SPELLING ERROR ANALYSIS IN STUDENTS' RECOUNT TEXT AT THE TENTH GRADE OF SMA N 1 MOJOLABAN IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*

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Thank you for the attention

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Suratno and Lilis Mulyani) who are the best parents in my world and always pray for me and give me support and help. Thank you for your everlasting prayers, sweat, and tears.
2. My beloved brother, sister, and nephew who always give me support and help
3. My beloved big family who gives me support
4. My beloved bias (Jaemin Na) who always brings back my spirit
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MOTTO

“It’s not always easy, but that’s life, be strong because there are better days ahead”

~Mark Lee

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Spelling Error Analysis In Students' Recount Text At The Tenth Grade Of SMA N 1 Mojolaban In The Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22nd June 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher

Dyah Putri Ratnaningsih

TABLE OF CONTENTS

TITLE PAGE ..... **i**

ADVISOR SHEET ..... Error! Bookmark not defined.

RATIFICATION ..... Error! Bookmark not defined.

DEDICATION ..... **iv**

MOTTO ..... **v**

PRONOUNCEMENT ..... Error! Bookmark not defined.

ACKNOWLEDGEMENT ..... Error! Bookmark not defined.

TABLE OF CONTENTS ..... **ix**

LIST OF TABLES ..... **xii**

LIST OF APPENDICES ..... **xiv**

ABSTRACT ..... **xv**

CHAPTER I: INTRODUCTION **1**

A. Background of the Study 1

B. Identification of the Problems 5

C. Limitation of the Problems 5

D. Formulation of the Problems 6

E. Objectives of the Study 6

F. Benefits of the Study 7

G. Definition of Key Terms 8

CHAPTER II: LITERATURE REVIEW 10

A. Theoretical Review 10

1. Review on Error Analysis 10

2. Review on Spelling Error 11

3. Review on Writing 16

4. Review on Recount Text 17

B. Previous Related Studies 19

CHAPTER III: RESEARCH METHODOLOGY 25

A. Research Design 25

B. Research Setting 25

C. Research Subject and Informant 26

D. Data and Source of the Data 27

E. Technique of Collecting the Data 27

F. Research Instrument 29

G. Trustworthiness of the Data 30

H. Technique of Analyzing the Data 31

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION 34

A. Research Findings 34

B. Discussion 55

CHAPTER V: CONCLUSION AND SUGGESTION 58

A. Conclusion 58

B. Suggestion 59

BIBLIOGRAPHY 61

APPENDICES 64

LIST OF TABLES

Table 2. 1 Categories of Spelling Error 12

Table 2. 2 Similarities and Differences Between Previous Studies and This Research 22

Table 3. 1 Timeline of research thesis 26

Table 3. 2 Categories of Spelling Error 32

Table 4. 1 The error of Omission a Letter in Students' Writing Recount Text 35

Table 4. 2 The Error of Addition of a Letter in Students' Writing Recount Text 38

Table 4. 3 The Error of Single Letter Instead of Double Letter in Students' Writing Recount Text 40

Table 4. 4 The Error of Double Letter Instead of Single Letter in Students' Writing Recount Text 40

Table 4. 5 The Error Substitution of One Letter in Students' Writing Recount Text 42

Table 4. 6 The Error of Interchange of Two Adjacent Letter in Students' Writing Recount Text 44

Table 4. 7 The Error of Involving an Apostrophe in Students' Writing Recount Text 45

Table 4. 8 The Error of Erroneous splitting or joining of words (Word segmentation error) in Students' Writing Recount Text 46

Table 4. 9 The Error of Two or more of the same type or different types in Students' Writing Recount Text..... 47

Table 4. 10 Categories of Spelling Errors found in Students' Writing Recount Text 48
Table 4. 11 Interlingual Error Question 1 49
Table 4. 12 Interlingual Error Question 2 50
Table 4. 13 Intralingual Question 1..... 51
Table 4. 14 Intralingual Error Question 2 52
Table 4. 15 Intralingual Error Question 3 53
Table 4. 16 Intralingual Error Question 4 54

LIST OF APPENDICES

APPENDIX 1 65
APPENDIX 2 66
APPENDIX 3 67
APPENDIX 4 101
APPENDIX 5 103
APPENDIX 6 107
APPENDIX 7 108
APPENDIX 8 113
APPENDIX 9 123
APPENDIX 10 151

ABSTRACT

Putri, Dyah. 2019. *Spelling Error Analysis In Students' Recount Text At The Tenth Grade Of SMA N 1 Mojolaban In The Academic Year 2022/2023.* Thesis. English Education Department, Cultures and Language Faculty.

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The objective of this study is to know and clarify about (1) what are the types of spelling error made by the students at tenth grade of SMA N 1 Mojolaban and (2) what are the factors that influence students to make spelling error in writing recount text at the tenth grade of SMA N 1 Mojolaban.

The research used descriptive qualitative research method. This research was conducted on the tenth grade students of SMA N 1 Mojolaban on May 2023. The researcher collecting the data used documentation, questionnaire, and interview. Then, the researcher analyzed the data by using error analysis procedures which comprise of collecting the data, identifying students' errors, classifying errors, explaining the errors based on the sources of errors and accounting the errors. From that result, the data was analyzed by Bestgen and Granger's theory, and classify the types of spelling errors.

The result of this research show that students of the tenth grade X MIPA 3 of SMA N 1 Mojolaban committed nine categories of spelling errors. The showed 85 errors from 35 students writing recount text. There are 23 total errors in Omission of a letter. Then substitution of one letter with 18 of total error. The third addition of a letter with 15 of total error. The fourth is double letter instead of single letter with 6 of total error, next is interchange of two adjacent letter with 6 of total error and then, two or more error of the same type or different type with 6 of total error. The seventh is single letter instead of double letter with 5 of total error and the last is involving an apostrophe with 3 of total error and erroneous splitting or joining of words with 3 of total error. Then, the factors that influence students to make spelling error are from interlingual and intralingual errors. In interlingual errors, the researcher concluded that the cause of students' spelling errors was the difference between written and spoken English. While in intralingual error, the cause of students' spelling errors was the students lack of materials, and in their school library, there are few books that emphasize spelling errors.

CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of learning English is to enable students to communicate in English both orally and in writing. Especially in high school students acquire all language skills in English; writing, speaking, listening, and reading. Students often face many difficulties in learning English because this is a foreign language for Indonesian students. In writing, students often make spelling error. The beginner level students often make mistakes and errors in producing L2 (second language). The errors in students' writing may occur in paragraphs, punctuations, articles, spellings, and conjunctions (Sari, 2015).

According to Siskawati (2020), writing is one of the four language skills that students must learn in school. Students should express their thoughts to written forms. Writing has never been easy. Writing is the most difficult subject in school because students have to write a text in English. In this research, the researcher focused only on the use of spelling errors in sentences, as misunderstandings due to the presence of spelling errors can create new problems for readers to misunderstand the writer's intentions. The problem is that the information provided in the text cannot be well understood by the reader. Basically, it may not seem important, but the meaning of the words is so important, that if the writer of the text makes a spelling error, the true meaning

of the word can be changed. Therefore, it is important to pay attention to the correct use of spelling when writing.

According to (Tavárez et al., 2021), spelling is a complex skill and an important part of writing. Spelling rules help students to spell accurately. Spelling refers to the student's ability to spell words correctly and accurately. Spelling is usually described as the correct arrangement of letters to represent a word. Students who want to write fluently must be able to spell English well. Accurate and precise spelling can improve the overall quality of the text. Studying students' spelling errors provides an opportunity to understand and mitigate students' spelling difficulties.

(Muchlis, 2022) state that one of the reasons spelling is difficult to learn is because of the correspondence between the sound of words and their correct spelling. Students frequently make mistakes when writing English because English is a foreign language they are learning as a second language and there is a difference between writing and speaking the same word in English. The spelling errors analyzed by researcher are because tenth graders in high school are in the process of doing many types of writing, such as descriptive text, procedure text, narrative text, and recount text. In this study, recount text was chosen as the focus because, according to the Indonesian national program, this type of writing was implemented in tenth grade students' high school. According to Aditiawarman et al. (2018, p. 8) “Recount text is one kind of genre that is taught by teacher for the student in senior high school. Recount text can be said as a text which tells some event in the past time”.

There are some previous studies that are related to this research. The first is from Renty Hidayah (UIN Raden Intan Lampung, 2021) entitled "An Analysis of Spelling Error Made by Students in Writing Descriptive Text on the seventh grade of MTs.N Tanggamus in Academic Year 2019/2020". The similarity between this previous study and this research are about the research design, the collecting data and spelling error. This previous study and this research use qualitative method, use documentation as instrument and focus in spelling error. The differences between this previous study and this research are about subject and variable. This previous study examined students at junior high school and focus on writing descriptive text. Meanwhile, this research examined students at senior high school and focus on writing recount text.

The second previous is from Tira Nur Fitria Journal (STIE AAS Surakarta, 2020). The similarity between this previous study and this research is about the research design, collect data, and spelling error. This previous study and this research use qualitative method and focus on spelling error. The differences between this previous study and this research are about subject and variable. This previous study examined students at STIE AAS Surakarta and focus on Writing English Composition. Meanwhile this research examined senior high school and focus on writing recount text.

Based on some of the previous studies above, the researcher wanted to conduct an interview with one of the English teachers who taught the tenth grade. After conducting interviews with one of the English teachers on February 9^{th,} 2023, the researcher could figure out that many students in the tenth grade still

made some misspellings in their writing works. For example, when they want to write *decide*, some students wrote as *'decid'*, write *'well'* as *'wel'*, *'woker'* as *'worker'*, etc. The teacher said that the spelling errors were caused by a lack of interaction and reading, so they rarely found new vocabulary, and also that students are too lazy to learn vocabulary with correct spelling. From the result of the interview, the researcher found that students had a problem with spelling. Then, this school is one of the best schools in Sukoharjo and has an A accreditation. Another reason the researcher chose this location was because based on the researcher's interview with the English teacher in class X MIPA 3 of SMA N 1 Mojolaban, there were still students who made spelling errors, so the researcher chose SMA N 1 Mojolaban as the setting of this research.

This research only focused on spelling errors. According to Hutagalung (2017), error analysis is an activity that is carried out to acquire information about frequent issues encountered by someone when speaking or writing English sentences. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This is the reason why the researcher chooses error analysis as the research method to analyze spelling error in students' writing. Error analysis has two benefits: for the students and for the teachers. From a spelling error analysis, students will be aware of the spelling errors they made in their writing and they will be able to evaluate their own spelling, particularly in writing. For the teacher, being able to assess their

students` writing and spelling skills and also evaluate their instruction, particularly in English spelling, to determine whether it has been adequate or whether it needs to be improved. In learning English, especially in writing, many students often make mistakes. Often, students are confused when spelling English words, whether spoken or written. Those are the reasons why the researcher was interested in conducting research entitled **"Spelling Error Analysis in Students' Writing Recount Text at the Tenth Grade of SMA N 1 Mojolaban in the Academic Year 2022/2023"**

B. Identification of the Problems

Based on the background of the study above, can be identified about students writing recount of the tenth grade of SMA N 1 Mojolaban in the academic year 2022/2023, such as:

1. The students lacked of vocabulary.
2. The students lacked of interaction and exposure to reading.
3. The students often misspell words in their writing.

C. Limitation of the Problems

Based on the explanation above, the researcher only focused on the spelling error in students' writing recount text at tenth grade students of SMA N 1 Mojolaban. The researcher chose recount text because recount text is taught in second semester. In this research, the researcher chose X MIPA 3 as subject to conducted the data. The researcher concentrated on determining the kinds of spelling errors made by students and factors that influence students to make

spelling errors in writing made by SMA N 1 Mojolaban students. To make it easier and more focus, problem is limited on analyzing student writing spelling error on recount text writing that based on Bestgen and Grenger (2011) spelling error classification. Here is the classification: the omission of a letter, the addition of a letter, the single letter instead of the double letter, the double letter instead of a single letter, substitution of one letter, the interchange of two adjacent letter, the involving an apostrophe, the erroneous splitting or joining of words (word segmentation error), and two or more error of the same type or different type.

D. Formulation of the Problems

Regarding to problem limitation, the following research questions were developed:

1. What kinds of spelling errors do students make in their writing recount texts at the tenth grade SMA N 1 Mojolaban?
2. What are the factors that influence students to make spelling errors in writing recount text at the tenth grade of SMA N 1 Mojolaban?

E. Objectives of the Study

The objective of this research is one of the most important to achieve as mentioned below:

1. To find the kinds of spelling error made in the recount texts written by tenth grade students of SMA N 1 Mojolaban.

2. To describe the factors that influence students to make spelling errors in writing recount text at the tenth grade of SMA N 1 Mojolaban.

F. Benefits of the Study

Many important benefits can be obtained from this research. This is useful for students, English teachers, and researcher herself. The importance of research can be summarized as follows:

1. Theoretical Benefit

The research will give additional information and more reference expertise regarding spelling error analysis. Hopefully, this research will help students comprehend how to accurately spell English words and increase their understanding of the subject.

2. Practical Benefit

a. For the students

The benefit for students is that they can find out the various kinds of spelling errors that are often made by students. The students will be aware of the spelling errors they made in their writing. Therefore, the students will be able to evaluate their own spelling, particularly in writing. Students will also be able to learn more about how to spell English words, both in writing and spelling.

b. For the teacher

The benefits for teachers are being able to assess their students' writing and spelling skills. The teachers can also evaluate their instruction,

particularly in English spelling, to determine whether it has been adequate or whether it needs to be improved.

c. For the researcher

This research gives researcher the opportunity to identify problems related to the subject. In addition, this study allows researchers to gain a better understanding of the kinds of spelling errors students make in their writing and improve their abilities.

d. For other researchers

The result of this study is expected as a reference for the other researcher to solve the same problem about spelling error analysis.

G. Definition of Key Terms

To avoid misunderstandings in this study, there are some key terms that should be clarified to the reader. These key terms are:

1. Error Analysis

   Error analysis is a method used to compile errors that occur in the learner's language, determine whether these errors are systematic, and explain their causes (Divsar & Heydari, 2017).

2. Spelling error

   A spelling error is someone's mistake to write the word correctly. It happens because they lack attention when writing and they are not aware of the mistake they made while writing (Siskawati, 2020).

3. Writing

Writing is the process of using letters, punctuation marks, and other symbols to put ideas and thoughts into a form that can be read and understood (Maizu, 2022).

4. Recount text

   Recount text is a kind of genre that retells past events or experiences (Andansari et al., 2019).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Error Analysis

According to (Botley, 2015), errors are generally defined as systematic deviations from the rules of the target language. Errors are caused by lack of language skills on the part of the learner. According to (Ellis, 1994), an error occurs when deviation is due to lack of knowledge. This represents a lack of competence.

According to (Mahmoodzadeh, 2012), error analysis could be defined as a procedure used to identify, categorise, and explain the errors committed by foreign language learners. It is considered as the most appropriate tool for analysing learners' errors. According to (Mega, 2017), error analysis is a method of analyzing the error that students make in writing paragraphs and essays. Error analysis is used by applied linguists to study student error. In the other hand, (Irawati, 2015) explain that error analysis is a type of process that involves observing, analyzing, and classifying student errors while learning a foreign language. Error analysis can also be focused on specific languages. Error analysis is a form of linguistic analysis that focuses on student errors.

There are several experts who have investigated the factors that contributed to the error's occurrence. According to Gass and Selinker (2008), there are two reasons for errors to occur in the error analysis framework: interlingual and intralingual. As a result, the main causes of mistakes can be divided into two categories: interlingual and intralingual.

1. Interlingual Error

   Interlingual errors involve the cross-linguistic comparison such as Translation from Native language to English. Corder in Hourani (2008) state that interlingual errors are those which are related to the native language (NL). That's to say there are interlingual errors when the learners' NL habits (patterns, systems or rules) interfere or prevent them, to some degree, from acquiring the patterns and rules of the second language (SL).

2. Intralingual Error

   Besides due to the influence of L1 (native language), errors can also occur to the influence of the target language (which will be learned). Richard (2010), stated that rather than from language transfer, intralingual error is the results from faulty or partial learning of the target language.

2. Review on Spelling Error

Spelling is a language sub-skill under writing. It is a very important writing skill that all learners and users of the English language must master in order to communicate successfully in the written form of the language.

Spelling is usually described as the correct arrangement of letters that represent words. It relates to the knowledge of a particular language's orthography (the system of symbols and rules used to represent spoken language in writing). Spelling is a complex cognitive activity involving multiple mental processes. Learning correct spelling is usually not easy for many people, but it is very important for anyone learning a language. This is because part of what determines a learner's English proficiency is their ability to write accurate phrases correctly (Dada, 2015).

Spelling errors are the failure in writing correct word by someone. It happen because there is a lack of attention in writing and they are ignore the mistake that they made in writing. Usually this is done by them who want to learn a new language, just like Indonesian people who want to learn English (Siskawati, 2020).

According to (Bestgen & Granger, 2011), there are 9 categories of spelling errors as follows;

Table 2. 1 Categories of Spelling Error

Categories of Spelling Error	Example
Omission of a letter	completly-completely concious-conscious distinc-distinct eople-people mecanisms-mechanisms throghout-throughout
Addition of a letter	develope-develop youngs-young

	alledged-alleged eightheen-eighteen envolves-evolves ridicoulous-ridiculous
Single letter instead of double letter	especialy-especially robed-robbed addicts-addicts carots-carrots occurred-occurred occurring-occurring
Double letter instead of single letter	appartments-apartments almighty-almighty detailled-detailed loosing-losing proffessors'-professors'
Substitution of one letter	lifes-lives dependend-dependent consecuently-consequently confortable-comfortable engeneering-engineering uncredible-incredible
Interchange of two adjacent letters	concieved-conceived birht-birth lfie-life peopels-peoples entreprises-enterprises
Error involving an apostrophe	its-it's womans-woman's childrens-children's

Erroneous splitting or joining of words (word segmentation error)	business_man-businessman every_one-everyone free_time-freetime everyday-every_day airpollution-air_pollution eventhough-even_though
Two or more errors of the same type or of different types	unbalance-imbalance politic-political payed-paid weter-whether dustbinman-dustman theirselves-themselves beggining-beginning configurating-configuring divorcion-divorce hitted-hit

(Dulay et al., 1982) divided errors into four categories as follows;

a. Omission

Omission is an error when the writer omitted or change the words. Omission can be characterized by the absence of an item that must appear in a well-formed utterance.

b. Addition

Addition is a part of errors that should not be required to be used in making a sentence. Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-formed utterance.

Moreover, addition has three categories, they are regularization, double marking, simple addition.

- Regularization

  Regularization is a part of types errors that explained about using linguistic item like verb. For example, ask become asked. Regularization a rule typically applies to a class of linguistic item. It means, the writer should be obeying the rules that have been created by international law about using English language.

- Double marking

  Double marking is the part of addition which change or make a abbreviate the utterances.

- Simple addition

  If an addition error isn't a double marking or regularization, it is called simple addition. There are not particular feature, which can characterize simple additions other than those not appear in a well-performed utterance.

c. Misinformation

Misinformation is a part of errors that found in writing paragraph of the students that using wrong structure in arrangement sentences. This was also in line with. Misinformation errors are characterized by use of the wrong of the morphemes or structure.

d. Misodering

Misordering is the error where the student put item incorrect placement or the incorrect placement of word order. This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors.

In this research, the researcher used Bestgen & Granger theory. The researcher used this theory because it is newest than other theories. And also there are many classification in this theory, so the spelling error can be classified more specific.

