The Academic Year Of 2017/2018.

The researcher adopts the procedures generally as follows:

1. Determining focus to the research and formulating the questions

The researcher formulates and collects the questions to focus the research. It is done because the researcher uses interview and test to gain the result of data.

2. Determining case, collecting and analyzing the data

After finishing gaining data, the researcher determined the case that will be analyzed.

3. Supplying collecting data instrument

The researcher plans to determine instrument to collect the data.

4. Evaluating and analyzing the data

The researcher evaluates the data, before she analyzes and interprets the data. It is to ensure that data is complete.

5. Making report

The researcher makes the report to simply the data. The report can be summary and formal.²³

E. Data Analysis Procedures

In Section 1 we looked at some common features of qualitative analysis. In this section, we are focus on distinct approaches to undertaking qualitative analysis. There is no one right way to analysis qualitative data, and there are several approaches available.²⁴ Therefore, the researcher would apply the activity of analysis data; there are data reduction, data display, and conclusion drawing/verification.

²³ John W.Creswell, *Research Design*, (USA:Sage Publication on, Inc.2003)The second edition.p.15

²⁴ *Opcit*.p. 9

1. Data Reduction

In this step, the researcher should make a summary; choose the important thing, and focuses on the certain thing. Therefore the researcher can describe easily.

2. Data Display

Miles and Huberman states "looking at the displays help us to understand what is happening and to do something-further analysis or caution on that understanding".

3. Conclusion Drawing/ verification

The researcher makes the conclusion when the data display has supporting by the complete data.

CHAPTER IV

RESULT OF THE RESEARCH

Description of Data

A. Description of Research Setting

1. The Historical Background of SMPN 1 Bumi Agung

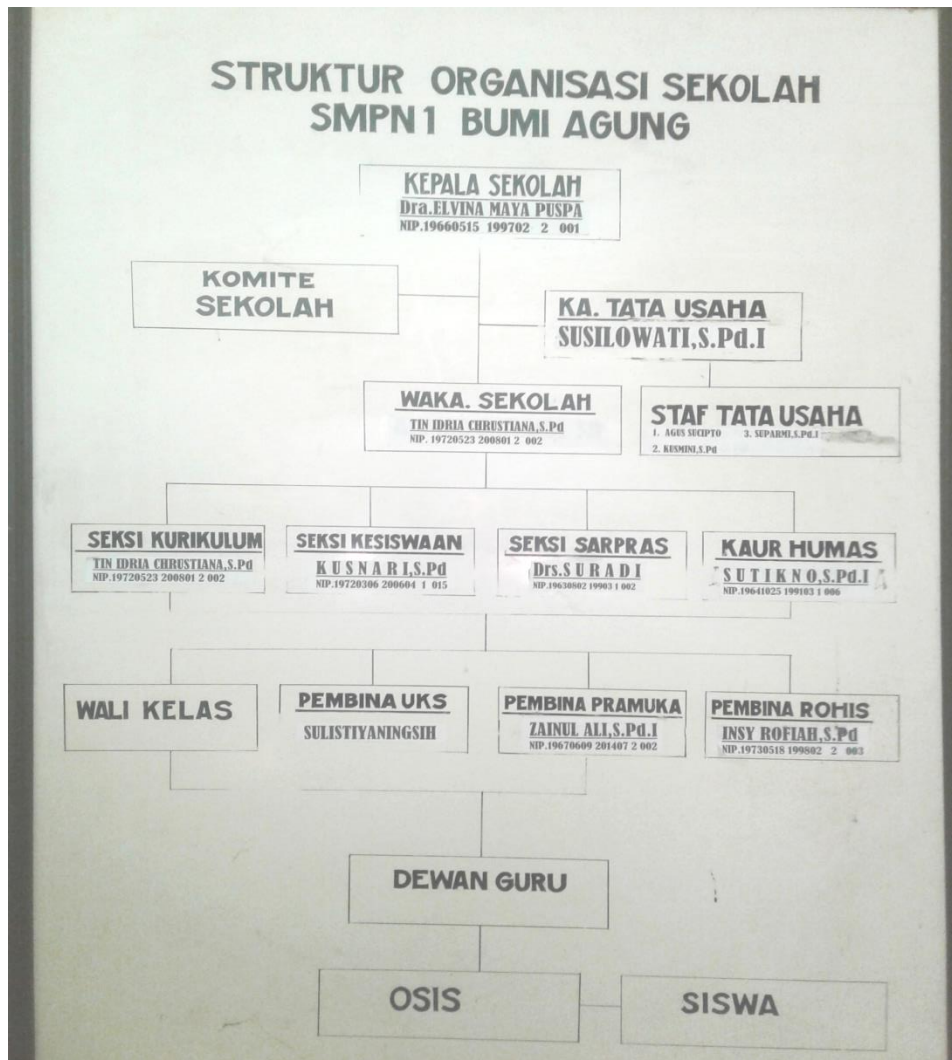
SMPN 1 Bumi Agung is located in SrItaloka, Lampung province. SMPN 1 Bumi Agung has vision and mission. Vision: Realizing SMP 1 Bumi Agung as the foremost school always at the forefront of academic or non-academic fields. Having complete & adequate facilities / infrastructure has the ideal & conducive environment that can be used to support the quality of learning, so apt to produce qualified and moral graduates noble and can be absorbed in high school quality in the Lampung area. Mission: Increasing faith & piety in an integrated manner. Increasing professionalism of teachers & staff. Increasing the implementation of Intensive Student Development programs through extracurricular activities. Completing at school facilities / prescriptions. Improving harmonious relationships with parents of students and communities. To support the school program. Objective: The formation of social educator, the championship from the contest (sport, art, etc). Having complete facilities / infrastructure and support of parents & students to support the school program.

