



**ERROR ANALYSIS IN WRITING PROCEDURE TEXT  
OF THE NINTH GRADE STUDENTS OF SMP N 4 JUWANA  
PATI IN THE ACADEMIC YEAR 2021/2022**

Final Project

Submitted in partial fulfillment of requirements  
for the degree of *Sarjana Pendidikan* in English

By

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**2022**

## **DECLARATION**

I declare that this final project is entirely my own work. The content of this final project has full support from me. Opinions or findings of other researchers are quoted in accordance with the ethical standards of citation in the final project.

Semarang, Juli 2022

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## APPROVAL

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IN THE ACADEMIC YEAR 2021/2022**” written by:

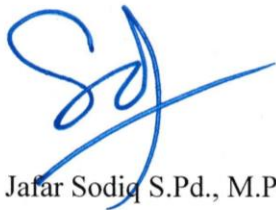
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## **DEDICATION**

This final project is dedicated to:

1. My parents who have been giving support and prayer in my activities.
2. My lecturer Mr. Jafar Sodiq and Mrs. Siti Musarokah, who are always patient with my direction in my working on a final project.
3. All my friends especially in the University of PGRI Semarang.

## **MOTTO**

”When you set your mind to something, you should give yourself a chance to complete it.”

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## ABSTRACT

Nugraha, Bayu Andika. 2022. *"Error Analysis in Writing Procedure text of ninth Grade Students of SMP N 4 Juwana Pati in Academic Year 2021/2022"* Final Project. English Education Department, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dr. Jafar Sodik, S.Pd, M.Pd., Advisor II: Siti Musarokah, S.Pd., M.Hum.

**Keywords:** error analysis, Procedure text

This research focused on the Analysis of the writing procedure text of ninth-grade students of SMP N 4 Juwana in the academic year 2021/2022. The objectives of this research are 1) to find out the grammatical errors in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, and 2) to find out the types of generic structure errors in procedure texts made by students of SMP N 4 Juwana Pati, and 3) to find out the dominant errors found and make the percentage of the types of errors found in the procedural text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, and 4) to describe the causes of the errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, this research uses descriptive qualitative research method. The result of the study found five errors in the generic structure, namely errors in goal. Errors in material, and errors in steps, for error analysis using a surface strategy taxonomy with classifications, are omission, addition, misformation, and misordering. Based on these items, the results obtained are 18 omission errors (42.85%), 17 addition errors (40.47%), and 7 misformation errors (16.66%). The results of this study obtained the percentage of total generic structure errors of 10.6% and surface strategy taxonomy errors of 89.4%. The researcher suggested to the next researcher that they should carry out error analysis research with different objects and subjects.



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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the research, reasons for choosing the topic, statements of the problem, research objectives, research significance, and definitions of key terms.

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

Language is essential for humans because it serves as a means of communication. People can also use language to convey opinions, ideas, suggestions, and feelings. English is an international language many people use to communicate with each other, so learning it is critical.

According to Harmer (2001, p.1), English is a world language, meaning that people from all over the world use English to communicate with each other. In Indonesia, English is a foreign language that students must learn. English requires four skills: reading, listening, and writing. One of the most critical competencies we must master is English writing. Harmer (2004, p.79) states that writing is a useful skill for life because it is used for many purposes, writing is produced in various forms. Writing is fundamental to education in the world. Writing effectively is needed because through writing we can express our ideas, opinions, and feelings. As we know, writing is not easy as you see. Many students find it difficult to write.

When students can write words, and make sentences, they need to have good knowledge and deep thinking, paragraphs, as well as good grammar. Many students are confused in choosing the right vocabulary to write procedure text. They lack the idea to find the right vocabulary in writing procedure text. Writing is also a tool to communicate with each other. Writing difficulties may increase by integrating several aspects or components, such as spelling. Choose a word or vocabulary, structure, and punctuation. Then, to write fully, the most important component must be correct grammar. But the problem is that some students make mistakes when they want to make sentences to make a good translation.

Foreign language errors, especially English, are quite difficult to avoid. Several things can cause learners of English as a foreign language to make mistakes, such as carelessness, mother tongue, and translation. However, there are still many mistakes that students make when writing English. This is due to grammatical differences between Indonesian and English. English has several tenses that can provide information about events or actions that occur at a certain time, such as the present, past, and future.

When students learn English they sometimes experience a lot of mistakes such as spelling mistakes. Making mistakes when learning English is a natural thing for students because that's where they learn not to repeat the same mistakes, based on my experience during internships students have negative views when learning English. They believe that learning English is the same as learning all English vocabulary, from this perspective students

will have difficulty applying English in a written context. Writing English and Indonesian is very different because of the grammar of the two languages, so this is what causes students who want to learn English to see many mistakes. For example, “shoes black” which should be “black shoes”, and student misspellings example "hors" which should be "horse". Students make these mistakes because they directly translate Indonesian into English, which confuses some students in using it in writing. According to Keshavarz (2012, p.59), there are two types of errors, the first is receptive and the second is efficient. A receptive error is a misunderstanding between the speaker's intention and the learner's understanding, and the resulting error is an error that occurs in the learner's speech.

James (1980, p.185) states that error analysis refers to identifying errors and grouping them into several types. By using error analysis, several errors can be identified and categorized into several types. Apart from that, several causes can also be identified. Therefore, learners can come up with solutions to learn a first or second language better than before. They will learn the language easily even though the system is different.