In this research, the researcher used Bestgen and Granger (2011) theory. The researcher chose Bestgen and Granger (2011) because this theory newer than other theories and has more categories than other theories.

3. Review on Writing

Writing is one of the basic skills that must be mastered by students when learning English. According to (Venda, 2015) writing is one of the important language skills that students learning English as a foreign language must acquire. Writing is a tool for expressing thoughts, feelings, opinions, and ideas about a particular experience. Meaningful writing consists of grammatically correct paragraphs and a paragraph consisting of sentences. The important components of a sentence are subject, predicate/verb, object, complement, and modifier. To have a good writing product, the writer must pay attention to the content, grammar, mechanism, spelling, capitalization,

and punctuation. Furthermore, the writer must also ensure that the messages are delivered successfully.

Writing is never a one-step action; it is an ongoing creative act. (Oshima et al., 2007) state that the process of writing has roughly four steps;

a. Prewriting: Prewriting is a way to get ideas. In this step, students choose a topic and collect ideas to explain the topic.
b. Organizing: The next step in the writing process is to organize the ideas into a simple outline.
c. Writing: The next step is to write a rough draft, using students' outline as a guide.
d. Polishing; Revising and Editing: In this step, students polish what they have written. This step is also called revising and editing. Polishing is most successful if students do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

4. Review on Recount Text

Recount text is one of the text genres that the students learn. According to (Ramli, 2013), recount text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents

variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Every text has a generic structure. According to (Hutagalung, 2017) generic structures of the recount are;

a. Orientation: introducing the participants, place and time.
b. Events: Describing series of events that happened in the past.
c. Reorientation: it is optional, stating personal comment of the researcher to the story

There are language features of recount text as follows;

a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote storytelling (just image- I'm in the park and I suddenly see a giant bat flying towards me!)
b. Word that show the order of event (then, next, first, afterwards, just before that, at last, meanwhile)
c. The subject of a recount tends to focus on individual or group participant (third person: they all shouted, she crept out, it looked like animal of some kind)
d. Personal recount are common (first person: I was on my way to school…..We got on the bus).
e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of event that occur in the story.

B. Previous Related Studies

The researcher takes three previous studies related her research which the title is spelling error analysis in student' writing recount text. The first research was conducted by Reni Dwi Agustin (Universitas Raden Mas Said Surakarta, 2022) entitled **"Spelling Error in Students' Writing of The Second Grade in SMP N 2 Gatak in the Academic Year Of 2021/2022"**. The objective of this research is to identify the types of errors made by the students and the types of spelling error that most frequently occurs in students writing of second grade in SMP N 2 Gatak in writing English test. The method used in this research is descriptive qualitative research. This research was conducted to second grade students of SMP N 2 Gatak. In collecting the data, the researcher used students' worksheets of writing English test. The data was analyzed by Bestgen and Granger's category, to classify categories of spelling errors. The results showed 97 errors from 32 students' writing English test. Spelling errors that the most frequently occurred in students' writing was the multiple error with 26 errors or 26,8%.

The second previous related study was conducted by Wahyuningsih (IAIN Salatiga, 2021) entitled **"Spelling Error Analysis in the Students' Writing Vocabulary at the Seventh Grade of SMP N 1 Tengaran"**. This study aims to identify and analyze the errors found in writing vocabulary. The subjects of this study were seventh grade students of SMP N 1 Tengaran and the basic data were taken from their daily English test results. The aims of this research are to know the forms of spelling errors found in the students' writing vocabulary and to

know the factors cause students to have errors in spelling writing vocabulary at the seventh grade students of SMP N 1 Tengaran. This research used a descriptive qualitative to identify and analyze this study so that 4 types of errors were found, namely omission error, substitution error, transposition error, insertion error. After completing the data analysis, the research revealed 39 omission errors, 53 substitution errors were the most common errors, 7 transposition errors, and 11 insertion errors. The main cause of these errors occurs because students tend not to be able to distinguish writing of English vocabulary spelling with Indonesian.

The third is Syahfitri Dwi Kirani (Universitas Islam Negeri Raden Mas Said Surakarta, 2022) entitled **"An Analysis of Students' Error in Writing Argumentative Essay at the Second Semester of English Language Education of UIN Raden Mas Said Surakarta in the Academic Year 2021/2022"**. This research aims to knowing what kinds or errors and sources of error are faced by students in the process of writing argumentative essay. The objectives of this research are to find out the kinds of errors in writing an argumentative essay and to investigate the sources of errors in writing an argumentative essay encountered by second semester of English Language Education Department. The type of this research is case study. The subject of this research are students at the second semester of English Language Education Department of UIN Raden Mas Said Surakarta. Data collection was done by documentation and interview. In analyzing the data, the researcher collect the data by organizing and preparing the data, classifying and categorizing the data,

and drawing conclusion. The researcher used the triangulation method to ensure the trustworthiness of the data. The result showed there are 90 errors made in compiling the argumentative essay by respondents in this study. Each respondent has varying ability qualities, but the dominant error is Error of Omission with 28 errors with a percentage of 31.1%, while Error of Addition Double Marking and Error of Misordering being the least with a percentage of 4.44%. And based on the document analysis in students' interview, the result show that the source of error that encountered by students mostly is intralingual transfer and communicatives strategies.

The fourth is Indah Paramitha Journal (2021) entitled **"An Analysis of Students' Spelling Errors in Writing at Eight Grade of SMP N 2 Kamang Magek"**. In this journal, the writer used mix method research by using descriptive design. Quantitative research was used to answer the kind of students' spelling error in writing and most common of error in writing. Qualitative research was used to know the causes of students' spelling error in writing. The informants of this research were the students of VIII-1 class in SMP N 2 Kamang Magek. The data was got through documentation and interview. Documentation was used to get quantitative data and interview was used to get qualitative data. The researcher asked the students' writing to the teacher as a documentation. The interview was done directly and indirectly because of the pandemi. The result of the research showed that there were 184 spelling errors from 22 students. Therefore, the most common spelling error was substitution of letter which students changed letter incorrectly with 35,3% percentage.

Moreover, there were some reasons why the students of SMP N 2 Kamang Magek made spelling error. The first was the difficulties between spoken and written form in English, it made students were not able to remember the spelling. Second was most of students were influenced by students' first language when they wrote spelling. The last was lack of students' desire to write correct spelling.

Table 2. 2 Similarities and Differences Between Previous Studies and This Research

No	Title	Appellative	Similarities	Differences
1.	Spelling Error in Students' Writing of The Second Grade in SMP N 2 Gatak in the Academic Year Of 2021/2022	Reni Dwi Agustin (2022)	Both studies discuss the students' spelling error, used Bestgen and Granger's theory, used qualitative method	It used second grade student at SMP N 2 Gatak, while this study examines students at tenth grade students at SMA N 1 Mojolaban. The previous study focus on writing, while this research focus on writing recount text. The objective of this previous study is to identify the types of spelling error and spelling error that most frequently occurs, while the objective of this research is to identify the types of spelling

				error and the cause why students make spelling error.
2.	Spelling Error Analysis in the Students' Writing Vocabulary at the Seventh Grade of SMP N 1 Tengaran	Wahyuningsih (2021)	Both studies discuss the students' spelling error, used qualitative method	It used seventh grade student at SMP N 1 Tengaran, while this study examines students at tenth grade students at SMA N 1 Mojolaban. The previous study focus on writing vocabulary, while this research focus on writing recount text. This previous study used Cook theory, while this research used Bestgen and Grangers' theory
3.	An Analysis of Students' Error in Writing Argumentative Essay at the Second Semester of English Language Education of	Syahfitri Dwi Kirani (2022)	Both studies discuss the students' spelling error, used qualitative method	It used second semester of English Language Education of UIN Raden Mas Said Surakarta, while this study examines students at tenth grade students at SMA N 1 Mojolaban. The previous study focus on writing argumentative essay,

	UIN Raden Mas Said Surakarta in the Academic Year 2021/2022			while this research focus on writing recount text. The previous study used Dulay theory, while this research used Bestgen and Grangers' theory
4.	An Analysis of Students' Spelling Errors in Writing at Eight Grade of SMP N 2 Kamang Magek	Indah Paramitha (2021)	Both studies discuss the students' spelling error, used Bestgen and Granger's theory	It used eight grade student at SMP N 2 Kamang Magek, while this study examines students at tenth grade students at SMA N 1 Mojolaban. The previous study focus on writing, while this research focus on writing recount text. The previous study used mix method, while this research used qualitative research

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative research that focused on the spelling error analysis in students' writing recount text at tenth grade SMA N 1 Mojolaban in academic year 2022/2023. Qualitative research focuses in understanding a research query as a humanistic or idealistic approach. Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data (Babu et al., 2013). (Cropley, 2022) state that qualitative research is concerned with the patterns and forms of variables. This is qualitative research because the data were collected in the form of word rather than number. In addition, this study meant to describe the kinds of spelling error and the factors that influence students to make spelling error in students' writing recount text at tenth grade of SMA N 1 Mojolaban in the academic year of 2022/2023.

B. Research Setting

1. Place of the Research

This research has been conducted at SMA N 1 Mojolaban. SMA N 1 Mojolaban is located at Jalan Batara Surya No.10 Mojolaban, Kebak, Wirun, Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah 57131.

2. Time of the Research

Timeline of Research Thesis

The research is carried out at SMA N 1 Mojolaban on December 2022 until June 2023

Month	Title Accepted	Pre-Research	Write Research Proposal	Seminar Proposal Thesis	Collecting and Analysis of the Data	Munaqosyah
December 2022						
January 2023						
February 2023						
March 2023						
April 2023						
May 2023						
June 2023						

Table 3. 1 Timeline of research thesis

C. Research Subject and Informant

The research subject and informant in this research are the tenth grade students of SMA N 1 Mojolaban in the academic year 2022/2023. There are ten classes at tenth grade of SMA N 1 Mojolaban; they are (X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X IPS 1, X IPS 2, X IPS 3, X IPS 4, X BAHASA). The research only took one class of tenth grade students as the subject of the research. The researcher did the study in the science class (X MIPA

3) as the object of this research. That class consists of 36 students, but the documents only 35 because there was a student who was not attend to the class when the researcher conducted the data.

D. Data and Source of the Data

Research data are a set of values on one or more units of observation. The information, often in the form of facts or figures, obtained from experience or surveys, used a basis for making calculations or drawing conclusions is said to be data. Data comes in many forms; it can be a series of numbers, alphanumeric or strings (Baral, 2017). In this research, the researcher used words as the form of the data. The source of the data is collected from the X MIPA 3 of SMA N 1 Mojolaban. The researcher wanted to analyze the errors committed by students and the factors that influence students to made spelling error.

E. Technique of Collecting the Data

According to (Buchanan, 1981), Data collection is the process of collecting and measuring information about variables of interest in a well-established and systematic way that allows to answer research questions, test hypotheses, and evaluate results. In this research, the researcher used documentation, questionnaire, and interview as the technique of collecting the data.

1. Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and

Internet-transmitted) material. Documents contain text (words)and images that have been recorded without a researcher's intervention (Bowen, 2009). The researcher collected the data from the result of the students' writing. The students' writing is a write of a recount text. In brief, the students be given a worksheet in which they should write a recount text. The worksheets were used to know kinds of errors made by X MIPA 3 students of SMA N 1 Mojolaban in using the recount text

2. Questionnaire

According to Buchanan (1981) questionnaires are a list of questions either open-ended or close-ended for which the respondents give answers. Questionnaire can be conducted via telephone, mail, live in a public area, or in an institute, through electronic mail or through fax and other methods. The researcher makes a questionnaire to analyze the data to answer the second question about the factors that influence students to make spelling errors. The researcher asked six questions through GForm.

3. Interview

Interview is a face-to-face conversation with the respondent. In interview the main problem arises when the respondent deliberately hides information otherwise it is an in depth source of information (Buchanan, 1981). The researcher did the interview to analyze the data to answer the second question about the factors that influence students to make spelling errors. The researcher did indirect interviews via WhatsApp.

Questions List

1. What do you do if you do not know how to spell a word?
2. What are the causes of your spelling errors?
3. How often do your care about the spelling of words when you write?
4. How do you feel about learning the spelling of words?
5. What is your main problem in learning the spelling of words?
6. There are few books that emphasize about spelling in the school library.

Interview Guideline

1. Apa yang kamu lakukan jika tidak mengetahui ejaan sebuah kata?
2. Apa penyebab dari ejaan kata yang kamu lakukan?
3. Seberapa sering kamu memperhatikan tentang ejaan kata?
4. Bagaimana perasaan kamu tentang belajar ejaan kata?
5. Apa masalah utama kamu dalam mempelajari ejaan kata?
6. Apakah ada buku di perpustakaan sekolah yang menekankan tentang ejaan kata?

F. Research Instrument

According to Adib (2021), a research instrument is a tool used to collect, measure, and analyze data related to research interests. Research methods include interviews, tests, questionnaires, and checklists. The research instrument is usually determined by the researcher and tied to the research methodology. In this research, the main instrument is the researcher herself, and the second instrument is document analysis, questions list, and interview guideline. This instrument can be used to collecting data on the research.

G. Trustworthiness of the Data

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures. According to Creswell (2014), there are eight primary strategies.

1. *Triangulate* different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.
2. Use *member checking* to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use a *rich, thick description* to convey the findings. This description may transport readers to the setting and give the discussion an element of shared experiences.
4. *Clarify the bias* the researcher brings to the study. This self-reflection creates an open and honest narrative that will resonate well with readers. Reflectivity has already been mentioned as a core characteristic of qualitative research.
5. Present *negative or discrepant* information that runs counter to the themes. Because real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account. A researcher can accomplish this by discussing evidence about a

theme. Most evidence will build a case for the theme; researchers can also present information that contradicts the general perspective of the theme.

6. Spend *prolonged time* in the field. In this way, the researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account.
7. Use *peer debriefing* to enhance the accuracy of the account. This process involves locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher.
8. Use an *external auditor* to review the entire project. As distinct from a peer debriefer, this auditor is not familiar with the researcher or the project and can provide an objective assessment of the project throughout the process of research or at the conclusion of the study.

In this research, the researcher used an external auditor as a technique for validating the data. The teacher reviewed and validated the data analyzed by the researcher. The results were then documented and discussed in a research report once the data had been validated by an English teacher.

H. Technique of Analyzing the Data

Corder in Ellis (1994) states that there are five steps to analyzing student error data. It includes data collection, error identification, classification, interpretation, and evaluation. Data analysis is performed to gain a better understanding of the data and to allow the researcher to present the research

findings to the readers. After collecting the data, the researcher uses the following steps as part of the data analysis:

1. Collecting the Sample of the students language.

   This step involves deciding on the student language sample to be used for analysis.

2. Identifying the errors

   In the second step, researcher attempted to find errors in the research sample by underlining the errors.

3. Classifying the errors.

   After underlining the errors, the researcher categorized them. The errors were categorized based on Bestgen and Granger's theory.

4. Giving codes for the data.

   By providing a code that facilitates analysis of data identification. The researcher gave the code to make the classification of data analysis in every data. The codes used to encode the data were S.1-S.36 as Students 1-36.

Table 3. 2 Categories of Spelling Error

Categories of Spelling Error	**Spelling Error Analysis**	**Corrected Spelling Error**
The omission of a letter		
Addition of a letter		
The single letter instead of the double letter		
The double letter instead of a single letter		

Substitution of one letter		
Interchange of two adjacent letter		
Involving an apostrophe		
Erroneous splitting or joining of words (word segmentation error)		
Two or more error of the same type or different type		
Total		

5. In answering the second research question, the researcher gives a questionnaire
6. At last, the researcher displayed the result of the analysis in chapter four.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher gathered the data from the research. The data collected were committed to replying the formulation of the problem of what are the categories of spelling error and what are the factors that makes students make spelling error in writing recount text at the tenth grade od SMA N 1 Mojolaban. The findings of this research were taken from the analysis of recount text from 35 students of X MIPA 3 in SMA N 1 Mojolaban. To show the result of the research clearly, those findings are categorized based on the formulation of the problems follows:

1. Categories of spelling errors found in students' writing recount text

There are nine categories of spelling errors found in students' writing recount text based on Bestgen and Granger's theory. The researcher found 85 spelling error from 35 students' writing recount text. The researcher using coding S.1-S.36 as student 1-36 to make identification easier. In present the result of the research findings the researcher using the table that showed categories of a spelling error, spelling error analysis based on the students' writing recount text.

a. Omission of a letter

Omission of a letter is a spelling error in which occurred when students deleted or missed a letter of a word. The researcher found 23 spelling errors in this category.

Table 4. 1 The error of Omission a Letter in Students' Writing Recount Text

Categories of Spelling Errors	Spelling Error Analysis	Corrected Spelling Error
Omission of a Letter	• The trip to Parangtritis beach was an experience that I ***wil*** never forget for the rest of my life. (S.8) • After that we eating chicken noodle ***an*** buying ice cream. (S.10) • After we arrived at the Borobudur temple, my father to buy ***tiket***. (S.11) • Then we went up to the top of ***te*** temple. (S.11) • I hope the temple can be loved by all of the visitors and the ***goverment***. (S.11) • I ***wen*** to several histirical places in Yogyakarta including Taman Sari. (S. 13) • Soon after I arrived at my ***brothe's*** home, he invited	• The trip to Parangtritis beach was an experience that I ***will*** never forget for the rest of my life. (S.8) • After that we eating chicken noodle ***and*** buying ice cream (S.10) • After we arrived at the Borobudur temple, my father to buy ***ticket***. (S.11) • Then we went up to the top of ***the*** temple. (S.11) • I hope the temple can be loved by all of the visitors and the ***government***. (S.11) • I ***went*** to several histirical places in Yogyakarta including Taman Sari. (S. 13) • Soon after I arrived at my ***brother's*** home, he invited

	me to join the dinner with his family. (S.13) • When there are not ***to*** many people the. (S.14) • While on the train I feel asleep because I was tired ***an*** I was verry happy to be there with my cousins. (S.14) • Because I can't hang out ***previosly***. (S.15) • I went there ***wih*** my family. (S.16) • I went there with my ***famil*** and my relatives. (S.17) • We went by bus then ***sip.*** (S.20) • Vacation ***to*** the beach to weeks ago was an unforgettable moment for me. (S.21) • I couldn't swim and only play with the ***waren*** on shallow part. (S.30) • I looked for some ***beatiful*** souvenir at the nearby shop there. (S.30) • We need to respect their ***belive***. (S.33)	me to join the dinner with his family. (S.13) • When there are not ***too*** many people the. (S.14) • While on the train I feel asleep because I was tired ***and*** I was verry happy to be there with my cousins. (S.14) • Because I can't hang out ***previously***. (S.15) • I went there ***with*** my family. (S.16) • I went there with my ***family*** and my relatives. (S.17) • We went by bus then ***ship.*** (S.20) • Vacation ***two*** the beach to weeks ago was an unforgettable moment for me. (S.21) • I couldn't swim and only play with the ***warren*** on shallow part. (S.30) • I looked for some ***beautiful*** souvenir at the nearby shop there. (S.30) • We need to respect their ***believe***. (S.33)

	• And after the fire was lit our team was summoned to ***perfom*** an art perfomance. (S.34) • And after the fire was lit our team was summoned to perfom an art ***perfomance***. (S.34) • After that, the Jurry announced the ***campion***. (S.35) • ***An*** then I sing with confident without any nervous. (S.35) • I was shocked and ***speechles*** because I won the first rank. (S.35) • I'm proud of me ***to***. (S.35)	• And after the fire was lit our team was summoned to ***perform*** an art perfomance. (S.34) • And after the fire was lit our team was summoned to perfom an art ***performance***. (S.34) • After that, the Jurry announced the ***champion***. (S.35) • ***And*** then I sing with confident without any nervous. (S.35) • I was shocked and ***speechless*** because I won the first rank. (S.35) • I'm proud of me ***too***. (S.35)

b. Addition of a letter

Addition of a letter is a spelling error in which happened when students included a letter in a word. The researcher found 15 spelling errors in this category.