2. The structural organization of SMPN 1 Bumi Agung

The structural organization of The SMPN 1 Bumi Agung as follow:

Figure 1

The Organization Structure of SMPN 1 Bumi Agung



Source: observation of SMPN 1 Bumi Agung in academic year 2018/2019
Taken on march 19, 2018

3. The Condition of Lecturer and Official Employees

The number of lecturer and official employee at SMPN 1 Bumi Agung in academic year 2018/2019, there are 23 lecturer PNS and 3 honorary workers.

B. Analysis of Research Variable

In this research, the data were analyzed based on the Miles and Huberman models. There are some steps of this model namely:

1. Data Collection

The researcher got the data from the students' translation text as the object of the research. The data collection been conducted on Tuesday, January 8th, 2019. Therefore, the researcher decided to observe ten students' reading the descriptive text of the ninth graders on SMPN 1 Bumi Agung in the academic year of 2018/2019.

Regarding to the object of the research an error analysis of the students reading descriptive text among the ninth graders of SMPN 1 Bumi Agung. In this chapter the researcher describe the data that used as primary source. The data is gotten by the students reading descriptive text result.

In this research, the result students reading descriptive text is used by the researcher to know the students comprehension in reading of descriptive text. The students must to answer several question based on their comprehension about descriptive text. There are ten question each

text. The question are about main idea, making inference, mean word, topic, and understanding structure.

2. Data Reduction

The researcher selected the most important parts or the main point of all data she had gotten by summarizing and choosing specific things. The researcher here specified the error of reading the descriptive text

Interview

The researcher conducted the interview on Tuesday, January 8th 2019. The interview is ten students. The researcher used unstructured interview to advocate the result of research. 10 prepared questions about students reading descriptive text. The analyses of interview result are defined as follows:

My friend

I have a special friend. She is my classmate and sits beside me. Her name is Ita Setiawati. Ita Setiawati is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Ita Setiawati comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Jhoni. In order to help their father, Jhoni and her brother work part-time to earn

some money. Ita Setiawati sells food during our class break, while her brother sells newspaper and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. Who is Ita?

Answered:

R1 : D. A woman

R2 : C. A girl

R3 : C. A girl

R4 : C. A girl

R5 : C. A girl

R6 : D. A woman

R7 : C. A girl

R8 : C. A girl

R9 : C. A girl

R10: C. A girl

The answered of the first question above was “ C. A girl” . There were eight of respondents answered this question correctly. There were two of respondents made mistake *main idea in the text*. It can be indicated the student not have problem *main idea in the text*, because just two students made mistake *main ide in the text*.

2. "...Ita and her brother work part-time to earn some money."

What do the underlined words mean?

Answered:

R1 : D. work for family

R2: B. work for only part of each day or week

R3 : B. work for only part of each day or week

R4 : A. work for the whole of working week

R5 : B. work for only part of each day or week

R6 : D. work for family

R7 : D. work for family

R8: C. work for the purpose of getting money as much as possible

R9 : D. work for family

R10: C. work for the purpose of getting money as much as possible

The answered of the second question above was " B. work for only part of each day or week". But, only two of respondents answered was true and eight of respondents gave wrong answer to *making inference* in this question. From their answer, it shows that the respondents did not understand well about researcher's question.

3. Where did the writer sit ?

Answered:

R1 : B. Behind of Ita

R2 : A. In front of Ita

R3 : A. In front of Ita

R4 : C. Next to Ita

R5 : D. Far from Ita

R6 : C. Next to Ita

R7 : D. Far from Ita

R8 : C. Next to Ita

R9 : C. Next to Ita

R10: D. Far from Ita

The answered of the third question above was “ C. Next to Ita ”. But, only four of respondents answered was true and there were six of respondents who cannot *mean word* of the text on this question. From their answer shows six of respondent have difficulty in scan spesifik information.

4. What is Jhoni doing after school?**Answered:**

R1: A. Help her mother

R2: D. Studying in the course

R3: C. Sells magazines and newspaper

R4: C. Sells magazines and newspaper

- R5: C. Sells magazines and newspaper
- R6: C. Sells magazines and newspaper
- R7: A. Help her mother
- R8: C. Sells magazines and newspaper
- R9: C. Sells magazines and newspaper
- R10: C. Sells magazines and newspaper

The answered of this question above was “ C. Sells magazines and newspaper” . There were seven of respondents answered this question correctly. There were three of respondents made mistake into *mean word*. Based on the answered above, the researcher can conclude that most of the respondents have understood with this question.

5. Choose the TRUE statement about Ita !

Answered:

- R1: B. She is a quite girl and very simple on the look
- R2: B. She is a quite girl and very simple on the look
- R3: B. She is a quite girl and very simple on the look
- R4: B. She is a quite girl and very simple on the look
- R5: B. She is a quite girl and very simple on the look
- R6: C. She has a older brother
- R7: B. She is a quite girl and very simple on the look

R8: B. She is a quite girl and very simple on the look

R9: D. She has a younger sister

R10: C. She has a older brother

The answered of this question above was “ B. Scan the Spesific information” . there were seven of respondents answered this question correctly. There were three of respondents gave wrong answer in *understanding structure* of the text. Based on the answered above, the researcher can conclude that most of the respondents have understood with this question.

Read the text below to answer questions 6 to 10!

KartItasari was born on December 15, 2004 in Jakarta. Her friends call her Ita. She lives at Jl. Gatot Subroto 12A, Jakarta. She is a student of Junior High School. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That’s why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

6. What is her nick name?**Answered:**

R1 : B. Ita

R2 : B. Ita

R3 : B. Ita

R4 : B. Ita

R5 : B. Ita

R6 : B. Ita

R7 : B. Ita

R8 : B. Ita

R9 : B. Ita

R10: B. Ita

The answered of this question above was “ B. Ita”. All of the respondents have answered this question correctly; its means that respondents not have problem in *topic* and understood of this question.

7. What does she look like?**Answers:**

R1 : A. She has long wavy hair and brown eyes

R2 : D. She has long wavy hair and dark eyes

- R3 : D. She has long wavy hair and dark eyes
- R4 : C. She has short wavy hair and dark eyes
- R5 : D. She has long wavy hair and dark eyes
- R6 : D. She has long wavy hair and dark eyes
- R7 : C. She has short wavy hair and dark eyes
- R8 : A. She has long wavy hair and brown eyes
- R9 : C. She has short wavy hair and dark eyes
- R10: D. She has long wavy hair and dark eyes

The answered of this question above was “D. She has long wavy hair and dark eyes”. Five of the respondents have answered this question correctly and some of the responden answered was wrong. Its means that some of the respondents have difficulty in *main idea* and understood of this question.

8. What does she do? she is a

Answered:

- R1 : B. Student
- R2 : B. Student
- R3 : C. Librarian
- R4 : B. Student
- R5 : A. Teacher
- R6 : B. Student
- R7 : C. Librarian

R8 : B. Student

R9 : A. Teacher

R10: B. Student

The answered of this question above was “ B. Student”. Six of the respondents have answered on this question correctly and four of the responden answered was wrong. Its means that some of the respondents have dificulty into *mean word* correctly.