Table 4. 2 The Error of Addition of a Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Addition of a Letter	• I went there with my friends and ***theachers***. (S.2) • One of the things that I love ***aboute*** Yogyakarta is its traditional cuisine, especially gudeg. (S. 13) • ***One*** the next day. (S.13) • ***One*** the third day. (S.13) • I wen to Malioboro to buy some ***souvernirs*** such as batik and some local handicrafts. (S.13) • While on the train I feel asleep because I was tired an I was ***verry*** happy to be there with my cousins. (S.14) • We saw a lot of shopping centers and ***aunthentics*** cafer there. (S.16) • We saw a lot of shopping centers and aunthentics ***cafer*** there. (S.16) • A trip to Bali a few years ago was an ***exprerience*** I will never forget for the rest of my life. (S.20)	• I went there with my friends and ***teachers***. (S.2) • One of the things that I love ***about*** Yogyakarta is its traditional cuisine, especially gudeg. (S. 13) • ***On*** the next day. (S.13) • ***On*** the third day. (S.13) • I wen to Malioboro to buy some ***souvenirs*** such as batik and some local handicrafts. (S.13) • While on the train I feel asleep because I was tired an I was ***very*** happy to be there with my cousins. (S.14) • We saw a lot of shopping center and ***authentics*** cafer there. (S.16) • We saw a lot of shopping centers and aunthentics ***cafe*** there. (S.16) • A trip to Bali a few years ago was an ***experience*** I will never forget for the rest of my life. (S.20)

	• I am so very happy because I can enjoy the beauty of the beach with my ***familly***. (S.21) • Thank God still allow me to vacation with my ***familly***. (S. 21) • Asking the fruit seller, I knew that the theif tired to steal someone's wallet but someone saw him and shouted ***loundly***. (S.22) • Then after wait patiently its time to see the sunset and feel ***gratefull*** cause we can see the beautiful sunset with our eye. (S.33) • If you like beach and never go to the Parangtritis beach try to go there, but, ***carefull*** cause the wave are so brutal. (S.33) • I'm ***verry*** happy. (S.35)	• I am so very happy because I can enjoy the beauty of the beach with my ***family***. (S.21) • Thank God still allow me to vacation with my ***family***. (S. 21) • Asking the fruit seller, I knew that the theif tired to steal someone's wallet but someone saw him and shouted ***loudly***. (S.22) • Then after wait patiently its time to see the sunset and feel ***grateful*** cause we can see the beautiful sunset with our eye. (S.33) • If you like beach and never go to the Parangtritis beach try to go there, but, ***careful*** cause the wave are so brutal. (S.33) • I'm ***very*** happy. (S.35)

c. Single letter instead of double letter

Single letter instead of double letter is a spelling error in which happened when students miss a letter in a word that contains double letter. The researcher found 5 spelling errors in this category.

Table 4. 3 The Error of Single Letter Instead of Double Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Single Letter Instead of Double Letter	• The trip to Parangtritis beach was an experience that I ***wil*** never forget for the rest of my life. (S.8) • When there are not ***to*** many people the. (S.14) • I couldn't swim and only play with the ***waren*** on shallow part. (S.30) • I was shocked and ***speechles*** because I won the first rank. (S.35) • I'm proud of me ***to***. (S.35)	• The trip to Parangtritis beach was an experience that I ***will*** never forget for the rest of my life. (S.8) • When there are not ***too*** many people the. (S.14) • I couldn't swim and only play with the ***warren*** on shallow part. (S.30) • I was shocked and ***speechless*** because I won the first rank. (S.35) • I'm proud of me ***too***. (S.35)

d. Double letter instead of single letter

Double letter instead of single letter is a spelling error in which happened when students included double letter in a word that ought to be single letter. The researcher found 6 spelling error in this category.

Table 4. 4 The Error of Double Letter Instead of Single Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Double letter instead of single letter	• While on the train I feel asleep because I was tired	• While on the train I feel asleep because I was tired

	an I was ***verry*** happy to be there with my cousins. (S.14) • I'm so very happy because I can enjoy the beauty of the beach with my ***familly***. (S.21) • Thank God still allow me to vacation with my ***familly***. (S.21) • Then after wait patiently its time to see the sunset and feel ***gratefull*** cause we can see the beautiful sunset with our eye. (S.33) • If you like beach and never go to the Parangtritis beach try to go there, but, ***carefull*** cause the wave are so brutal. (S.33) • I'm ***verry*** happy. (S.35)	an I was ***very*** happy to be there with my cousins. (S.14) • I'm so very happy because I can enjoy the beauty of the beach with my ***family***. (S.21) • Thank God still allow me to vacation with my ***family***. (S.21) • Then after wait patiently its time to see the sunset and feel ***grateful*** cause we can see the beautiful sunset with our eye. (S.33) • If you like beach and never go to the Parangtritis beach try to go there, but, ***careful*** cause the wave are so brutal. (S.33) • I'm ***very*** happy. (S.35)

e. Substitution of one letter

Substitution of one letter is a spelling error in which happened when students substituting of one letter for another. The researcher found 18 spelling errors in this category.

Table 4. 5 The Error Substitution of One Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Substitution of one letter	• A few years ago, I had the opportunity to go on a ***vocation*** to one of the cities, Lamongan. (S.2) • I go to a ***vocation*** to zoo. (S.4) • I ***want*** there with my friends. (S.4) • We were all very tired and we ***decited*** to take a break. (S.4) • I felt happy because I could ***vocation*** with friend. (S.4) • Because besides being able to go on ***vocation*** with friends. (S.4) • I went ***hhere*** with my family. (S.8) • I wen to several ***histirical*** places in Yogyakarta including Taman Sari. (S.13) • I am very happy to be able ***vocation*** in Bali with my family. (S.20)	• A few years ago, I had the opportunity to go on a ***vacation*** to one of the cities, Lamongan. (S.2) • I go to a ***vocation*** to zoo. (S.4) • I ***went*** there with my friends. (S.4) • We were all very tired and we ***decided*** to take a break. (S.4) • I felt happy because I could ***vacation*** with friend. (S.4) • Because besides being able to go on ***vacation*** with friends. (S.4) • I went ***there*** with my family. (S.8) • I wen to several ***historical*** places in Yogyakarta including Taman Sari. (S.13) • I am very happy to be able ***vacation*** in Bali with my family. (S.20)

	• I changed my ***swit*** and got ready to swim on the beach, we had fun after what. (S.23) • I changed my swit and got ready to swim on the beach, we had fun after ***what***. (S.23) • A ***facation*** to Mbaron and Parangtritis beach, I was an experience I will never forget for the rest of my life. (S.23) • We left for Gojek to visit one of the ***populer*** destinations, Sonobudoyo museum and Yogya young artist exhibition. (S.28) • I had the opportunity to go on a ***vocation*** to one of my dream zoo, Gembiraloka. (S.31) • A ***facation*** that I will never forget. (S.33) • We go to the closest ***restourant*** then eat in there. (S.33) • A ***facation*** to Parangtritis beach a few years ago was an experience I will never	• I changed my ***suit*** and got ready to swim on the beach, we had fun after what. (S.23) • I changed my swit and got ready to swim on the beach, we had fun after ***that***. (S.23) • A ***vacation*** to Mbaron and Parangtritis beach, I was an experience I will never forget for the rest of my life. (S.23) • We left for Gojek to visit one of the ***popular*** destinations, Sonobudoyo museum and Yogya young artist exhibition. (S.28) • I had the opportunity to go on a ***vacation*** to one of my dream zoo, Gembiraloka. (S.31) • A ***vacation*** that I will never forget. (S.33) • We go to the closest ***restaurant*** then eat in there. (S.33) • A ***vacation*** to Parangtritis beach a few years ago was an experience I will never

	forget for the rest of my life. (S.33) • ***Whel*** I got to the beach I was very happy and playing in the water with my family. (S.34)	forget for the rest of my life. (S.33) • ***When*** I got to the beach I was very happy and playing in the water with my family. (S.34)

f. Interchange of two adjacent letter

Interchange of two adjacent letter is a spelling error in which happened when students write a word that any letter in the false position. The researcher found 6 spelling errors in this category.

Table 4. 6 The Error of Interchange of Two Adjacent Letter in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Interchange of two adjacent letter	• I ***strated*** searching the thing I needed one by one. (S.22) • Asking the fruit seller, I knew that the ***theif*** tired to steal someone's wallet but someone saw him and shouted loundly. (S.22) • Asking the fruit seller, I knew that the theif ***tired*** to steal someone's wallet but someone saw him and shouted loundly. (S.22)	• I ***started*** searching the thing I needed one by one. (S.22) • Asking the fruit seller, I knew that the ***thief*** tired to steal someone's wallet but someone saw him and shouted loundly. (S.22) • Asking the fruit seller, I knew that the theif ***tried*** to steal someone's wallet but someone saw him and shouted loundly. (S.22)

	• I felt bored because there were no ***freinds*** to play with who was my age. (S.26) • On the second day of camping my and friends and I will do a ***bonrife*** activity. (S.34) • Because they were good and loving friends and ***alwasy*** made me happy. (S.34)	• I felt bored because there were no ***friends*** to play with who was my age. (S.26) • On the second day of camping my and friends and I will do a ***bonfire*** activity. (S.34) • Because they were good and loving friends and ***always*** made me happy. (S.34)

g. Error involving an apostrophe

Involving an apostrophe is a spelling error in which happened when students erroneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe. The researcher found 3 spelling errors in this category.

Table 4. 7 The Error of Involving an Apostrophe in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Error involving an apostrophe	• Because ***that's*** place have a beautiful view. (S.19) • I went there with my ***friend's***. (S.25) • Then after wait patiently ***its*** time to see the sunset and feel gratefull cause we can	• Because ***that*** place have a beautiful view. (S.19) • I went there with my ***friends***. (S.25) • Then after wait patiently ***it's*** time to see the sunset and feel gratefull cause we

	see the beautiful sunset with our eye. (S.33)	can see the beautiful sunset with our eye. (S.33)

h. Erroneous splitting or joining of words (word segmentation error)

Erroneous splitting or joining of words (word segmentation error) is a spelling error in which happened when students included a word that includes splitting or joining two words with or without space. The researcher found 3 spelling errors in this category.

Table 4. 8 The Error of Erroneous splitting or joining of words (Word segmentation error) in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Word Segmentation Error	• After arrive, we walked out of the station to Malioboro and Km.0 we take picture ***every where***. (S.10) • I also ate in the ***after noon*** with glass noodles because I was hungry. (S.23) • Then, after ***along*** drive finally we can see the blue beach water. (S.33)	• After arrive, we walked out of the station to Malioboro and Km.0 we take picture ***everywhere***. (S.10) • I also ate in the ***afternoon*** with glass noodles because I was hungry. (S.23) • Then, after ***a long*** drive finally we can see the blue beach water. (S.33)

i. Two or more errors of the same type or different types

Two or more error of the same type or different type (multiple error) is a spelling error in which happened when students included two or more

errors contained in a word. The researcher found 6 spelling errors in this category.

Table 4. 9 The Error of Two or more of the same type or different types in Students' Writing Recount Text

Categories of Spelling Error	Spelling Error Analysis	Corrected Spelling Error
Multiple Error	• We departed from ***stasiun*** balapan with KRL in Solo. (S.10) • At 08.38 am we arrived in ***stasiun*** Tugu Yogya. (S.10) • We back in ***stasiun*** at 02.44 pm and we get to stasiun Balapan at 03.30 pm. (S.10) • We back in stasiun at 02.44 pm and we get to ***stasiun*** Balapan at 03.30 pm. (S.10) • When there are not to many people ***the***. (S.14) • We just stayed at the ***aucle*** home to rest. (S.18)	• We departed from ***station*** balapan with KRL in Solo. (S.10) • At 08.38 am we arrived in ***station*** Tugu Yogya. (S.10) • We back in ***station*** at 02.44 pm and we get to stasiun Balapan at 03.30 pm. (S.10) • We back in stasiun at 02.44 pm and we get to ***station*** Balapan at 03.30 pm. (S.10) • When there are not to many people ***there***. (S.14) • We just stayed at the ***uncle*** home to rest. (S.18)

Based on the explanation above, the researcher found nine types of spelling error made by students of tenth grade students at SMA N 1 Mojolaban. The researcher categorized the nine types of spelling error as seen in the table below:

Table 4. 10 Categories of Spelling Errors found in Students' Writing Recount Text

No	Categories of Spelling Error	Occurrence of Error
1	Omission of a letter	23
2	Addition of a letter	15
3	Single letter instead of double letter	5
4	Double letter instead of single letter	6
5	Substitution of one letter	18
6	Interchange of two adjacent letter	6
7	Involving an apostrophe	3
8	Erroneous splitting or joining of words (Word segmentation error)	3
9	Two or more error of the same type or different type (Multiple error)	6
Total		85

2. The factors that influence students to make spelling error

The second formulation of the problem is about the factors that influence students to make spelling error. In this study, the researcher used questionnaire to answer the formulation of the problem. Based on the theory from Gass and Selinker (2008), there are two main causes of errors, interlingual and intralingual. Interlingual error is an error which results from language transfer, which is caused by the learner's native language, while intralingual error is one which results from faulty or partial learning of the target language, rather than from language transfer.

a. Interlingual Errors

There are two questions which were related to the interlingual error's theory.

Table 4. 11 Interlingual Error Question 1

Question 1	Variable	Number of students
What do you do if you do not know how to spell a word?	Write it as it feel it is	4
	Ask friends	12
	Ask teacher	4
	Check it up in the dictionary	16
Total		36

From the table above, it can be seen that the most chosen is *check it up in the dictionary* with 16 number of students. It means that the students will check the dictionary if they do not know how to spell a word. Then, there were 12 students who chose *ask friends*, it means that they will ask their friend if they do not know how to spell a word. While there were 4 students that *chose ask teacher* and 4 students who chose *write it as it feel it is*. Based on the explanation above, it can be concluded that most of the students chose to check the spelling of words in the dictionary. The following are some of the answers from students' interviews:

Q1 : *Apa yang kamu lakukan jika tidak mengetahui ejaan sebuah kata?*

S3 : *Biasanya ya ngecek di kamus*

S4 : *Cek kamuk kak*

S5 : *Kalau aku cek di kamus kak*

S7 : *Cek kamus sih kak biasanya*

S8 : *Biasanya aku di kamus kak*

Table 4. 12 Interlingual Error Question 2

Question 2	Variable	Number of Students
What are the causes of your spelling errors?	The differences between written and spoken English	31
	The origin of English word	0
	Carelessness	0
	All	5
Total		36

From the table above, it showed that the majority choice was *the difference between written and spoken English* with 31 number of students. Then, there were 5 students who chose *all*, it means that the causes of students spelling errors were the difference between written and spoken English, the origin of English word, and carelessness. While no one student chose *the origin of English word* and *carelessness*. Based on the explanation above, it can be concluded that the cause of the students' spelling errors was the difference between written and spoken English.

From the table of interlingual error above, it can be seen that the cause of students' spelling errors was the difference between written and spoken English. Then, the students will check up the dictionary if they do

not know the spelling of words. The following is are some of the answers from students' interviews:

Q2 : *Apa penyebab dari ejaan kata yang lakukan?*

S3 : *Ya mungkin karena pengucapan sama tulisannya beda trs nulisnya sesuai sama yang didengar aja makanya salah*

S4 : *Karna pengucapan sama tulisan kak*

S5 : *Karena pada saat mengucapkan sama tulisannya beda kak*

S7 : *Iya kak terkadang kata yang saya Tulisa beda pengucapannya*

S8 : *Iya kak itu karna pengucapan sama tulisannya beda*

b. Intralingual Error

There are four questions which were related to the intralingual errors' theory. Those question will be showed in the table below:

Table 4. 13 Intralingual Question 1

Question 3	**Variable**	**Number of Students**
How often do you care about the spelling of words when you write?	Always	17
	Usual	10
	Sometimes	9
	Never	0
Total		36

From the table above, it shows that the majority choice was *always* with 17 students. It means that the students always care about the spelling of words when they write. There were 10 students who chose *usual*, it

means that there were 10 students who usually care about the spelling of words when they write. Then, there were 9 students who chose *sometimes,* it means they sometimes care about spelling when they write. While there was no one who chose *never,* it means there is no one student who does not care about spelling when they write. Based on the explanation above, it can be concluded that all students still care about spelling when they write. The following are some answers from students' interviews:

Q3 : *Seberapa sering kamu memperhatikan tentang ejaan kata?*

S3 : *Iya mbak memperhatikan*

S4 : *Iya memperhatikan, sering*

S5 : *Memperhatikan kak*

S7 : *Iya kak saya sering memperhatikan ejaan ketika menulis kata dalam bahasa Inggris*

S8 : *Iya kak sering banget aku memperhatikan ejaan ketika menulis*

Table 4. 14 Intralingual Error Question 2

Question 4	**Variable**	**Number of Students'**
How do you feel about learning the spelling of words?	Very enthusiastic	6
	Like	22
	Dislike	1
	Usual	7
Total		36

From the table above, the students liked to learn about the spelling of words, it showed by majority of students chose *like* with the number of

students who answered were 22 students. Then, there were 7 students who chose *usual*, it means that they feel usual when learning the spelling of words. There were 6 students who chose *very enthusiastic*, it means that they feel very enthusiastic about learning the spelling of words. While, there is a student who chose *dislike*, it means that he did not like to learn the spelling of words. Based on the explanation above, it can be concluded that the students liked to learn about the spelling of words. The following are some the answers from students' interviews:

Q4 : *Bagaimana perasaan kamu tentang belajar ejaan kata?*

S3 : *Ya suka" aja mbak*

S4 : *Suka kak*

S5 : *Suka kak*

S7 : *Kurang suka kak sebenarnya, karna sedikit membosankan*

Table 4. 15 Intralingual Error Question 3

Question 5	**Variable**	**Number of Students**
What is your main problem in learning the spelling of words?	Sometimes the teacher does not care about spelling words when teaching	9
	Lack of materials	20
	Lack of interest to learn	7
Total		36

From the table above, it showed that the main problem of students' spelling errors was a lack of materials. It can be seen that 20 students chose *lack of materials*. Then, 9 students chose *sometimes the teacher does not care about spelling words when teaching* and 7 students chose *lack of interest to learn*. Based on the explanation above, it can be concluded that the main problem for students to learn spelling of words is a lack of materials. The following are some answers from students' interviews:

Q5 : *Apa masalah utama kamu dalam mempelajari ejaan kata?*

S3 : *Kurang materi sih mbak, dari gurunya juga jarang ngasih tau buat merhatiin ejaan katanya*

S4 : *Kurang materi, dari gurunya yang kurang menjelaskan tentang ejaan kata*

S5 : *Karena kurang materi, karena dibukunya juga tidak ada materi tentang ejaan kata*

S7 : *Iya kak saya kurang tertarik mempelajari ejaan*

S8 : *Kurang materi kak, dibuku tidak ada materi ejaan kata*

Table 4. 16 Intralingual Error Question 4

Question 6	Agree	Disagree
There are few books that emphasize about spelling in the school library.	36	0

From the table above, it can be seen that in the question *students commit spelling errors because most of them do not re-correct their works after writing,* all of the students chose *agree*. Furthermore, all students *agree* that in the school library, there were few books that emphasized spelling. The following are some answers from students' interviews:

Q6 : *Apakah ada buku di perpustakaan sekolah yang menekankan tentang ejaan kata?*

S3 : *Ada mbak tapia gak susah nyarinya soalnya Cuma ada beberapa buku aja*

S4 : *Kalo di perpus kurang tau kak soalnya juga jarang ke perpus*

S5 : *Kayaknya ga ada kak*

S8 : *Tidak ada kak*

B. Discussion

Based on the research findings, the researcher found some categories of spelling errors on students' worksheet of writing recount text. From the errors, the researcher counts the spelling error that most frequently occurred. Then, based on the findings, the researcher also found some causes of spelling errors. From the data analysis of the research findings, the researcher found 85 spelling errors identified in 35 students writing of recount text. The error divided into nine categories based on Bestgen and Granger's theory such as omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange two adjacent letters, error involving apostrophe, erroneous splitting or joining of words (words

segmentation error), two or more errors of the same categories or different categories (multiple error).

From the research findings above, can be seen that the most frequent errors are omission of a letter with 23 errors. Omission of a letter is a spelling error in which occurred when students deleted or missed a letter of a word. The researcher concludes that students still lacked in spelling skill especially writing texts. The student thought when pronounced an English word it was the same within the written word, and they did not know how differentiate some letters or sounds. The last error which is committed by students is erroneous splitting or joining of word (word segmentation words) with 3 errors. Erroneous splitting or joining of words (word segmentation error) is a spelling error in which happened when students included a word that includes splitting or joining two words with or without space. The students did not pay attention to the words whether they use a space or not. However, it could change the meaning of the words and it can be made the reader confused to understand the real meaning.

Based on the researcher analysis, those nine categories of errors occurred because several words in English have the same sounds. Besides, the students' L1 is also one of the influences on students spelling errors in the writing. In analyzing the other factors that influence students to make spelling error in writing, the researcher used the questionnaire instrument. The following discussion explained the findings of the factors that influence students to make spelling error based on interlingual and intralingual error.

Based on the explanation of interlingual error above, it can be seen that the cause of students' spelling errors was the difference between written and spoken English. Then, the students will check the dictionary if they do not know the spelling of a word. While in intralingual error, most students care about spelling and like to learn the spelling of words. Unfortunately, the students lacked materials, and in their school library, there are few books that emphasize spelling errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the obtained data of students' answer sheets focused on the types of spelling errors made by the tenth grade students of X MIPA 3 in SMA N 1 Mojolaban in their recount text, the researcher would like to state some conclusions. The first point is about the types of spelling errors in students' recount texts. The researcher draws conclusions related to the analysis of the types of spelling errors. It can be concluded that students in X MIPA 3 in this study have committed nine categories of spelling errors. Those are categories include omission of a letter, addition of a letter, single letter instead of double letter, double letter instead of single letter, substitution of one letter, interchange of two adjacent, involving an apostrophe, erroneous splitting or joining of words (word segmentation error), and two or more error of the same words (word segmentation error), and two or more error of the same type or different type (multiple error). The errors of spelling were found by collecting the documents of 35 students' recount texts from tenth grade students of X MIPA 3.

The second point is about the factors that influence students to make spelling errors in writing. The researcher makes a questionnaire to know the factors and categories them into two categories: interlingual and intralingual errors. In interlingual errors, the researcher concluded that the cause of students' spelling errors was the difference between written and spoken English. While in

intralingual error, the cause of students' spelling errors was the students lack of materials, and in their school library, there are few books that emphasize spelling errors.

B. Suggestion

Based on the conclusion that the researcher stated above, the researcher gives some suggestions as below:

1. For the students

   In order to improve students' spelling skills, the researcher advises them to be aware when writing, especially in spelling, especially for students of X MIPA 3 SMA N 1 Mojolaban. In order to minimize spelling errors in their work, students and readers should practice correctly pronouncing English words.

2. For the teachers

   To prevent spelling errors in students' writing, teachers should be aware of the difficulty with spelling, particularly when writing English words, and should also provide more practice with spelling in writing courses.

3. For the other researchers

   For the other researcher who wants to conduct a similar study about spelling errors in writing. It would be better to observe the other object, other language skills, the other type of text and compare them with another theory of spelling error.

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APPENDICES

APPENDIX 1

THE STUDENT ATTENDANCE

Kelas: X MIPA 3

No	NAMA SISWA	L/P
1	ALFI ROJID CELSYA PRADANA	L
2	ALIFFA DAFANIA RAMADHANI	P
3	AMIN SUSIANI NURROHMAH	P
4	APRILIA SILVI WULANSARI	P
5	AULIA DWI RAHMAWATI	P
6	AZZAHRA ASYIFA SHOLEHAH	P
7	BAGUS KRISTIAN UTOMO	L
8	BRILIAN PUTRA AL VINSAH	L
9	CARISA AILSA ELYSIA	P
10	DEVVA VANIA MARETTA PUTRI	P
11	DHEA ANANDITA PUTRI SYAHARANI	P
12	DIMAS RIZKY PRIAMBADA	L
13	DINDA FEBRIYANTI	P
14	ECHSANTI NAJWA SYARAFINA	P
15	FANISA AMALIA	P
16	FATIKHAH PUTRI SALSABILA	P
17	FEBIAN AGUNG NUGROHO	L
18	FEBRIANA BUNGA YULIAWATI	P
19	FITRI ANA AYU LARASATI	P
20	JAYA TRI BUDIATI	P
21	LAILA NUR AZIZAH	P
22	LILI AYUK SAPUTRI	P
23	MUHAMMAD FARID WIDJAYANTO	L
24	MUHAMMAD HAFIDZ RAHMADANI	L
25	MUTIARA EKA AYU SORAYA	P
26	NABILA RAMADHANI	P
27	NADILA RAMADHANI	P
28	NASYILLA YULIA ARDANA	P
29	NAYLA LINDA FIWAPUTI	P
30	NEIVA ZERA HERLINA	P
31	NURJIHAN BELA BINTARA	P
32	PANJI PUTRA RAMADHAN	L
33	ROBBY MAHENDRA	L
34	SYAHGITA RIRIN OKTAVIANI	P
35	VANNAJDA ALFARINA KAUDY	P
36	YUNITA RATNA TRI HANDINI	P

APPENDIX 2

INSTRUMENT OF DOCUMENTATION BY TESTING

Test of Making Recount Text

Name : ……

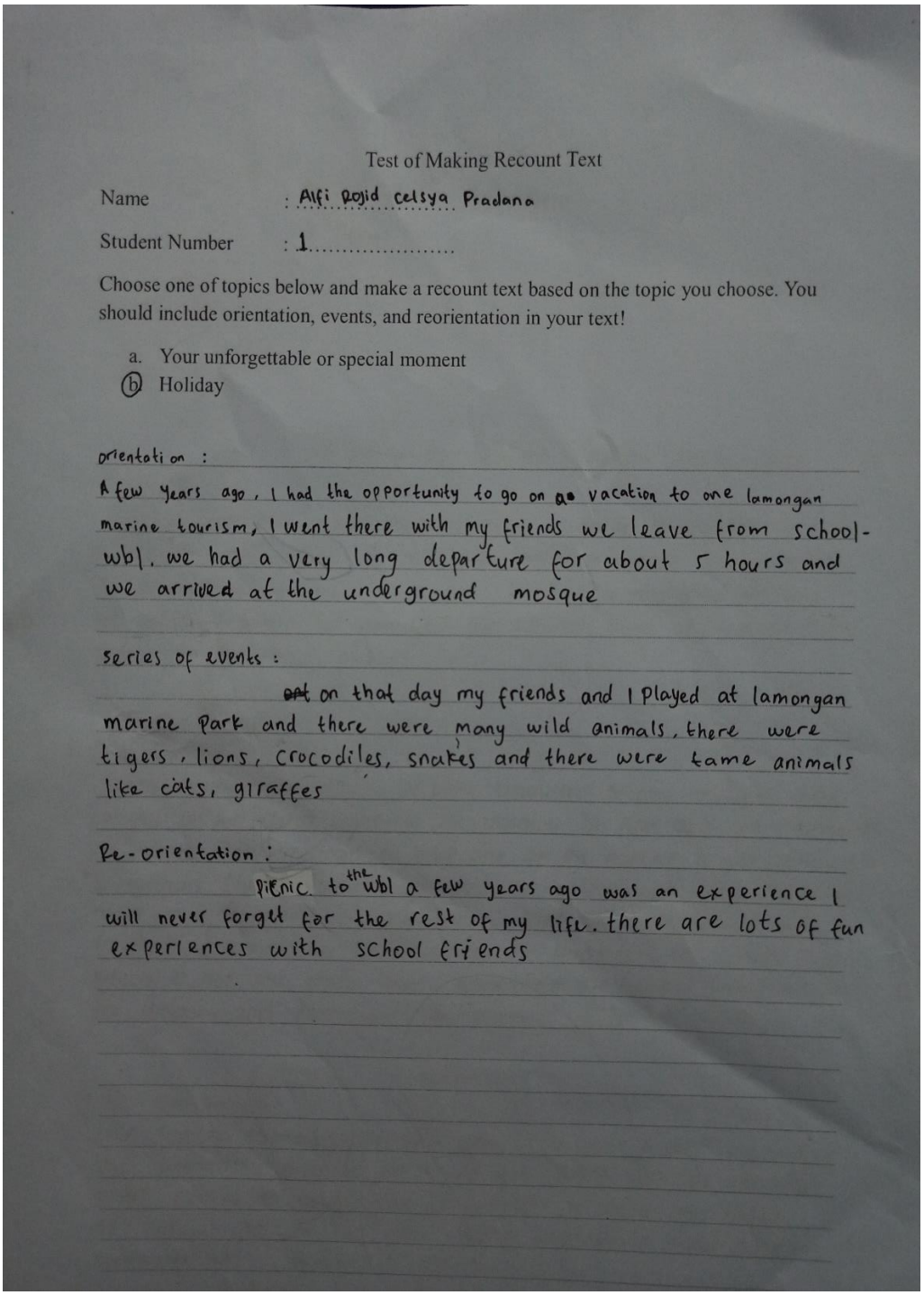
Student Number : ……

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

APPENDIX 3

STUDENTS' WORKSHEET OF WRITING RECOUNT TEXT



Test of Making Recount Text

Name : Alfi Rojid celsya Pradana

Student Number : 1

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b) Holiday

orientation :

A few years ago, I had the opportunity to go on a vacation to one lamongan marine tourism, I went there with my friends we leave from school-wbl. we had a very long departure for about 5 hours and we arrived at the underground mosque

series of events :

~~on~~ on that day my friends and I played at lamongan marine Park and there were many wild animals, there were tigers, lions, crocodiles, snakes and there were tame animals like cats, giraffes

Re-orientation :

Picnic to the wbl a few years ago was an experience I will never forget for the rest of my life. there are lots of fun experiences with school friends

Test of Making Recount Text

Name : Aliffa Dafania Ramadhani

Student Number : 2 (Dua)

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Holiday to Wirata Bahari Lamongan

* Orientation

A few years ago, I had the opportunity to go on a vocation to one of the cities, Lamongan. I went there with my friends and theachers. We gathered at the school at 10 p.m, we had a very long journey for about 7 hours by bus and we arrived there at 5 a.m. then performed the dawn prayer.

* Series Of Events

After finishing the prayer. we were exhausted because of a very long journey. we just rested briefly at the mosque. The next day. we continued our journey to Lamongan to visit one of the popular tourist attractions. Lamongan Marine Tourism. we saw many authentic local shopping malls and cafe's there. and many kinds of amusement rides. In the afternoon. we continued to the underground mosque which is not far from WBL. After that we headed to a restaurant for dinner, and continued the journey home.

* Re - Orientation

A trip to Lamongan a few years ago was a nice experience with elementary friends. After we were dizzy with the national exam. finally we could have a vacation to enjoy the beauty of city tourism. We want back home bringing so many amazing memories of Lamongan.

Cafe's -> cafes

Vocation -> vacation

Theachers -> teachers

Test of Making Recount Text

Name : Amin Susiani N

Student Number : 3

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

Orientation

Last month, I got a chance to visit Yogyakarta with my friend. In Yogyakarta, we visited many famous and amazing places around. So, at that time I decided to go with by train.

Events

The first day of our holiday, we went to Prambanan Temple. When we got there, I could see that Prambanan Temple is very beautiful and very huge temple. There are many small temples around the location with some big temples.

Reorientation

This place is very busy and crowded. Overall, I liked this experience so much. Yogyakarta is very good place for me to visit holiday.

Test of Making Recount Text

Name : Aprilia Silvi W

Student Number : 04

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Zoo

A few day ago. I go to a vocation to zoo. I want there with my friends. We departed from Home Lolo. We departed strike 09.00 PM and to arrive on 11.00 pm.

When we got there, we were all very tired and we decited to take a break while looking at the animals that were there. I felt happy because I could vocation with friend.

A trip to the zoo a few days ago was an experience that I will never forget. Because besides being able to go on vocation with friends. I can also get to know more animals.

Vocation -> vacation
Decited -> decided
Want -> went

Test of Making Recount Text

Name : Aulia dwi r.....

Student Number : 5.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Holiday With Family

A few month ago, I had the opportunity to go on a vacation to one of those places, namely the Gembira Loka zoo. I went there with my family. We departed from solo to Jogja about 2 hours.

When we got there we immediately bought tickets so we could enter. After entering we were greeted with the sound of birds chirping. Then we continued walking to see other animals and buy food. We have finished enjoying this holiday and we continue to go home.

A trip to Jogja a few month ago was a pleasant experience. We get to get together with family which is rare. We think that having quality time with a family is very important.

Test of Making Recount Text

Name : Azzahra asyifa.s

Student Number : 6

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

"Holiday to Jogja"

a Few months ago my family and Hook a Vacation to one of the tours in yogyakarta called studio gamplong, my family and I went there by driving a bus, we left at 07.30 and got there at 10.00.

The First time I visited atour called studio gamplong There the place was very beautiful lots of old items on display there, inside the place it was made like asmall town there were several old shops some of which still sold others used as a photo shoot only.

and until 12.00 my family and I take a break to pray and continue having lunch, after praying and having lunch my family and I gather again to travel to the next tour.

Test of Making Recount Text

Name : Brillion Putra A.

Student Number : 8

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

1) orientation
A few years ago, I had the opportunity to go on a vacation one of the beaches in Jogja. I went hhere with my family, kami berangkat di saptu pagi

2) series of events.
when I arrived at Jogja beach. we also stayed in a beachide villa. the next day we played in the water at paran tritis beach. and meet tourists.

3) Re-orientation.
The trip to parang tritis beach was an experience that I wil never forget for the rest of my life.

hhere -> there
wil -> will

Test of Making Recount Text

Name : Carisa Aika Elysia

Student Number : 09

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

My Special Moment

Orientation

A few years ago, I MPLS at school filled with various interesting activities, such as introducing us to the school environment. For example about the rules, regulations, traditions that exist in the school, facilities, teachers, staff and seniors.

Series of Events

On the first day, MPLS we were asked to make names out of paper so that our seniors or teachers could find out each of our names.

On the second day, new students are given guidance on rules and regulations, ethics, and manners at school. Then it also discusses issues that are currently viral or are happening a lot among teenagers today, from positive to negative things.

On the third day, more outdoor activities. We new students are invited to get to know various place, classes, laboratories, libraries, and so on.

Re-orientation.

MPLS in high school is so much fun. I have many friends that I know here. I thought MPLS would be stressful but it wasn't, I know a lot of friends, and know how the facilities at this school are. I will never forget this memory for the rest of my life.

Test of Making Recount Text

Name : Devva Vania M.P

Student Number : 10

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

December in Yogyakarta

A few month ago, I went to Kota Istimewa with all my sister. we departed from stasiun balapan with Krl in Solo, we travelled for ± 1 hour. at 8.38 am we arrived in stasiun tugu Yogya.

After Arrive, we walked out of the station to malioboro and Km.0 we take picture every where, then we go to the Vastenburg fort. after that we eating chicken noodle an buying ice Cream. we back in stasiun at 2.44 Pm and we get to stasiun balapan at 3.30 Pm.

A trip to yogya a few month ago was a very exciting year-end experience. I got some great photos for me to upload on social media. I was very happy even after that my wallet was empty.

every where -> everywhere
an -> and
stasiun -> station

Test of Making Recount Text

Name : Dhea Anandita. P.S.

Student Number : 11

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

A Trip to Borobudur Temple

Last month, I and my Family visited Borobudur Temple. we went to Borobudur temple by bus. we left home at nine o'clock. Along the road, we saw many vehicles rumque houses. prominent building, and some other tourists

After we arrived at the Borobudur temple, my Father to buy tiket. After he waited him for a moment we entered into Borobudur temple area. Then we went up to the top of te temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty.

we felt tired that day but we felt so happy to visit Borobudur temple which is well known as one of the greatest legacies indonesia has ever had. I hope the temple can be loved by all of the visitors and the gouvernment.

Tiket -> ticket
Goverment -> government
te -> the

Test of Making Recount Text

Name : Dimas Rizky Prambudi

Student Number : 12

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday in [redacted] Makassar

Orientation :

A few years ago, I had the opportunity to go on a vacation to Makassar with my family. I went there with my family. we departed From Yogyakarta international airport. and we landed at Sulton hasanuddin [redacted] airport in [redacted] makassar. then we went straight to the hotel to rest.

Series of events :

then the next day we took a walk on losari beach [redacted] which was near our hotel. then after losari beach we decided to visit [redacted] the 99 dome mosque in makassar. and the next day we visited fort rotterdam makassar. which is near the [redacted] hotel.

Re - orientation :

We are very happy [redacted] to have a vacation in makassar, and it is an experience that I [redacted] will never forget and I hope to return to [redacted] have a vacation in makassar. and that is my [redacted] unforgettable holiday experience.

Test of Making Recount Text

Name : DINDA FEBRIYANTI

Student Number : 13.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Holiday in Yogyakarta

Last month, I visited my brother's home in Yokyakarta. Previously, I had visited him three times. So, at that time I decided to go alone by train.

Soon after I arrived at my brothe's home, he invited me to join the dinner with his family. one of the things that I love abaute Yogyakarta is its traditional cuisine, especially gudeg. one the next day, I wen to several histirical places in Yogyakarta including Taman Sari, Keraton Ngayogyakarta Hadiningrat, and veredebung Museum. I was very happy to have the opportunity to visit these places again. one the third day, which was my last day in Yogyakarta, I wen to Malioboro to buy some souvernirs such as batik and some local handicrafts.

It was always enjoybble to spent time in Yogyakarta. I am sure it was not going to be my last visit. Next time, this will be another option for us to enjoy weekends.

Aboute -> About
Histirical -> Historical
One -> on
Souvernirs -> Souvenirs
Wen -> went
brothe's -> brother's

Test of Making Recount Text

Name : Echsanti Najwa Syarafina

Student Number : 19

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b) Holiday

Holidays to Malioboro

A few month ago, I and my cousins go to Malioboro by a train. We go to at 7 pm from Palur Station. The train to start at 7.20 pm and we to arrived at 9 pm because we using train service commuter line.

When we arrived at Malioboro, the air was starting to feel hot. When there are not to many people the, so you can take a pictures there. After being around, we return to the station using a motorized trishow.

We arrived the station at 1 pm. We are waiting for the train schedule to Palur station. While on the train I feel asleep because i was tired an I was verry happy to be there with my cousins.

to -> too
The -> there
an -> and
verry -> very

Test of Making Recount Text

Name : Fansa amalia

Student Number : 15

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Special moment

Orientation.