9. She always does well in her class because she is, except...

Answered:

R1 : C. punctual

R2 : D. Shimpatic

R3 : A. Friendly

R4 : C. punctual

R5 : A. Friendly

R6 : A. Friendly

R7 : C. punctual

R8 : C. punctual

R9 : B. Honest

R10: B. Honest

The answered of this question above was “ C. Punctusl”. Only four of respondents answered this question correctly. There were six of respondents gave wrong answer in *understanding structure of the text* on this question. Based on the answered above, the researcher can conclude that most of the respondents have careless on this question.

10. She was born on

Answered:

R1 : A.December 15, 2005 in Jakarta

R2 : C. December 15, 2004 in Jakarta

R3 : C. December 15, 2004 in Jakarta

R4 : C. December 15, 2004 in Jakarta

R5 : C. December 15, 2004 in Jakarta

R6 : C. December 15, 2004 in Jakarta

R7 : A. December 15, 2005 in Jakarta

R8 : C. December 15, 2004 in Jakarta

R9 : A. December 15, 2005 in Jakarta

R10: A. December 15, 2005 in Jakarta

The answered of this question above was “C. December 15, 2004 in Jakarta”. Six of the respondents have answered correctly and four of the responden answered was wrong. Its means that some of the respondents have difficulty into *mean word* correctly.

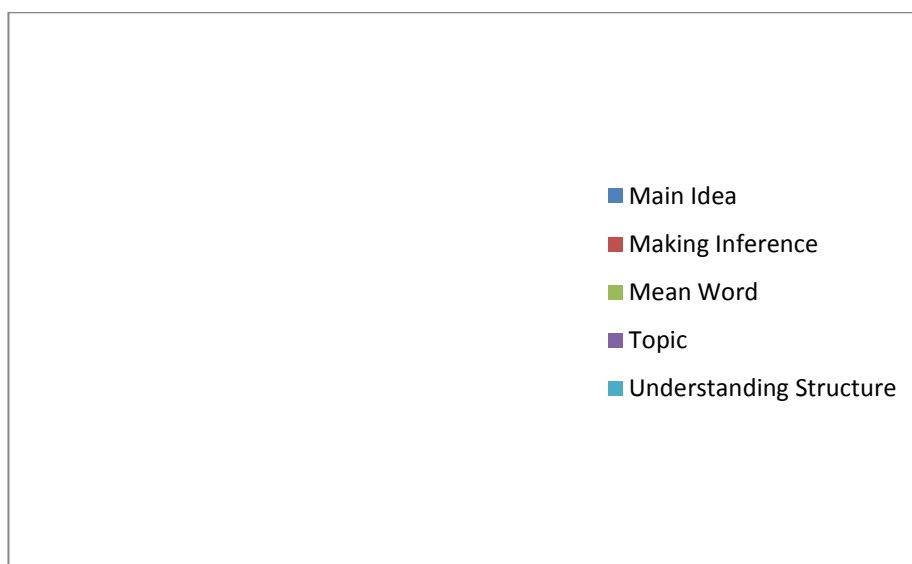
Based on the result of interview above, it can conclude that the students have difficulties in reading comprehension. They were lack of vocabulary and fluency on the understanding meaning, determining main idea and topic sentence, explaining generic structure and making inference. The students have the difficulty reading comprehension that was given by the teacher. They also gain the difficulty in reading comprehension learning process well because of the crowded condition the class room. It made them cannot focus to remember information that have accepted. This situation made the students become bored. This condition influenced to their score.

3. Data Display

a. Documentation

From ten students reading the text, the researcher found the frequency of the error of reading descriptive text. The analysis data result is described as follows.

Figure 2
Frequency of Common Errors on Students' Reading
Descriptive Text



Based on analysis above, it can be concluded that most of the students have some difficulties into understanding o structure descriptive text, main idea, making inference, and understanding mean of word in sentence. Beside for identifying spesific name and into find generic of structure the respondents understand enough even though it is still relatively low. So, the respondents should have the ability to understand a text better.

4. Conclusion Drawing / Veryfying

The result of analysis is shown that there some errors founded on the understanding of structure of descriptive text and find the mean word of students' SMPN 1 Bumi Agung.. The erors are classified into

five categories; those are understanding structure, topic, main idea, making inference, and mean word.