Some day - I have activity in the night. I think my parents does not allow to hang out with my friend. Because i can't hang out previosly

Series of Even.

When I went out I was not alone, My friend was with me at that time on a dark ride, we enjoy the night air. After some time we spend on the trip we get where we are headed. Get together, have fun, and be happy to enjoy the event with my friends. In one incident has many miracles, the magic is to see all friends smile.

Reorrentation.

Finally the night is getting darker, I have to go home soon. My father called me to back home, because I passed the game time limit rules. On the way with blanketed in the night mist I feel afeaid to go home and after arriving home father did not scold me, I feel relieved. With a short time I began to fall asleep until morning.

Previosly → previously

Test of Making Recount Text

Name : Fatrkhah Putri S.....

Student Number : 16.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

A few month ago, I had the opportunity to go on a vacation to one beach. I went there wth my famrly. We departed from Sukoharjo. We had a long trip for 15 hours.

On the first day, due to exhaustion, we just stayed at the hotel. The next day, we left for Beach Pandawa, Bali. We saw a lot of shopping centers and aunthentic cafer there. After that, we vissted one of the restaurants that I really wanted to visit.

A trip to Bali a few month ago was an experience I will never forget for the rest of my life. I am very happy to be on vacation with my family. Family togetherness that makes me happy

wth -> with
aunthentic -> authentic
cafer -> cafe

Test of Making Recount Text

Name : Febian Agung N.

Student Number : 17

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

Orientation

A six years ago, I went to go on a vacation to one of my dream city, Bali. I went there with my famil and my relatives. We left from home at 3 am use a car. When traveling Spend about 8 hours due to eat and stop for rest.

Series of Events

On the first day, i took the ferry by car and take a look inside the ship. While traveling on the sea border I looked at the clock in my phone and the time changed in the range of 1 to 2 hours. When I arrived in Bali I went straight to Pandawa Beach. After having run at Pandawa Beach we decided to stay at a hotel near the beach.

For day 2 to day five I had fun there by shopping, to the beach, eating at restaurant, and around in the city of Bali. On the 5th day my family and I came home from vacation.

Reorientation

A trip to Bali a six years ago was an experience I will never forget in my life. And I am very very happy to be able to vacation with my family in Bali and spend time together there. When I got home I brought souvenirs for my relatives who were at home.

Famil -> family

Test of Making Recount Text

Name : Fabriana. Bunga. Y.

Student Number : 18./.x MIPA.3.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Holiday in Jakarta

A few years ago, I had the opportunity to go on a vacation in Jakarta I went there with my family. We departed from Solo - Jakarta ride in bus. We traveled for 10 hours by taking the bus Solo.

On the first day, due to exhaustion, we just stayed at the aucle home to rest. The next day, we left for Jakarta to visit one of the popular destinations in Jakarta is monas and ancol beach. After that, we visited one of the istiqlal mosque that I really wanted to visit in the Jakarta area.

A trip to Jakarta a few years ago was an experience I will never forget for the rest of my life. Two weeks after holiday in Jakarta. I went back to the home. We really like to have a vacation in Jakarta because there are many very beautiful destinations.

aucle -> uncle

Test of Making Recount Text

Name : Fitri Ana Ayu L

Student Number : 19

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Goes to Salatiga

Last year I went on vacation to Salatiga. We left the house at ten o'clock. After two hours later, we coming in Cimory Salatiga.

There is a souvenir shop, playground and restaurant. I buy cake and yogurt in souvenir shop. After shopping in souvenir shop I and my family lunch in restaurant that's there.

Vacation in Cimory Salatiga is a memorable experience, Because that's place have a beautiful view. And there the place is not boring.

That's -> that

Test of Making Recount Text

Name : JAYA TRI BUDIATI

Student Number : 20

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday in bali

A few years ago, I had the opportunity to go on a vacation to one of my dream island, bali. I went there with my family. We went by bus then sip. We stayed at the hotel in bali. I and my family visit some beautiful beaches. and we bought some souvenirs.

A trip to bali a few years ago was an expreriencie I will never forget for the rest of my life. because I am very happy to be able vocation in bali with my family. We think that having quality time with my family is very important.

Sip → ship
Vocation → vacation
Exprerience → experience

Test of Making Recount Text

Name : Laila Nur A

Student Number : 21

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Vacation to The Beach

Orientation

Two weeks ago my family and I had a vacation to the beach. We went to the beach "watu karung". The journey from the house to the beach is approximately 4 hours. We left at 9 am and got there at 1 pm. by car.

Series of events

Of course this is a very tiring journey for us. We decided to stop for a while at the rest area to eat. After eating we decided to continue our journey. After a tiring journey we finally arrived at the beach "watu karung". Our tiredness is paid off by the beauty of the beach "watu karung". We are very happy to see the beauty on the beach and we start taking pictures.

Re-Orientation

Vacation to the beach to weeks ago was an unforgettable moment for me. I'm so very happy because I can enjoy the beauty of the beach with my family. Thank God still allow me to vacation with my family.

To -> two

Family -> family

Test of Making Recount Text

Name : Lili Ayuk Saputri

Student Number : 22.

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Chaotic Situation In the Market

Last week, I went to a tradisional market to buy some daily needs. As usual, I go there alone and bring a shopping list. After arriving at the market, I strated searching the thing I needed one by one.

While I was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible, I didn't want to see the condition to get worse so I called police. A few minutes later, police came and calmed down the situation.

Asking the fruit seller, I knew that the theif tried to steal someoneis waller but someone saw him and shouted loundly. After that, suddenly many people roughed him up hardly. It was a scaring moment I experiencedit last week and I hoped that it will never happen again in the future.

Strated -> started
Loundly -> Loudly
Theif -> thief
Tired -> tried

Test of Making Recount Text

Name : Muhammad Farid W.

Student Number : 23

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Vacation with Family

A few years ago, ~~x~~ exactly a few days after Idul Fitri. I go to several beach with some of my family group. We go to by bus and started leaving at 8.00 AM. Our first destination at the "Mbaron Beach" with a travel time of three and half hours. When we got there were started surround the area of the beach and look for a place to ~~rest~~ rest for a while after a long travel.

After ~~1~~ 1.00 PM, we went to the second destination, namely "Parangtritis Beach" to have fun there. we arrived at Parangtritis at 2.30 PM, ~~and~~ after that. I changed my swit ~~s~~ and got ready to swim on the beach, we had fun after what. When the sun was starting to set, I ~~went~~ immediately went up to shower and change clotes. After change clotes and up to shower I also ate in the after noon with glass ~~mie~~ noodles because i was hungry. After that we rushed to go home

A ~~F~~ vacation to ~~Mb~~ Mbaron and Parangtritis beach, i was an experience. I will never forget for the ~~re~~ rest ~~of~~ of my life. Thank you

Swit -> suit
Vacation -> vacation
what -> that
After noon -> afternoon

Test of Making Recount Text

Name : Muhammad Hafidz R

Student Number : 24

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

1. Orientation

A fews months ago, I and family goes to Klayar's beach. We left the house from 6 in the morning. And we went by bus. the time taken from the house to Klayar Beach is aroung 3hours.

2. Series of Events

When we got there we immediately walked to the beach, and we couldn't wait to play in the sand on the beach, and that time the beach waves were very big so we just played on the beach.

3. Re-Orientation

Holiday to Klayar Beach a few months ago was an experience I will never forget for the rest of my life. Because there I can see marine animals on the edge of the reef such as sea urchins, sea fish, crabs and others.

Klayar's beach -> Klayar beach

Test of Making Recount Text

Name : Mutiara eka ayu s.

Student Number : 25

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

A few month ago, I had the opportunity to go on a vacation to one Beach. I went there with my friend's. We departed from Sukoharjo in Jogjakarta. We had a long trip for 2 hours.

On the day, due to exhaustion, we just stayed at the hotel to rest. The next day, we left for beach Parangtritis. We saw a lot of people in the beach. After that, we visited one of the Jogjakarta restaurants.

A trip to Jogjakarta a few month ago was an experience I will never forget for the rest of my life. There my friends and o I were very happy to see the beauty of Parangtritis beach. I feel very happy to be able to go together with my friends.

friend's -> friends

Test of Making Recount Text

Name : Nabila Ramadhani

Student Number : 26

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday at grandma's home

Last month, I had the opportunity to go on at grandma's home. There, I followed my grandma to cloud garden. First I and my grandfather climbed hill. Then at on hill we took cloud. Next, we returned home. At home, my grandmother and I cooked noodles to eat.

The second day at grandma's home, I felt bored because there were no freinds to play with who was my age. Then my grandfather took me to go around the village on a motorbike.

The trip was very exciting, then my grandfather and I stopped on the side of the road to enjoy the atmosphere of the rice fields. After that we went home to shower and rest.

Freinds → Friends

Test of Making Recount Text

Name : Nasyilla Yulia Ardana

Student Number : 28 / X MIPA 3

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Holiday in Yogyakarta

One years ago, I and my friends had the opportunity to go on a vacation in Yogyakarta. We departed from palur station Karanganyar. Around 2 hours by KRL solo - yogya and we landed at Tugu jogja station, Yogyakarta.

We left for Gojek to visit one of the populer destinations, Sono budoyo museum and Yogya young artist exhibition. After that, we visited one of restaurants that I really wanted to visit in the back station area. After that, We back to Tugu Yogya station and we saw a lot of local authentic cafe at the Selasar malioboro.

A trip to Yogyakarta a one years ago was an experience I will never forget for the rest of my life. Going on vacation with just friends is a great experience. We think that having that having quality time with a friends is very important.

Populer → popular

Test of Making Recount Text

Name : Nayla linda f...

Student Number : 29.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

- Orientation

Last weekend, my family and I decided to spend the holiday by staying at home. Some people may think it's not a good idea but we have prepared some fun activities to do during that staycation

- Serios of events

In the morning, my dad and I watered the plants while my mom cleaned and swept the house. After finishing watering the plants I went to the kitchen to help my mom cook breakfast

In the afternoon, my mom invited us to make chocolate brownies together. I was very happy to make brownies with my family, and when the brownies with my family. and when the brownies were done, I was the first one to try them. The brownies were very delicious and I loved them so much that I asked for more and more.

In the evening, we gathered in the living room to watch a family movie. We brought the brownies that we had made earlier

- Re-orientation

I didn't expect that spending the weekend at home with my family could be this fun and enjoyable. Next time, this will be another option for us to enjoy the weekend. It turns out that staying at home for a vacation isn't as bad as another think

Test of Making Recount Text

Name : Nenia Zara Herlina

Student Number : 30

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

My Holiday With My Friends at Gunung Kidul Beach

Last month was New Year holiday. I and my friends went to Gunung Kidul beach for a vacation. We took a took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at aroud 11.00 pm.

As we arrived there, I walked down to the beach. It wax a nice sunny day with a blue sky and a gentle breeze. I was some seagulls flew dround hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the waren on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Gunung Kidul beach.

Before we went home, I looked for some beatiful souvenir at the nearby shop there. Eventually, we went home at about 11.00 am. It wods a memorable experience for me with my friends.

Beatiful -> beautiful
waren -> warren

Test of Making Recount Text

Name : Nurjihan Bela Bintara

Student Number : 31

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

♥ Gembiralokan and family ♥

Orientation.

A few years ago, I had the opportunity to go on a vocation to one of my dream zoo, Gembiralokan. I went there with my family. We had a very long journey for around 1 hours.

Series of Events.

~~Uppo~~ Upon arrival, due to exhaustion, we are take a rest to lunch and sholat dzuhur. Then I went around to see the animals in the zoo. There are many species of animals. There is elephant, giroffe, zebra, horse, crocodile, lion, tiger, penguin, and many other animals.

Re-Orientation.

A trip to the zoo a few years ago was an experience I will never forget for the rest of my life. We can see many species of animals on there. I think that having quality time with a family is very important ♥♥♥

Vocation → vacation

Test of Making Recount Text

Name : Panji Putra R.....

Student Number : 32.....

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

Holiday

Orientation

A few months ago, I went on vacation to a beach. I went there with my friends. We went by motorcycle. We had a long journey of about 2 hours and 5 minutes.

Series of Events

When he go to the beach, my friends and I rested for a while, after that my friends and I started to put up tents to sleep at night. At night my friends and I start preparing a fire to warm our bodies and to cook the food you have brought. And after that we enjoy the atmosphere of the beach at night.

Re-orientation

A trip to the beach a few years ago was an experience I will never forget.

he -> we

Test of Making Recount Text

Name : Robby Mahendra

Student Number : 33

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

A Facation That I Will Never Forget

A Few years ago, Me and my family go on a vacation to the Parang Tritis beach. We go from home at 07.00 AM and arrive to the beach at 09.00 AM. Then, after along drive finally we can see the blue beach water.

After a long drive and after we see how blue the beach water, We decides to buy a fresh coconut water. Then, we go to the beach and play in the beach, my brother and my mother suddenly feel hungry. We go to the closest restaurant then eat in there, after our stomach full we see the beach from a far. Then after wait patiently its time to see the sunset and feel gratefull cause we can see the beautiful sunset with our eye.

A facation to Parang Tritis beach a few years ago was an experience I will never forget for the rest of my life. If you like beach and never go to the Parang Tritis beach try to go there, but, carefull cause the wave are so brutal. And there have a myth that you can't wear a green shirt or you will be taken by the south queen (Nyi Roro kidul), tho that just a myth but we need to respect their belive

Facation -> vacation
Its -> it's
Gratefull -> grateful
Belive -> believe
Carefull -> careful
Along -> a long
Restourant -> restaurant

Test of Making Recount Text

Name : Syahgita R.O

Student Number : 34

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

Orientation.

a Few days ago my family and I visited wedi ombo beach. my family and I leaved home at 6 am, my family and I really enjoyed the trip. whel I got to the beach I was very happy and playing in the water with my family.

Series OF Events

on the second day OF camping my and FRENDS and I will do a bonfire activity. my friends and I lined up neatly to see the bonfire lit. and after the fire was lit our team was summoned to perform an art performance, then my team performed the art performace and we showed it, namely karawitan.

Re-Orientation

the thing that I will never forget R the time when I was with my friendr M junior high school grade 9. because they were good and loving Friends and alwasy made me happy. and in the end we had to split up to continue high ~~sss~~ school in order to pursue our goals and future. long life for good things ♥.

Whel -> when
Bonfire -> bonfire
Perfomance -> performance
Alwasy -> always

Test of Making Recount Text

Name : Vannajda Alfarina Kaudy

Student Number : 35

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
b. Holiday

My Special Moment

When I was in Kindergarten, I join singing competition. In that age i was 5 or 6 years old. I was shocked because I can't sing. But, my teachers and my family support me. And I confident to do that.

All the day before singing competition, I practice with my neighbor. He is kind and convinced me if I can do that. Day by day I practice with him till I can. I sing and show my confident side. Until the day of singing competition come, I was nervous. But I confident I can. An then I sing with confident without any nervous. After that, the Jurry announced the campion. I was shocked and speechles because I won the first rank. I'm verry happy. My teachers and my family proud of me, I'm proud of me to.

That is was my special moment as a child. And that was first time I win a contest with the first rank. I don't believe I can do that. I will never forget that moment.

campion → champion
speechles → speechless
To → too
An → and
Verry → very

Test of Making Recount Text

Name : Yunita Ratna Tri. H

Student Number : 36

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

a. Your unforgettable or special moment
(b.) Holiday

'Holiday to Klaten'

A few month ago, me and my family goes to Klaten for holiday. I went to one the famous umbul or bathing places in the Klaten. We departed from 06.30 am and reached there at 07.30 am, we Spent quite a pleasant journey and we Stopped at the Supermarket to buy Some food.

After getting there we Spent time Swimming and playing in the water. Then after Swimming we bathe and we eat. After finishing eating we rested for a while and we packed up our things then we go to home, we Planned go to lawu park but it was raining heavily which Prevented us from going there

Holiday to Klaten with a fun family. I hope I can holiday with family again and repeat the fun together.

APPENDIX 4

INSTRUMENT OF QUESTIONNAIRE

Nama/No. Absen :

1. What do you do if you do not know how to spell a word?
   - Write it as it feel it is
   - Ask friends
   - Ask teachers
   - Check it up in the dictionary
2. What are the causes of your spelling errors?
   - The differences between written and spoken English
   - The origin of English word
   - Carelessness
   - All
3. How often do you care about spelling of words when you write?
   - Always
   - Usual
   - Sometimes
   - Never
4. How do you feel about learning the spelling of words?
   - Very enthusiastic
   - Like
   - Dislike
   - Usual
5. What is your main problem in learning the spelling of words?
   - Sometimes the teacher does not care about spelling words when teaching
   - Lack of materials

- Lack of interest to learn

6. There are few books that emphasize about spelling in the school library
    - Agree
    - Disagree

APPENDIX 5

STUDENTS ANSWER OF THE QUESTIONNAIRE

Nama/No.absen	Q1	Q2	Q3	Q4	Q5	Q6
Nayla/29	Ask friends	The differences between written and spoken English	Usual	Like	Lack of materials	Agree
Amin/3	Check it up in the dictionary	The differences between written and spoken English	Usual	Very enthusiastic	Lack of materials	Agree
Nadila/27	Ask teachers	The differences between written and spoken English	Usual	Like	Lack of materials	Agree
Febriana	Check it up in the dictionary	The differences between written and spoken English	Usual	Very enthusiastic	Lack of materials	Agree
NABILA / 26	Check it up in the dictionary	The differences between written and spoken English	Usual	Like	Lack of materials	Agree
Nurjihan/ 31	Check it up in the dictionary	The differences between written and spoken English	Usual	Very enthusiastic	Lack of materials	Agree
Aliffa/2	Ask teachers	The differences between written and spoken English	Usual	Like	Lack of interest to learn	Agree
Carisa/ 09	Ask friends	The differences between written and spoken English	Sometimes	Like	Sometimes the teacher does not care about spelling word when teaching	Agree
Dimas/12	Ask teachers	The differences between written and spoken English	Usual	Like	Lack of materials	Agree

Neiva/30	Write it as you feel it is	The differences between written and spoken English	Usual	Like	Lack of interest to learn	Agree
Jaya/20	Check it up in the dictionary	The differences between written and spoken English	Usual	Usual	Lack of interest to learn	Agree
Mutiara/25	Ask teachers	The differences between written and spoken English	Sometimes	Like	Lack of materials	Agree
Nasyilla/28	Check it up in the dictionary	The differences between written and spoken English	Sometimes	Like	Sometimes the teacher does not care about spelling word when teaching	Agree
Azzahra/6	Ask friends	The differences between written and spoken English	Sometimes	Usual	Lack of materials	Agree
YUNITA/36	Ask friends	The differences between written and spoken English	Usual	Like	Lack of materials	Agree
Aprilia/4	Check it up in the dictionary	The differences between written and spoken English	Usual	Like	Sometimes the teacher does not care about spelling word when teaching	Agree
Brilian / 8	Check it up in the dictionary	The differences between written and spoken English	Usual	Like	Sometimes the teacher does not care about spelling word when teaching	Agree
Devva/10	Check it up in the dictionary	The differences between written and spoken English	Usual	Usual	Lack of materials	Agree
Aulia/5	Check it up in the dictionary	The differences between written and spoken English	Usual	Like	Lack of materials	Agree
Dhea/11	Check it up in the dictionary	All	Usual	Very enthusiastic	Lack of materials	Agree

Bagus	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Sometimes	Dislike	Lack of interest to learn	Agree
Dinda/13	Ask friends	All	Usual	Very enthusiastic	Sometimes the teacher does not care about spelling word when teaching	Agree
Alfi / 1	Check it up in the dictionary	All	Usual	Like	Lack of interest to learn	Agree
Echsanti/14	Check it up in the dictionary	All	Usual	Very enthusiastic	Sometimes the teacher does not care about spelling word when teaching	Agree
Fanisa/15	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Usual	Usual	Sometimes the teacher does not care about spelling word when teaching	Agree
Vannajda/35	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Lack of materials	Agree
Fitri/19	Check it up in the dictionary	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Lack of materials	Agree
Fatikhah/16	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Sometimes	Usual	Lack of materials	Agree
Panji/32	Check it up in the dictionary	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Sometimes the teacher does not care about spelling word when teaching	Agree

Syahgita/34	Write it as you feel it is	All	Sometimes	Usual	Lack of interest to learn	Agree
Laila/21	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Lack of materials	Agree
M. Farid/23	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Lack of materials	Agree
M. Hafidz /24	Check it up in the dictionary	Sometimes the teacher does not care about spelling word when teaching	Usual	Like	Sometimes the teacher does not care about spelling word when teaching	Agree
Robby/33	Write it as you feel it is	Sometimes the teacher does not care about spelling word when teaching	Usual	Usual	Lack of interest to learn	Agree
Febian/17	Ask friends	Sometimes the teacher does not care about spelling word when teaching	Sometimes	Like	Lack of materials	Agree
Lili/22	Write it as you feel it is	Sometimes the teacher does not care about spelling word when teaching	Sometimes	Like	Lack of materials	Agree

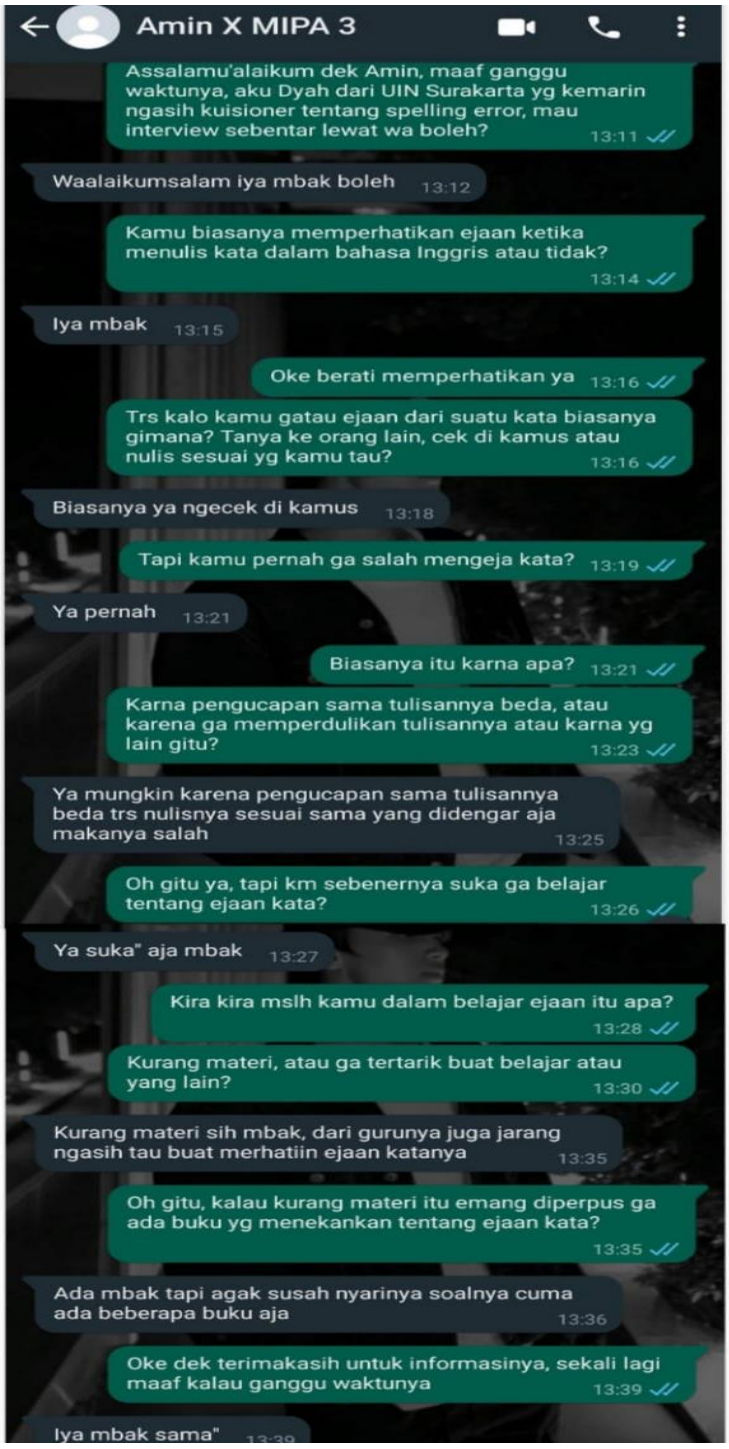
APPENDIX 6

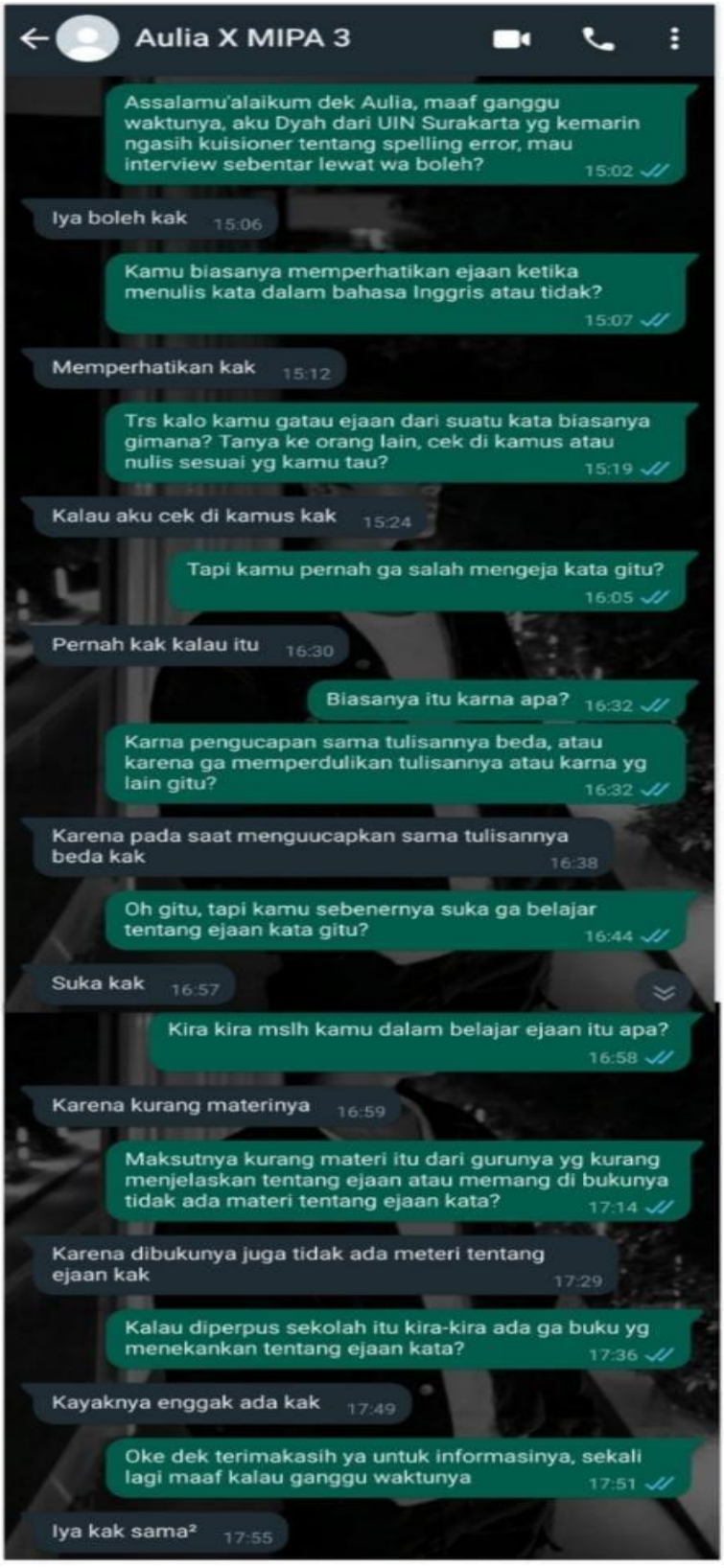
INSTRUMENT OF INTERVIEW

1. Apa yang anda lakukan jika tidak mengetahui ejaan sebuah kata?
2. Apa penyebab dari ejaan kata yang anda lakukan?
3. Seberapa sering anda memperhatikan tentang ejaan kata?
4. Bagaimana perasaan anda mengenai pembelajaran ejaan kata?
5. Apa masalah utama anda dalam mempelajari ejaan kata?
6. Apakah ada buku di perpustakaan anda yang menekankan tentang ejaan kata?

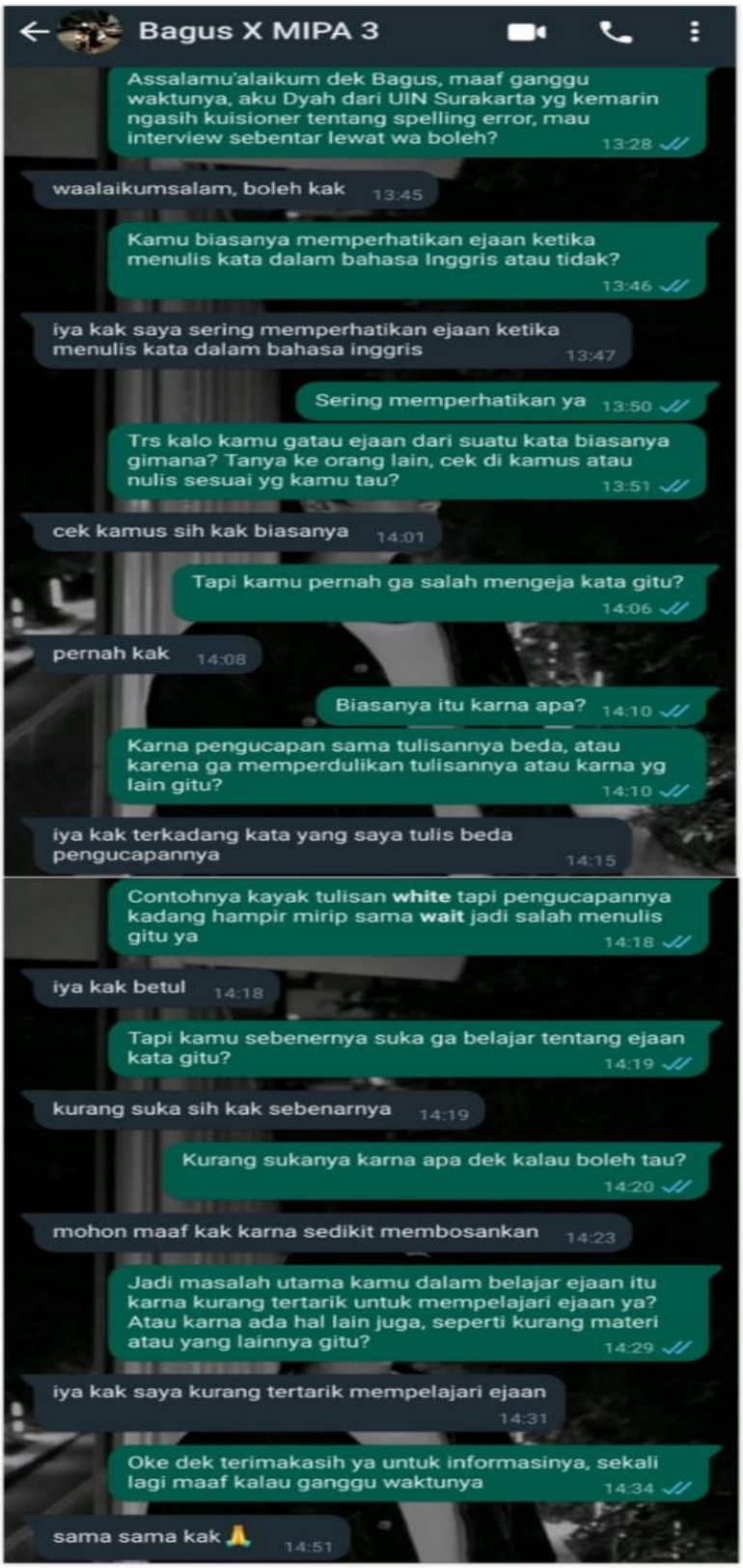
APPENDIX 7

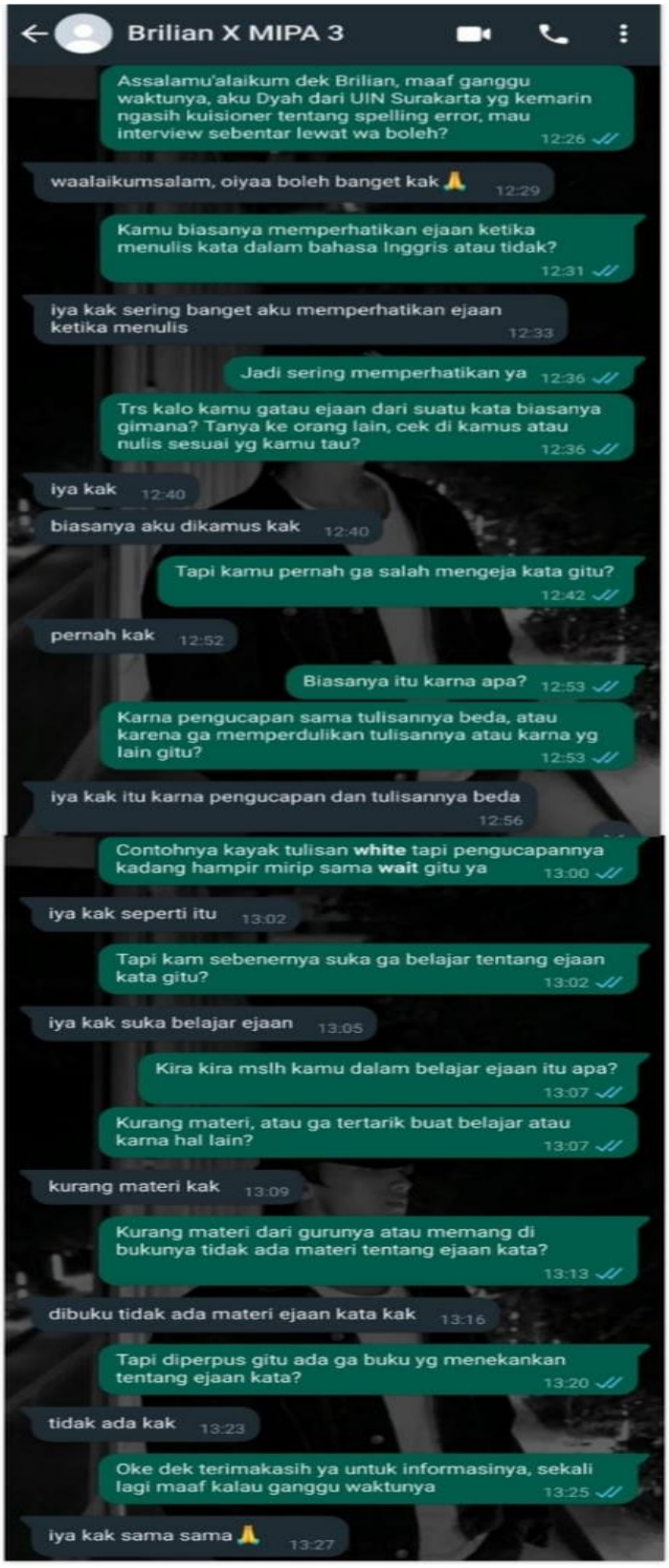
TRANSCRIPT OF INTERVIEW




Aulia X MIPA 3
Assalamu'alaikum dek Aulia, maaf ganggu waktunya, aku Dyah dari UIN Surakarta yg kemarin ngasih kuisioner tentang spelling error, mau interview sebentar lewat wa boleh? 15:02
Iya boleh kak 15:06
Kamu biasanya memperhatikan ejaan ketika menulis kata dalam bahasa Inggris atau tidak? 15:07
Memperhatikan kak 15:12
Trs kalo kamu gatau ejaan dari suatu kata biasanya gimana? Tanya ke orang lain, cek di kamus atau nulis sesuai yg kamu tau? 15:19
Kalau aku cek di kamus kak 15:24
Tapi kamu pernah ga salah mengeja kata gitu? 16:05
Pernah kak kalau itu 16:30
Biasanya itu karna apa? 16:32
Karna pengucapan sama tulisannya beda, atau karena ga memperdulikan tulisannya atau karna yg lain gitu? 16:32
Karena pada saat menguucapkan sama tulisannya beda kak 16:38
Oh gitu, tapi kamu sebenernya suka ga belajar tentang ejaan kata gitu? 16:44
Suka kak 16:57
Kira kira mslh kamu dalam belajar ejaan itu apa? 16:58
Karena kurang materinya 16:59
Maksutnya kurang materi itu dari gurunya yg kurang menjelaskan tentang ejaan atau memang di bukunya tidak ada materi tentang ejaan kata? 17:14
Karena dibukunya juga tidak ada meteri tentang ejaan kak 17:29
Kalau diperpus sekolah itu kira-kira ada ga buku yg menekankan tentang ejaan kata? 17:36
Kayaknya enggak ada kak 17:49
Oke dek terimakasih ya untuk informasinya, sekali lagi maaf kalau ganggu waktunya 17:51
Iya kak sama² 17:55

Aprilia X MIPA 3
Assalamu'alaikum dek April, maaf ganggu waktunya, aku Dyah dari UIN Surakarta yg kemarin ngasih kuisioner tentang spelling error, mau interview sebentar lewat wa boleh? 13:29
Iya kak bole 16:47
Kamu biasanya memperhatikan ejaan ketika menulis kata dalam bahasa Inggris atau tidak? 16:49
Iya memperhatikan 16:50
Sering atau kadang-kadang aja? 16:50
Sering 16:51
Trs kalo kamu gatau ejaan dari suatu kata biasanya gimana? Tanya ke orang lain, cek di kamus atau nulis sesuai yg kamu tau? 16:52
Cek kamus kak 16:58
Tapi kamu pernah ga salah mengeja kata gitu? 16:59
Pernah kak 17:17
Biasanya itu karna apa? 17:54
Karna pengucapan sama tulisannya beda, atau karena ga memperdulikan tulisannya atau karna yg lain gitu? 17:55
Karna pengucapan sama tulisan kak 17:55
Pengucapan sama tulisan yg beda ya? Kaya misal kata exist yg dibaca eksis gitu? 17:56
Iya kek gtu kak 17:56
Tapi kamu suka ga belajar tentang ejaan kata gitu? 17:56
Suka kak 17:57
Kira kira mslh kamu dalam belajar ejaan itu apa? 17:58
Kurang materi, atau karna ga tertarik buat belajar atau karna hal lain? 17:59
Kurang materi 17:59
Kurang materi itu faktor dari gurunya yg kurang menjelaskan tentang ejaan atau memang di bukunya tidak ada materi tentang ejaan kata? 18:00
Dari gurunya yang kurang menjelaskan tentang ejaan kak 18:01
Gitu ya, tapi dibuku pelajaran itu ada ga materi tentang ejaan gitu 18:07
Trs diperpus sklh gitu ada ga buku yg menekankan tentang materi ejaan kata? 18:07
Dibuku sih ga ada tapi kalo di perpus kurang tau kak soalnya juga jarang ke perpus 18:16
Oke dek terimakasih ya untuk informasinya, sekali lagi maaf kalau ganggu waktunya 18:17
Iya kak santai aja 18:17