After every single steps of analyzing the data. the researcher found the highest percentage of the case in reading comprehension there are 18,4% respondents do not understand structure, and 20,4% student can not find main idea, 20,4% respondents can not find mean of the topic, 20,4% the respondents making inference to understand of content, and 20,4% the respondents do not understanding the mean word of the text. It can be concluded that the student need more learn how to comprehend a text easily, so the students can answer all of the questions correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of reading comprehension, it can be defined that there are some reading comprehension in reading descriptive text among ninth graders at SMPN 1 Bumi Agung. It is included that kinds of reading comprehension in descriptive text among the ninth graders at SMPN 1 Bumi Agung in the academic year 2018/2019 are the student fully understood the text and questioned, asked and answered questions, the student understood most of what was asked in text and questions were only asked once, the student showed little comprehension questions and text.

Several errors of reading descriptive text at the ninth graders of SMPN 1 Bumi Agung in the academic year of 2018/2019. The errors of After the researcher analyzed the data found the highest percentage of the case in reading skill there are 18,4% respondents do not understand structure, and 20,4% student can not find main idea, 20,4% respondents can not find mean of the topic, 20,4% the respondents making inference to understand of content, and 20,4% the respondents do not understand the mean word of the text. It can be concluded that the student needs to learn how

to comprehend a text easily, so the students can answer all of the questions correctly.

Regarding to the result of data analysis, the researcher conducted the interview result to get the deeper information. Interestingly, most of them actually have already understood the variable but they still difficulties in choosing the appropriate meaning that suitable in sentence to be a good the reading descriptive text.

B. Suggestion

The researcher finds that there are still some errors made by the students in reading descriptive text. Therefore, she wants to give suggestion as follows:

1. To the Teacher

After knowing the area of errors, the teacher is suggested to pay more attention to it and also stress on the material which is difficult for students. They may use a new teaching technique in order to make a better result of the teaching and learning process.

2. To the Students

It must be realized that to make errors is human for everyone, moreover in learning target language. The students should not worry about making errors. They should use the errors as device in order to learn more about understand the structure of descriptive text.

3. To the Other Writer

Since this study is far from being perfect, it is expected that the other writer can discuss and analyzed the learners' errors deeply.

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Sanggam Siahaan. *Issues in Linguistics*. Yogyakarta: Graha Ilmu. 2008

DOCUMENTATION GUIDANCE

- a. Documentation about historical background of SMPN 1 Bumi Agung East Lampung.
- b. Documentation about condition of the teachers and official employees of SMPN 1 Bumi Agung East Lampung.
- c. Documentation about students of SMPN 1 Bumi Agung East Lampung.
- d. Documentation about structural organization of SMPN 1 Bumi Agung East Lampung.
- e. Documentation about facilities of SMPN 1 Bumi Agung East Lampung.
- f. Documentation about sketch of location SMPN 1 Bumi Agung East Lampung.

Historical Background Of SMPN 1 Bumi Agung

VISION: Realizing SMP 1 Bumi Agung as the foremost school Always at the forefront of academic or non-academic fields. Having complete & adequate facilities / infrastructure has the ideal & conducive environment that can be used to support the quality of learning, so apt to produce qualified and moral graduates noble and can be absorbed in high school quality in the province Lampung area.

MISSION: 1. Increasing faith & piety in an integrated manner 2. Increasing professionalism of teachers & staff 3,. Increasing the implementation of Intensive Student Development Programs through Extracurricular activities. 5. Completing school facilities / prescriptions. 6. Improving harmonious relationships with parents of students and communities. to, support the school program.

OBJECTIVE: The goals to be achieved until the end of the 20th., the championship from the race (sport, art) have complete facilities / infrastructure and support of parents & students to support the school program.