Bagus X MIPA 3
Assalamu'alaikum dek Bagus, maaf ganggu waktunya, aku Dyah dari UIN Surakarta yg kemarin ngasih kuisioner tentang spelling error, mau interview sebentar lewat wa boleh? 13:28
waalaikumsalam, boleh kak 13:45
Kamu biasanya memperhatikan ejaan ketika menulis kata dalam bahasa Inggris atau tidak? 13:46
iya kak saya sering memperhatikan ejaan ketika menulis kata dalam bahasa inggris 13:47
Sering memperhatikan ya 13:50
Trs kalo kamu gatau ejaan dari suatu kata biasanya gimana? Tanya ke orang lain, cek di kamus atau nulis sesuai yg kamu tau? 13:51
cek kamus sih kak biasanya 14:01
Tapi kamu pernah ga salah mengeja kata gitu? 14:06
pernah kak 14:08
Biasanya itu karna apa? 14:10
Karna pengucapan sama tulisannya beda, atau karena ga memperdulikan tulisannya atau karna yg lain gitu? 14:10
iya kak terkadang kata yang saya tulis beda pengucapannya 14:15
Contohnya kayak tulisan **white** tapi pengucapannya kadang hampir mirip sama **wait** jadi salah menulis gitu ya 14:18
iya kak betul 14:18
Tapi kamu sebenernya suka ga belajar tentang ejaan kata gitu? 14:19
kurang suka sih kak sebenarnya 14:19
Kurang sukanya karna apa dek kalau boleh tau? 14:20
mohon maaf kak karna sedikit membosankan 14:23
Jadi masalah utama kamu dalam belajar ejaan itu karna kurang tertarik untuk mempelajari ejaan ya? Atau karna ada hal lain juga, seperti kurang materi atau yang lainnya gitu? 14:29
iya kak saya kurang tertarik mempelajari ejaan 14:31
Oke dek terimakasih ya untuk informasinya, sekali lagi maaf kalau ganggu waktunya 14:34
sama sama kak 🙏 14:51


Brilian X MIPA 3
Assalamu'alaikum dek Brilian, maaf ganggu waktunya, aku Dyah dari UIN Surakarta yg kemarin ngasih kuisioner tentang spelling error, mau interview sebentar lewat wa boleh? 12:26
waalaikumsalam, oiyaa boleh banget kak 🙏 12:29
Kamu biasanya memperhatikan ejaan ketika menulis kata dalam bahasa Inggris atau tidak? 12:31
iya kak sering banget aku memperhatikan ejaan ketika menulis 12:33
Jadi sering memperhatikan ya 12:36
Trs kalo kamu gatau ejaan dari suatu kata biasanya gimana? Tanya ke orang lain, cek di kamus atau nulis sesuai yg kamu tau? 12:36
iya kak 12:40
biasanya aku dikamus kak 12:40
Tapi kamu pernah ga salah mengeja kata gitu? 12:42
pernah kak 12:52
Biasanya itu karna apa? 12:53
Karna pengucapan sama tulisannya beda, atau karena ga memperdulikan tulisannya atau karna yg lain gitu? 12:53
iya kak itu karna pengucapan dan tulisannya beda 12:56
Contohnya kayak tulisan **white** tapi pengucapannya kadang hampir mirip sama **wait** gitu ya 13:00
iya kak seperti itu 13:02
Tapi kam sebenernya suka ga belajar tentang ejaan kata gitu? 13:02
iya kak suka belajar ejaan 13:05
Kira kira mslh kamu dalam belajar ejaan itu apa? 13:07
Kurang materi, atau ga tertarik buat belajar atau karna hal lain? 13:07
kurang materi kak 13:09
Kurang materi dari gurunya atau memang di bukunya tidak ada materi tentang ejaan kata? 13:13
dibuku tidak ada materi ejaan kata kak 13:16
Tapi diperpus gitu ada ga buku yg menekankan tentang ejaan kata? 13:20
tidak ada kak 13:23
Oke dek terimakasih ya untuk informasinya, sekali lagi maaf kalau ganggu waktunya 13:25
iya kak sama sama 🙏 13:27

APPENDIX 8

THE VALIDITY DATA

Categories of Spelling Errors	Spelling Error Analysis	Corrected Spelling Error	Checklist	
			Yes	No
Omission of a Letter	• The trip to Parangtritis beach was an experience that I ***wil*** never forget for the rest of my life. (S.8)	• The trip to Parangtritis beach was an experience that I ***will*** never forget for the rest of my life. (S.8)	✓	
	• After that we eating chicken noodle ***an*** buying ice cream. (S.10)	• After that we eating chicken noodle ***and*** buying ice cream (S.10)	✓	
	• After we arrived at the Borobudur temple, my father to buy ***tiket***. (S.11)	• After we arrived at the Borobudur temple, my father to buy ***ticket***. (S.11)	✓	
	• Then we went up to the top of ***te*** temple. (S.11)	• Then we went up to the top of ***the*** temple. (S.11)	✓	
	• I hope the temple can be loved by all of the visitors and the ***goverment***. (S.11)	• I hope the temple can be loved by all of the visitors and the ***government***. (S.11)	✓	
	• I ***wen*** to several histirical places in Yogyakarta including Taman Sari. (S. 13)	• I ***went*** to several histirical places in Yogyakarta including Taman Sari. (S. 13)	✓	
	• Soon after I arrived at my ***brothe's*** home, he invited me to join the dinner with his family. (S.13)	• Soon after I arrived at my ***brother's*** home, he invited me to join the dinner with his family. (S.13)	✓	
	• When there are not ***to*** many people the. (S.14)	• When there are not ***too*** many people the. (S.14)	✓	
	• While on the train I feel asleep because I was tired ***an*** I was verry happy to be there with my cousins. (S.14)	• While on the train I feel asleep because I was tired ***and*** I was verry happy to be there with my cousins. (S.14)	✓	
	• Because I can't hang out ***previosly***. (S.15)	• Because I can't hang out ***previously***. (S.15)	✓	

	• I went there ***wih*** my family. (S.16)	• I went there ***with*** my family. (S.16)	✓	
	• I went there with my ***famil*** and my relatives. (S.17)	• I went there with my ***family*** and my relatives. (S.17)	✓	
	• We went by bus then ***sip.*** (S.20)	• We went by bus then ***ship.*** (S.20)	✓	
	• Vacation ***to*** the beach to weeks ago was an unforgettable moment for me. (S.21)	• Vacation ***two*** the beach to weeks ago was an unforgettable moment for me. (S.21)	✓	
	• I couldn't swim and only play with the ***waren*** on shallow part. (S.30)	• I couldn't swim and only play with the ***warren*** on shallow part. (S.30)	✓	
	• I looked for some ***beatiful*** souvenir at the nearby shop there. (S.30)	• I looked for some ***beautiful*** souvenir at the nearby shop there. (S.30)	✓	
	• We need to respect their ***belive***. (S.33)	• We need to respect their ***believe***. (S.33)	✓	
	• And after the fire was lit our team was summoned to ***perfom*** an art perfomance. (S.34)	• And after the fire was lit our team was summoned to ***perform*** an art perfomance. (S.34)	✓	
	• And after the fire was lit our team was summoned to perfom an art ***perfomance***. (S.34)	• And after the fire was lit our team was summoned to perfom an art ***performance***. (S.34)	✓	
	• After that, the Jurry announced the ***campion***. (S.35)	• After that, the Jurry announced the ***champion***. (S.35)	✓	
	• ***An*** then I sing with confident without any nervous. (S.35)	• ***And*** then I sing with confident without any nervous. (S.35)	✓	
	• I was shocked and ***speechles*** because I won the first rank. (S.35)	• I was shocked and ***speechless*** because I won the first rank. (S.35)	✓	

	• I'm proud of me ***to***. (S.35)	• I'm proud of me ***too***. (S.35)	✓	
Addition of a Letter	• I went there with my friends and ***theachers***. (S.2)	• I went there with my friends and ***teachers***. (S.2)	✓	
	• One of the things that I love ***aboute*** Yogyakarta is its traditional cuisine, especially gudeg. (S. 13)	• One of the things that I love ***about*** Yogyakarta is its traditional cuisine, especially gudeg. (S.13)	✓	
	• ***One*** the next day. (S.13)	• ***On*** the next day. (S.13)	✓	
	• ***One*** the third day. (S.13)	• ***On*** the third day. (S.13)	✓	
	• I wen to Malioboro to buy some ***souvernirs*** such as batik and some local handicrafts. (S.13)	• I wen to Malioboro to buy some ***souvenirs*** such as batik and some local handicrafts. (S.13)	✓	
	• While on the train I feel asleep because I was tired an I was ***verry*** happy to be there with my cousins. (S.14)	• While on the train I feel asleep because I was tired an I was ***very*** happy to be there with my cousins. (S.14)	✓	
	• We saw a lot of shopping centers and ***aunthentics*** cafer there. (S.16)	• We saw a lot of shopping center and ***authentics*** cafer there. (S.16)	✓	
	• We saw a lot of shopping centers and aunthentics ***cafer*** there. (S.16)	• We saw a lot of shopping centers and aunthentics ***cafe*** there. (S.16)	✓	
	• A trip to Bali a few years ago was an ***exprerience*** I will never forget for the rest of my life. (S.20)	• A trip to Bali a few years ago was an ***experience*** I will never forget for the rest of my life. (S.20)	✓	
	• I am so very happy because I can enjoy the beauty of the beach with my ***familly***. (S.21)	• I am so very happy because I can enjoy the beauty of the beach with my ***family***. (S.21)	✓	

	• Thank God still allow me to vacation with my ***familly***. (S. 21)	• Thank God still allow me to vacation with my ***family***. (S. 21)	✓	
	• Asking the fruit seller, I knew that the theif tired to steal someone's wallet but someone saw him and shouted ***loundly***. (S.22)	• Asking the fruit seller, I knew that the theif tired to steal someone's wallet but someone saw him and shouted ***loudly***. (S.22)	✓	
	• Then after wait patiently its time to see the sunset and feel ***gratefull*** cause we can see the beautiful sunset with our eye. (S.33)	• Then after wait patiently its time to see the sunset and feel ***grateful*** cause we can see the beautiful sunset with our eye. (S.33)	✓	
	• If you like beach and never go to the Parangtritis beach try to go there, but, ***carefull*** cause the wave are so brutal. (S.33)	• If you like beach and never go to the Parangtritis beach try to go there, but, ***careful*** cause the wave are so brutal. (S.33)	✓	
	• I'm ***verry*** happy. (S.35)	• I'm ***very*** happy. (S.35)	✓	
Single Letter Instead of Double Letter	• The trip to Parangtritis beach was an experience that I ***wil*** never forget for the rest of my life. (S.8)	• The trip to Parangtritis beach was an experience that I ***will*** never forget for the rest of my life. (S.8)	✓	
	• When there are not ***to*** many people the. (S.14)	• When there are not ***too*** many people the. (S.14)	✓	
	• I couldn't swim and only play with the ***waren*** on shallow part. (S.30)	• I couldn't swim and only play with the ***warren*** on shallow part. (S.30)	✓	
	• I was shocked and ***speechles*** because I won the first rank. (S.35)	• I was shocked and ***speechless*** because I won the first rank. (S.35)	✓	
	• I'm proud of me ***to***. (S.35)	• I'm proud of me ***too***. (S.35)	✓	

Double letter instead of single letter	• While on the train I feel asleep because I was tired an I was ***verry*** happy to be there with my cousins. (S.14)	• While on the train I feel asleep because I was tired an I was ***very*** happy to be there with my cousins. (S.14)	✓	
	• I'm so very happy because I can enjoy the beauty of the beach with my ***familly***. (S.21)	• I'm so very happy because I can enjoy the beauty of the beach with my ***family***. (S.21)	✓	
	• Thank God still allow me to vacation with my ***familly***. (S.21)	• Thank God still allow me to vacation with my ***family***. (S.21)	✓	
	• Then after wait patiently its time to see the sunset and feel ***gratefull*** cause we can see the beautiful sunset with our eye. (S.33)	• Then after wait patiently its time to see the sunset and feel ***grateful*** cause we can see the beautiful sunset with our eye. (S.33)	✓	
	• If you like beach and never go to the Parangtritis beach try to go there, but, ***carefull*** cause the wave are so brutal. (S.33)	• If you like beach and never go to the Parangtritis beach try to go there, but, ***careful*** cause the wave are so brutal. (S.33)	✓	
	• I'm ***verry*** happy. (S.35)	• I'm ***very*** happy. (S.35)	✓	
Substitution of one letter	• A few years ago, I had the opportunity to go on a ***vocation*** to one of the cities, Lamongan. (S.2)	• A few years ago, I had the opportunity to go on a ***vacation*** to one of the cities, Lamongan. (S.2)	✓	
	• I go to a ***vocation*** to zoo. (S.4)	• I go to a ***vocation*** to zoo. (S.4)	✓	
	• I ***want*** there with my friends. (S.4)	• I ***went*** there with my friends. (S.4)	✓	
	• We were all very tired and we ***decited*** to take a break. (S.4)	• We were all very tired and we ***decided*** to take a break. (S.4)	✓	

	• I felt happy because I could ***vocation*** with friend. (S.4)	• I felt happy because I could ***vacation*** with friend. (S.4)	✓	
	• Because besides being able to go on ***vocation*** with friends. (S.4)	• Because besides being able to go on ***vacation*** with friends. (S.4)	✓	
	• I went ***hhere*** with my family. (S.8)	• I went ***there*** with my family. (S.8)	✓	
	• I wen to several ***histirical*** places in Yogyakarta including Taman Sari. (S.13)	• I wen to several ***historical*** places in Yogyakarta including Taman Sari. (S.13)	✓	
	• I am very happy to be able ***vocation*** in Bali with my family. (S.20)	• I am very happy to be able ***vacation*** in Bali with my family. (S.20)	✓	
	• I change my **swit** and got ready to swim on the beach, we had fun after what. (S.23)	• I changed my **suit** and got ready to swim on the beach, we had fun after what. (S.23)	✓	
	• I changed my swit and got ready to swim on the beach, we had fun after ***what***. (S.23)	• I changed my swit and got ready to swim on the beach, we had fun after ***that***. (S.23)	✓	
	• An **facation** to Mbaron and Parangtritis beach, I was an experience I will never forget for the rest of my life. (S.23)	• A **vacation** to Mbaron and Parangtritis beach, I was an experience I will never forget for the rest of my life. (S.23)	✓	
	• We left for Gojek to visit one of the ***populer*** destinations, Sonobudoyo museum and Yogya young artist exhibition. (S.28)	• We left for Gojek to visit one of the ***popular*** destinations, Sonobudoyo museum and Yogya young artist exhibition. (S.28)	✓	
	• I had the opportunity to go on a ***vocation*** to one of my dream zoo, Gembiraloka. (S.31)	• I had the opportunity to go on a ***vacation*** to one of my dream zoo, Gembiraloka. (S.31)	✓	

	• A ***facation*** that I will never forget. (S.33)	• A ***vacation*** that I will never forget. (S.33)	✓	
	• We go to the closest ***restourant*** then eat in there. (S.33)	• We go to the closest ***restaurant*** then eat in there. (S.33)	✓	
	• A ***facation*** to Parangtritis beach a few years ago was an experience I will never forget for the rest of my life. (S.33)	• A ***vacation*** to Parangtritis beach a few years ago was an experience I will never forget for the rest of my life. (S.33)	✓	
	• ***Whel*** I got to the beach I was very happy and playing in the water with my family. (S.34)	• ***When*** I got to the beach I was very happy and playing in the water with my family. (S.34)	✓	
Interchange of two adjacent letter	• I ***strated*** searching the thing I needed one by one. (S.22)	• I ***started*** searching the thing I needed one by one. (S.22)	✓	
	• Asking the fruit seller, I knew that the ***theif*** tired to steal someone's wallet but someone saw him and shouted loundly. (S.22)	• Asking the fruit seller, I knew that the ***thief*** tired to steal someone's wallet but someone saw him and shouted loundly. (S.22)	✓	
	• Asking the fruit seller, I knew that the theif ***tired*** to steal someone's wallet but someone saw him and shouted loundly. (S.22)	• Asking the fruit seller, I knew that the theif ***tried*** to steal someone's wallet but someone saw him and shouted loundly. (S.22)	✓	
	• I felt bored because there were no ***freinds*** to play with who was my age. (S.26)	• I felt bored because there were no ***friends*** to play with who was my age. (S.26)	✓	
	• On the second day of camping my and friends and I will do a ***bonrife*** activity. (S.34)	• On the second day of camping my and friends and I will do a ***bonfire*** activity. (S.34)	✓	

	• Because they were good and loving friends and ***alwasy*** made me happy. (S.34)	• Because they were good and loving friends and ***always*** made me happy. (S.34)	✓	
Error involving an apostrophe	• Because ***that's*** place have a beautiful view. (S.19)	• Because ***that*** place have a beautiful view. (S.19)	✓	
	• I went there with my ***friend's***. (S.25)	• I went there with my ***friends***. (S.25)	✓	
	• Then after wait patiently ***its*** time to see the sunset and feel gratefull cause we can see the beautiful sunset with our eye. (S.33)	• Then after wait patiently ***it's*** time to see the sunset and feel gratefull cause we can see the beautiful sunset with our eye. (S.33)	✓	
Word Segmentation Error	• After arrive, we walked out of the station to Malioboro and Km.0 we take picture ***every where***. (S.10)	• After arrive, we walked out of the station to Malioboro and Km.0 we take picture ***everywhere***. (S.10)	✓	
	• I also ate in the ***after noon*** with glass noodles because I was hungry. (S.23)	• I also ate in the ***afternoon*** with glass noodles because I was hungry. (S.23)	✓	
	• Then, after ***along*** drive finally we can see the blue beach water. (S.33)	• Then, after ***a long*** drive finally we can see the blue beach water. (S.33)	✓	
Multiple Error	• We departed from ***stasiun*** balapan with KRL in Solo. (S.10)	• We departed from ***station*** balapan with KRL in Solo. (S.10)	✓	
	• At 08.38 am we arrived in ***stasiun*** Tugu Yogya. (S.10)	• At 08.38 am we arrived in ***station*** Tugu Yogya. (S.10)	✓	
	• We back in ***stasiun*** at 02.44 pm and we get to stasiun Balapan at 03.30 pm. (S.10)	• We back in ***station*** at 02.44 pm and we get to stasiun Balapan at 03.30 pm. (S.10)	✓	

	• We back in stasiun at 02.44 pm and we get to ***stasiun*** Balapan at 03.30 pm. (S.10)	• We back in stasiun at 02.44 pm and we get to ***station*** Balapan at 03.30 pm. (S.10)	✓	
	• When there are not to many people ***the***. (S.14)	• When there are not to many people ***there***. (S.14)	✓	
	• We just stayed at the ***aucle*** home to rest. (S.18)	• We just stayed at the ***uncle*** home to rest. (S.18)	✓	

VALIDATION

The thesis data Dyah Putri Ratnaningsih (196121189) entitled "SPELLING ERROR ANALYSIS IN STUDENTS' RECOUNT TEXT AT THE TENTH GRADE OF SMA N 1 MOJOLABAN" has been validated by Datik Wuryaningsih, S.Pd in :

Day : Monday

Date : June, 12th 2023

Surakarta, June 12th 2023

Validator

Datik Wuryaningsih, S.Pd

APPENDIX 9

2013 CURRICULUM SYLLABUS

Mata Pelajaran : BAHASA INGGRIS WAJIB

Sekolah : SMA N 1 MOJOLABAN

Kelas : X MIPA/IPS/ BAHASA

Kompetensi Inti :

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

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 *pronoun: subjective, objective, possessive*) 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	3.1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.1.2 Memahami konsep pronoun didalam kalimat Bahasa Inggris tentang pemaparan jati diri 4.1.1 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my*, *your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? dst.	- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.	Tertulis - Unjuk kerja - obser vasi	4 x 2JP (8 JP)	Buku paket Power point Smart English Book

		- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI **Fakta:** ✦ Di Tunjukkan Contoh teks jati diri. 1. Have you ever communicated with a stranger in a bus? 2. If you have ever done this, what do you	- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			

		always say at first? 3. What do you ask about him or her next? 4. What does he or she respond? **Konsep** ✦ *Introduction is telling about ourself to other people* **Prinsip** ✦ Pola kalimat ungkapan yang menunjukkan saran dan tawaran, dengan modal should dan can ✦ Pola kalimat nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb ✦ Keterangan waktu dalam present tense				

		✦ Tanda baca dan penulisan kata dalam menulis **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks pemaparan jati diri.				
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 (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan	3.2.1 Mengidentifikasi ungakapan-ungkapan memberikan ucapan selamat dan memuji bersayap (extended) 3.2.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks 3.2.3 Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) 3.2.4 Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap *(extended*), dan menanggapinya	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian	- Tertulis - Unjuk kerja - observasi	2 X 2JP (4 JP)	Buku paket Power point Smart English Book

menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1 Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (extended) 4.2.1 Menanggapi ucapan selamat dan memuji bersayap (extended) yang diajukan kepadanya Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk menyatakan pendapat dan pikiran.	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI **Fakta:** ✦ Di tunjukkan contoh gambar orang berprestasi. ➢ Have you ever expressed	selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar			

		congratulations to someone? **Konsep** ✦ Giving congratulation and compliment to someone ✦ Cara penulisan kartu ucapan selamat dan memberi pujian kepada orang lain dengan benar sesuai konteks **Prinsip** ✦ Ungkapan & istilah yang digunakan dalam ungkapan berterima kasih & memuji bersayap. ✦ Pola kalimat nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb				

		✦ Keterangan waktu dalam present tense ✦ Tanda baca dan penulisan kata dalam menulis **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis kartu atau surat ucapan selamat atau memuji bersayap				
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	3.3.1 Menemukan informasi tertentu dari percakapan yang mengungkapkan niat melakukan sesuaatu diperdengarkan 3.3.2 Mendemonstrasikan percakapan yang memuat mengungkapkan niat dengan pelafalan,	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasid engan	- Tertulis - Unjuk kerja - observasi	3 X 2 JP (6JP)	Buku paket Power point Smart English Book

kebahasaan be going to, would like to) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan 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.	intonasi dan tekanan dengan tepat. 3.3.3 Melengkapi percakapan rumpang tertulis dengan kata atau ungkapan dengan tepat. 3.3.4 Menemukan informasi rinci dari percakapan tertulis yang memuat ungkaapan niat melakukan sesuatu. 3.3.5 Menentukan fungsi social percakapan tertulis yang sudah ditentukan. 3.3.6 Mengidentifikasi struktur percakapan tertulis yang memuat ungkapan niat melakukaan sesuatu. 3.3.7 Menerapkan unsure kebahasaan beberapa percakapan yang memuat ungkapan niat melakukan sesuatu 4.3.1 Menyusun teks percakapan tertulis	- Ungkapan pernyataan niat yang sesuai, dngan modal *be going to, would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI **Fakta:** ✦ Di tunjukkan contoh teks i*ntention*. **Konsep**	menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video/gambar tersebut, dilihat dari isi dan cara pengungkapanny a - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di			

	dengan situasi yang sudah ditentukan. 4.3.2 Mendemonstrasikan percakapan yang telah dibuat sendiri di depan kelas	✦ Intention someone's to the future ✦ Cara penulisan teks *intention* dengan benar sesuai konteks **Prinsip** ✦ Pola kalimat ungkapan dan istilah yang digunakan dalam intention ✦ Pola kalimat nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb ✦ Tanda baca dan penulisan kata dalam menulis **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks intention	dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.			

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 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah	3.4.1 **Mengidentifikasi** isi teks descriptive dengan penuh **tanggung jawab** 3.4.2 **Mencermati** struktur teks descriptive yangtelah dibacanya 3.4.3 **Mencermat**i ciri kebahasaan yang. digunakan dalam teks descriptive 4.4.1 Menentukan informasi yang terdapat dalam teks deskreptif 4.4.1.1 Mengidentifikasi fungsi sosial teks deskreptif secara lisan dan tulis 4.4.1.2 Menentukan informasi yang terdapat dalam teks deskriptif, lisan dan tulis pendek dan sederhana 4.4.2.1 Menyusun kerangka teks deskriptif berbentuk tulis 4.4.2.2 Menyusun teks deskriptif lisan dan	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite,*	- Memahami ungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis - Memahami kalimat passive voice dalam teks Deskriptif - Menyusun teks Deskriptif sederhana tentang tempat bersejarah menggunakan Bahasa Inggris	- Tertulis - Unjuk kerja - observasi	4 X 2 JP (8 JP)	Buku paket Power point Smart English Book

terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	tulis, pendek dan sederhana	*very, extremely,* dst. - Kalimat deklaratif dan interogatif dalam *tense* yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI **Fakta:** • Di tunjukkan contoh teks *descriptive about hystorical place*				

		Konsep ✦ Descriptive text is giving detail information about place, people etc. ✦ Cara penulisan teks deskripsi dengan benar sesuai konteks **Prinsip** ✦ Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal ✦ Adverbia terkait sifat seperti *quite, very, extremely*, dst. ✦ Kalimat dekalraif dan interogatif dalam tense yang benar ✦ Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.				

		✦ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks *descriptive*				
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus	3.5.1 Mengidentifikasi masalah yang dibahas dalam teks **announcement** 3.5.2 Mencermati struktur teks **announcement** yang telah dibacanya.Membaca dan mencermati beberapa deskripsi tentang program literasi dan kebiasaan membaca di sekolah-sekolah di Indonesia dengan banyak menggunakan kalimat pasif	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya	- Tertulis - Unjuk kerja - observasi	2 X 2JP (4 JP)	Buku paket Power point Smart English Book

dalam bentuk pemberitahuan (announcement) 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	4.5.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2.1 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	- Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan	- Mencermati danbertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.			

		teks pemberitahuan lebih menarik. **Fakta:** ✦ Di tunjukkan contoh teks *announcement* • Do you often get a kind of announcement on your school programme? **Konsep** ✦ Cara penulisan teks announcement **Prinsip** - Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this,*				

		those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks announcement				
SEMESTER 2						
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 dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks	3.6.1 Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 3.6.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam simple past	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk	- Tertulis - Unjuk kerja - observasi	3 X 2 JP (6 JP)	- Buku bahasa inggris - Kamus bahasa inggris - Internet - Sumber lain yang relevan

penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense) 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	3.6.3 Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 3.6.4 Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 4.6.1 Menyusun kalimat meminta infromasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi	tense, present perfect tense. - Adverbial dengan since, ago, now; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI **Fakta:** • Di Tunjukkan Contoh teks yang memuat kejadian	kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang			

	di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 4.6.2 Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya	kegiatan diwaktu lampau **Konsep** ✦ Past tense vs present perfect tense sama-sama menunjukkan kegiatan yang sudah terjadi di waktu lampau. **Prinsip** - Kalimat deklaratif dan interogative dalam simple past tense, present perfect tense. - Adverbial dengan since, ago, now; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.	diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar			

		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis kalimat pas tense dan present perfect tense				
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah	3.7.1 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount 3.7.2 Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah 3.7.3 Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis,	- Tertulis - Unjuk kerja - observasi	3 X 2JP (6JP)	- Buku bahasa inggris - Kamus bahasa inggris - Internet - Sumber lain yang relevan

4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.1 Membuat uraian tentang peristiwa bersejarah di Indonesia 4.7.2 Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya	dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan			

		Fakta: ✦ Di Tunjukkan Contoh teks peristiwa bersejarah. **Konsep** ✦ Teks recount adalah teks yang menceritakan tentang sebuah kejadian atau peristiwa yang bersejarah. ✦ Cara penulisan teks recount **Prinsip** ✦ Pola Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan ✦ Pola Kosa kata: terkait karakter,	bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.			

		watak, dan setting dalam legenda ✦ Pola Adverbia penghubung dan penujuk waktu ✦ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks recount				
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 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,	3.8.1 Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan 3.8.2 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif 3.8.3 Memahami struktur teks naratif dalam memberi dan meminta	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur	- Tertulis - Unjuk kerja - observasi	4 X 2 JP (8 JP)	- Buku bahasa inggris - Kamus bahasa inggris - SMART ENGLISH BOOK X - Internet - Sumber lain yang relevan

lisan dan tulis sederhana terkait legenda rakyat	informasi terkait legenda rakyat 3.8.4 Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat 4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi	• Unsur Kebahasaan - Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI **Fakta:** ✦ Di Tunjukkan Contoh teks narrative	teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.			

		Konsep ✦ Narrative is text tels about legend, short stories, etc ✦ Cara penulisan teks narrative dengan benar sesuai konteks **Prinsip** ✦ Pola Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan ✦ Pola Kosa kata: terkait karakter, watak, dan setting dalam legenda ✦ Pola Adverbia penghubung dan penujuk waktu ✦ Ucapan, Tanda baca dan penulisan kata dalam menulis **Prosedur** ✦ Langkah atau urutan kegiatan dalam				

		menulis teks narrative				
3.9.Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1 Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 3.9.2 Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK **4.9.1** Menirukan lirik lagu secara lisan 4.9.2 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI **Fakta:**	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya	- Tertulis - Unjuk kerja - observasi	1 X 2 JP	- Buku bahasa inggris - Kamus bahasa inggris - SMART ENGLISH X - Internet - Sumber lain yang relevan

		✦ Di Tunjukkan Contoh teks lirik lagu. **Konsep** ✦ The song is the art of tones or sounds in sequence, combination and temporal relationships are usually accompanied by musical instruments to produce music that contains a rhythm or rhythmic sound of the call with a song ✦ Cara penulisan lirik lagu dengan benar sesuai konteks **Prinsip** ✦ Pola kosa kata dan tata bahasa dalam lirik lagu				

		✦ Tanda baca dan penulisan kata dalam menulis **Prosedur** ✦ Langkah atau urutan kegiatan dalam menulis teks lirik lagu				

Mengetahui
Kepala Sekolah SMA N 1 Mojolaban

Mojolaban, 20 Juni 2022
Guru Mata Pelajaran

Datik Wuryaningsih,S.Pd
NIP.197611202007012008

APPENDIX 10

LESSON PLAN

A. Identitas

Sekolah	: SMA Negeri 1 Mojolaban	Materi Pokok	: Recount text
Mata Pelajaran	: Bahasa Inggris Wajib	Alokasi Waktu	: 4 X 2 Jam Pelajaran
Kelas/Semester	: X / Gasal	Tahun Pelajaran	: 2022/2023

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount 2. Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah 3. Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	1. Membuat uraian tentang peristiwa bersejarah di Indonesia 2. Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran luring model *Discovery Learning* dengan pendekatan saintifik yang menuntun peserta didik untuk menyimak (mendengarkan) teks tentang jati diri dan menuliskannya untuk mempresentasikan hasilnya di grup kelas, memiliki kesungguhan, rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan proaktif (kreatif), serta mampu berkomukasi dan bekerjasama, peserta didik diharapkan dapat menganalisis teks pemaparan jati diri..

D. Profil Pelajar Pancasila

berakhlak mulia, berkebinekaan global, mandiri, bergotong royong, bernalar kritis, dan kreatif.

E. Langkah-langkah

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Pemaparan jati diri.*
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menyimak. Mereka diberi tayangan dan bahan bacaan terkait materi ***recount text***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***recount text.***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***recount text.***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***recount text*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

F. Teknik Penilaian

a. Sikap - Penilaian Observasi - Penilaian Jurnal	b. Pengetahuan - Penugasan	c. Keterampilan - Penilaian Unjuk Kerja - Portofolio

Mojolaban,

2 Januari 2023

Mengetahui

Kepala SMAN 1 Mojolaban

Pelajaran

Guru Mata

Kepala Sekolah,

Mujapar, S.Pd, M.Pd

Pembina

NIP. 19780826 200501 1 007

Datik Wuryaningsih, S.Pd

NIP

197611202007012008

Lampiran

Penilaian

Teknik dan Bentuk Instrumen

No.	Uraian	Skor
1	*Jawaban benar.*	*2*
2	*Jawaban salah.*	*0*

Skor maksimal = 20

Nilai peserta didik = Skor perolehan × 10 = ...
Skor maksimal
= Skor perolehan × 10 = ...
20

Teknik	Bentuk Instrumen
Tes Tulis	*Jawaban singkat*
Tes Unjuk Kerja	*Praktik, presentasi, wawancara*
Pengamatan Sikap	*Lembar pengamatan*

Rubrik Penilaian Unjuk Kerja

No.	Aspek yang Dinilai	Kriteria	Skor
1.	*Pengucapan (pronounciation)*	*Hampir sempurna.* *Ada beberapa kesalahan namun tidak mengganggu makna.* *Ada beberapa kesalahan dan mengganggu makna.* *Banyak kesalahan dan mengganggu makna.* *Terlalu banyak kesalahan dan mengganggu makna.*	*5* *4* *3* *2* *1*
2.	*Intonasi (intonation)*	*Hampir sempurna.* *Ada beberapa kesalahan namun tidak mengganggu makna.* *Ada beberapa kesalahan dan mengganggu makna.* *Banyak kesalahan dan mengganggu makna.* *Terlalu banyak kesalahan dan mengganggu makna.*	*5* *4* *3* *2* *1*
3.	*Kelancaran (fluency)*	*Sangat lancar.* *Lancar.* *Cukup lancar.* *Kurang lancar.* *Tidak lancar.*	*5* *4* *3* *2* *1*
4.	*Ketelitian (accuracy)*	*Sangat teliti.* *Teliti.* *Cukup teliti.* *Kurang teliti.* *Tidak teliti.*	*5* *4* *3* *2* *1*

Pengamatan Sikap dan Tingkah Laku

Bapak/Ibu Guru dapat menggunakan rubrik penilaian sikap dan tingkah laku berikut.

Rubrik Penilaian Sikap dan Tingkah Laku

No.	Aspek yang Dinilai	Kriteria	Skor
1.	*Santun (respect)*	*Sangat sering menunjukkan sikap santun.* *Sering menunjukkan sikap santun.* *Beberapa kali menunjukkan sikap santun.*	*5* *4* *3*

		Pernah menunjukkan sikap santun. *Tidak pernah menunjukkan sikap santun.*	*2* *1*
2.	*Peduli (care)*	*Sangat sering menunjukkan sikap peduli.* *Sering menunjukkan sikap peduli.* *Beberapa kali menunjukkan sikap peduli.* *Pernah menunjukkan sikap peduli.* *Tidak pernah menunjukkan sikap peduli.*	*5* *4* *3* *2* *1*
3.	*Jujur (honest)*	*Sangat sering menunjukkan sikap jujur.* *Sering menunjukkan sikap jujur.* *Beberapa kali menunjukkan sikap jujur.* *Pernah menunjukkan sikap jujur.* *Tidak pernah menunjukkan sikap jujur.*	*5* *4* *3* *2* *1*
4.	*Disiplin (discipline)*	*Sangat sering menunjukkan sikap disiplin.* *Sering menunjukkan sikap disiplin.* *Beberapa kali menunjukkan sikap disiplin.* *Pernah menunjukkan sikap disiplin.* *Tidak pernah menunjukkan sikap disiplin.*	*5* *4* *3* *2* *1*
5.	*Percaya diri (confidence)*	*Sangat sering menunjukkan sikap percaya diri.* *Sering menunjukkan sikap percaya diri.* *Beberapa kali menunjukkan sikap percaya diri.* *Pernah menunjukkan sikap percaya diri.* *Tidak pernah menunjukkan sikap percaya diri.*	*5* *4* *3* *2* *1*
6.	*Bertanggung jawab (responsible)*	*Sangat sering menunjukkan sikap bertanggung jawab.* *Sering menunjukkan sikap bertanggung jawab.* *Beberapa kali menunjukkan sikap bertanggung jawab.* *Pernah menunjukkan sikap bertanggung jawab.* *Tidak pernah menunjukkan sikap bertanggung jawab.*	*5* *4* *3* *2* *1*
7.	*Kerja sama (team work)*	*Sangat sering menunjukkan sikap kerja sama.* *Sering menunjukkan sikap kerja sama.* *Beberapa kali menunjukkan sikap kerja sama.* *Pernah menunjukkan sikap kerja sama.* *Tidak pernah menunjukkan sikap kerja sama.*	*5* *4* *3* *2* *1*
8.	*Cinta damai (peace)*	*Sangat sering menunjukkan sikap cinta damai.* *Sering menunjukkan sikap cinta damai.* *Beberapa kali menunjukkan sikap cinta damai.* *Pernah menunjukkan sikap cinta damai.* *Tidak pernah menunjukkan sikap cinta damai.*	*5* *4* *3* *2* *1*
9.	*Berkomunikasi baik (communicative)*	*Sangat sering menunjukkan sikap berkomunikasi baik.* *Sering menunjukkan sikap berkomunikasi baik.* *Beberapa kali menunjukkan sikap berkomunikasi baik.* *Pernah menunjukkan sikap berkomunikasi baik.* *Tidak pernah menunjukkan sikap berkomunikasi baik.*	*5* *4* *3* *2* *1*

Dari hasil/nilai unjuk kerja dan pengamatan sikap dan tingkah laku, Bapak/Ibu Guru dapat memberikan penilaian individu dengan format sebagai berikut.

Format Penilaian Individu

Nama Kegiatan : _____
Tanggal Pelaksanaan : _____
Nama : _____
NIS : _____

No.	Nilai	Aspek yang Dinilai
Sikap		
1	*Santun (respect)*	
2	*Peduli (care)*	
3	*Jujur (honest)*	
4	*Disiplin (discipline)*	
5	*Percaya diri (confidence)*	
6	*Bertanggung jawab (responsible)*	
7	*Kerja sama (team work)*	
8	*Cinta damai (peace)*	
9	*Berkomunikasi baik (communicative)*	
Pengetahuan		
1	*Tujuan komunikatif*	
2	*Keruntutan teks*	
3	*Pilihan kosakata*	
4	*Pilihan tata bahasa*	
Keterampilan Menulis		
1	*Originalitas penulisan*	
2	*Kesesuaian isi dengan judul*	
3	*Keruntutan teks*	
4	*Pilihan kosakata*	
5	*Pilihan tata bahasa*	
6	*Penulisan kosakata*	
7	*Kerapihan tulisan*	
Keterampilan Berbicara		
1	*Pengucapan (pronounciation)*	
2	*Intonasi (intonation)*	
3	*Kelancaran (fluency)*	
4	*Ketelitian (accuracy)*	
Total		
Rata-Rata		

Catatan:
Dalam pelaksanaannya, tidak harus seluruh aspek dimunculkan, tergantung jenis kegiatan yang dilaksanakan.