The Teacher of SMPN 1 Bumi Agung

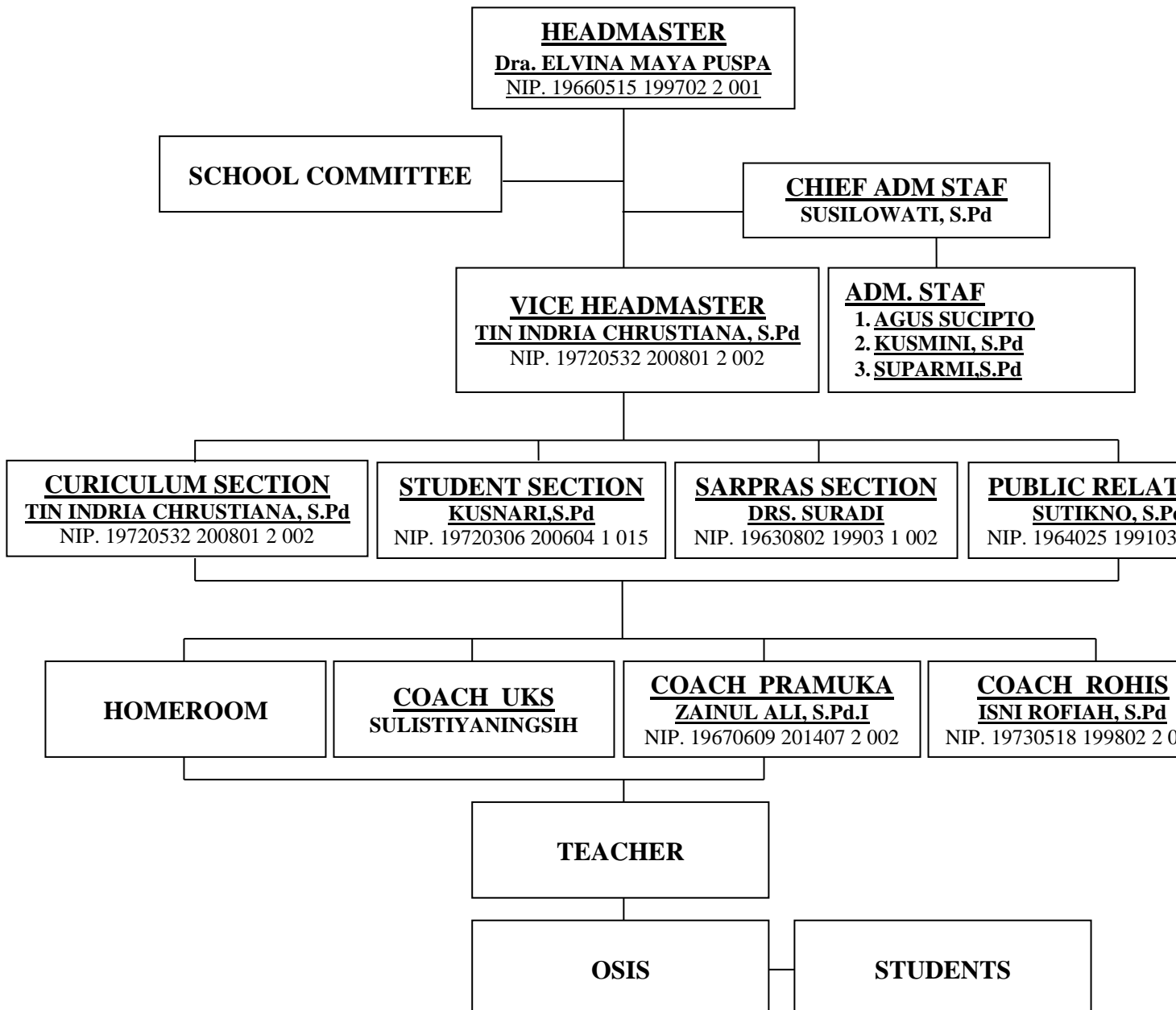
No.	Teacher/Administration Staf	Man	Girl	Total	Information
1	Teachers Civil Servant	8	15	23	
2	Teachers Assist	-	-	-	
3	Teachers Honor of The Area	-	-	-	
4	Teachers Honor	2	1	3	
5	Administration Staf Civil Servant	-	-	-	
6	Administration Staf Honor	1	4	5	
7	Garderner	1	-	1	
8	Security	1	-	1	
	Total	13	20	33	

Facilities of SMPN 1 Bumi Agung

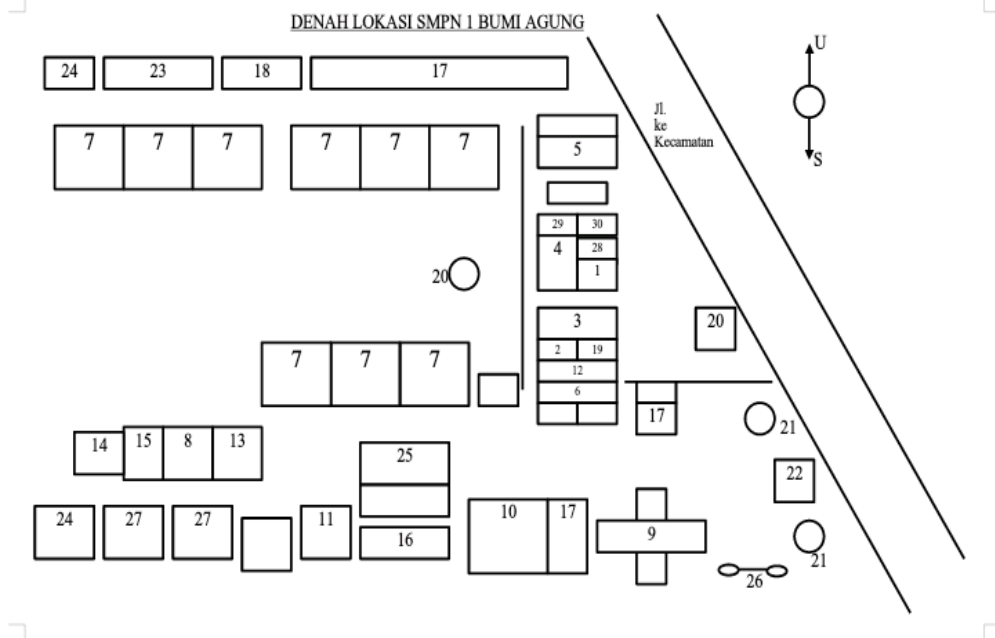
No	Infrastructure	Room	Good	Damaged	Information
1	Headmaster Room	1	1	-	-
2	Vice Headmaster Room	1	1	-	-
3	BP/BK Room	1	1	-	-
4	Teacher Room	1	1	-	-
5	Administration Staf Room	1	1	-	-
6	Osis Room	1	1	-	-
7	UKS Room	1	1	-	-
8	Skill Room	1	1	-	-
9	Lab. IPA Room	1	1	-	-
10	Lab. Computer Room	1	1	-	-
11	Laboratory	1	1	-	-
12	Kitchen	1	1	-	-
13	Archive Room	1	1	-	-
14	Warehouse	1	1	-	-
15	Security House	1	1	-	-
16	Official Residence of	1	1	-	-

	Headmaster				
17	Mosque	1	1	-	-
18	Toillet teacher	2	2	-	-
19	Tiollet Student	7	7	-	-
20	Parking Teacher	1	1	-	-
21	Parking Student	2	2	-	Not Enough
22.	Class Room	10	10	-	Not Enough
23	Multimedia Room	1	1		

**STRUCTURE ORGANIZATIONAL SEKOLAH
SMPN 1 BUMI AGUNG**



The Location Sketch of SMPN 1 Bumi Agung



Information:

1. Headmaster room
2. Space school room
3. Teacher room
4. Adminitration room
5. Laboratory
6. Library
7. Class room
8. Skill room
9. Mosque

10. Office house chief of headmaster
11. Guard house
12. Healty unit school
13. Counseling room
14. Computer laboratory
15. Student counseling room
16. Parking of teacher and adminitrator
17. Parking of student
18. Toilet of student
19. Toilet of teacher
20. Flagpole
21. Park of learning
22. Park island
23. Pool of fish
24. Bathtub
25. Multimedia laboratory
26. Wells
27. Canteen
28. Toilet of headmaster
29. Kitchen
30. Computer room

Total of Students SMPN 1 Bumi Agung

Academic Year	New Student Registrant	Class I		class II		class III		Total (class.I+II+III)	
		Total Student	Total of rows	Total Student	Total of rows	Total Student	Total of rows	Total Student	Total of rows
2009/2010	231	143	4	106	3	117	3	366	10
2010/2011	156	144	4	139	4	103	3	386	11
2011/2012	223	144	4	136	4	136	4	416	12
2012/2013	220	131	4	138	4	134	4	403	12
2013/2014	222	142	4	130	4	136	4	408	12
2014/2015	168	141	4	139	4	126	4	405	12
2015/2016	168	135	4	141	4	135	4	411	12
2016/2017	168	144	4	133	4	141	4	420	12
2017/2018		147	5	142	4	131	4	420	13

Source: observation on SMPN 1 Bumi Agung in Academic year 2018/2019



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

Nomor : B-1041/In.28.1/J/TL.00/03/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMPN 1 BUMI AGUNG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.


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

Nama : **SOFYAN GUNAWAN**
 NPM : 1293617
 Semester : 12 (Dua Belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS ON THE STUDENTS ERROR IN READING
 DESCRIPTIVE TEXT RESULT FOR THE NINTH GRADER OF
 SMPN 1 BUMI AGUNG IN THE ACADEMIC YEAR OF 2016/2017

untuk melakukan *pra-survey* di SMPN 1 BUMI AGUNG.

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, 27 Maret 2018
 Ketua Jurusan
 Tadris Bahasa Inggris

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



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sofyan Gunawan

Jurusan : TBI

NPM : 1293617

Semester : XII

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 18/12-17		✓	Revise background of study Move the quotation on ch. II	
2.	Senin 15/1-18		✓	Insert the problem in the background of study Explain why do you choose this problem. elaborate!	

Mengetahui
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004



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Jurusan : TBI

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Semester : XII

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	15/2-2018		✓	Acc ch. I continue to ch. II	
4.	28/2-2018		✓	Revise ch. II Find the definition of theory from book.	
5.	7/3-2018		✓	Acc ch II continue to ch. III	

Mengetahui

Ketua Jurusan TBI

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Semester : XII

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	21/3-2018		v	PLEASE REVISE CH. <u>III</u>	
2.	28/3-2018		v	PLEASE REVISE HOW TO WRITE IN ENGLISH!	
			v	PLEASE MAKE CLEAR THE RESEARCH PROCEDURE!	
3.	4/4-2018		v	PLEASE INSERT THE ERROR ANALYSIS THEORIES.	
4.	18/4-2018		v	REVISE ENGLISH IN WRITTEN.	

Mengetahui
Ketua Jurusan TBI

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No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kabn 30/5-18	✓		Bibliography - Revisi	
	Senin 4/6-18			- accept seminar	

Mengetahui

Ketua Jurusan TBI

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Jurusan : TBI

NPM : 1293617

Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 6/11-18		✓	Please make sure what kind of error that will you research.	
	Juni ⁺ 23/11-18		✓	Revise Instrument	
	Jelasa 27/11-18		✓	Revise question.	
	Selasa 10/12-18		✓	Acc Instrument Continue to 1 st Advisor	

Mengetahui

Ketua Jurusan TBI

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Jurusan : TBI

NPM : 1293617

Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 18/12	✓		- REVISE - nos. 6, 10	
2.	Kamis, 21/12	✓		- revision is o.k. the research acc for instrument	

Mengetahui

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IAIN METRO**

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NPM : 1293617

Jurusan : TBI
Semester : XIV

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27-2-2019		✓	Revise Typing	
	6-3-2019		✓	insert the way of analyse the error!	
	27-3-2019		✓	Learn more about how to analyse the error!	
	16-4-2019		✓	ACC ch. <u>IV</u>	
	15-5-2019		✓	Revise conclusion	
	22-5-2019		✓	ACC ch. <u>V</u> continue to 1 st advisor	

Mengetahui
Ketua Jurusan TBI

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IAIN METRO

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NPM : 1293617

Jurusan : TBI
Semester : XIV

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin. 17/19/6	✓		- Revise cover, abstrac - Revise page number - insert table of contents - Revise bibliography - insert apendia	
2.	Rabu. 26/19/6	✓		- Revisi is ok - Ace for munagusan	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing I

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NIP. 19620424 19903 2 001

DOCUMENTATION

1. Treatment



2. Interview







CURRICULUM VITAE



The name of the researcher is SOFYAN GUNAWAN. He was born in Jakarta, on January 05th 1994. He is the first daughter of Mr. Sumarno and Mrs. Tutik Handayani. He has one younger sister. Her name is Sonya Adelia Febriani.

He was enrolled her study in the Kindergarten of TK Pertiwi on 1999 and graduated on 2000. He continued him study at SDN 03 Summersari on 2000 until 2006. In line with her focus on the study, he continued him study at SMPN 01 Bumi Agung on 2006 and graduated on 2009. He decided to continue him study at SMK Ganesa 1 Sekampung and took Otomotif program on 2009 until 2012. Then, at the same year, He was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.