Based on the phenomena and theories above, the writer wants to make a study that examines the results of students' writing assignments. The writer chooses the procedure text as a writing task to be done by the ninth graders of SMP Negeri 4 Juwana in the 2021/2022 academic year. Therefore, the title of this research is Analysis of Errors in Writing Procedure Texts Made by Class

Nine Students of SMP Negeri 4 Juwana Pati in the Academic Year 2021/2022.

By conducting this research, the researcher hopes that the problems can be easily identified so that this research will be useful for teaching and learning English well.

## **B. Reasons for Choosing this Topic**

The writer decided to choose the topic of errors in writing procedure text for some reasons namely, as follows:

1. Writing is a very important skill
2. The enthusiasm of students when participating in learning English is still low
3. Based on the researcher's internship 3 experience, the researchers have found that the students of SMP N 4 Juwana were so impressed that they didn't care about the teacher when explaining the English subject matter

## **C. Statements of the Problem**

Based on the background of the research above, the formulation of the research problem is as follows:

1. What are the grammatical errors in the writing procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the Academic year 2021/2022?



2. What is the type of errors in the generic structure of the procedure text made by students in the ninth grade of SMP N 4 Juwana Pati in the academic year 2021/2022?
3. What are the dominant errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the Academic year 2021/2022?
4. What is the causes of the errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the Academic year 2021/2022?

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

the objectives of this research are:

1. To find out the grammatical errors in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
2. To find out the type of errors in the generic structure procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
3. To find out the dominant errors found and make the percentage of the types of errors that appear in the procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
4. To describe the causes of the errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.

## **E. Significances of the Study**

The importance of learning is a discussion of the benefits of learning given on several pages. Through this analysis, the writers hope that the obtained results will help:

1. For teachers

The result is intended to help English teachers know their students' skills and knowledge in writing procedure text.

2. For students

It is hoped that students can write procedure text well and can motivate students to study English actively.

3. For the next researcher

Researchers expect the results of this study to be a reference for relevant research

## **F. Definition of Key Terms**

Keyword definitions are an explanation of what a keyword means. The definitions of the key terms used in this study are as follows:

1. Error Analysis

Error analysis analyzes student mistakes in procedure text to understand student difficulty. According to James (1998, p.1) error analysis rate, nature, cause, and failed language process.

2. Procedure Text

Mada and Fachriyah (2017, p.85) a procedure text is a text that contains the procedures, processes, means, or steps for making or doing (operating) something.

### 3. Writing

According to Harmer (2001, p.79), writing is a form of communication to convey feelings or opinions through written form.

### 4. SMP Negeri 4 Juwana

SMP Negeri 4 Juwana is one of the junior high schools in Pati. Located at JL. Raya Juwana – Jakenan, Ds. Tluwah, Kec. Juwana, KabupatenPati, Jawa Tengah 59185 this is where the writer will write.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A review of the related literature is discussed in this chapter. It consists of related theories and previous research.

#### A. Theoretical Description

##### 1. Definition of Error and Mistake

Some people believe that errors and mistakes are not the same things and definitions. It's distinct, but it's difficult to tell the teacher or researcher must differentiate between errors and mistakes to properly analyze student mistakes. Mistakes are part of the learning process.

##### a. Error

The error was during the learning process. According to Ellis and Barkhuizen (2005, p. 60), in figuring out how the forms created by students and those created by native speakers differ. They are a portion of the composition and dialogue that depart from how the chosen language is usually used. From an early age, linguistic impairment has been present.

Errors have come to realize that making errors is an inevitable part of learning. People can't learn a language without first systematically committing errors. On the other, James (2013, p.78) said that errors are mistakes that cannot be corrected or the writer does not know if they are wrong. Error is an important part of learning English.

On the other hand Keshavarz (2012, p.60), errors are rules that are violated because the learner doesn't know about the grammatical rules in the target language.

An error will appear continuously when the learners do not know the language system and an error is a failure in dealing with the learner's competence. Meanwhile, Crystal (2008, p.173) explains that errors can be a sign or a reference for a learner's competence. We can see from how many errors they made. If more learners make errors, so they don't understand what they are learning yet.

According to Gass and Selinker (2008, p.102), the error is ignorance that happens repeatedly and cannot be recognized by the learners because of a lack of knowledge in applying the learning theory to the target language. The definition above clarify that error is a process that indicates the learner's strategies in learning. It is an activity to identify, classify and interpreted or describe the errors made by someone in writing and it is carried out to obtain information on common difficulties faced by someone in writing an English sentence but the learners cannot correct themselves. In other words, errors are resulting from the lack of knowledge of the rule of the language.

#### b. Mistake

According to Crystal (2008, p.173), mistakes are performance limitations that can be corrected by the learner, Mistakes in not a big deal. The learners make mistakes either in writing or speaking is a

natural thing, as long as they can correct the mistakes, James (2013, p.78), mistakes are not important to the language learning process because they do not reflect a weakness in our knowledge. The mistake is caused by a temporary lapse of memory, confusion, slip of the tongue, and so on. The students have known about what they think and write but they just slip up.

Ellis and Barkhuizen (2005, p.64) said that mistake is when the learner can correct the errors by himself. Mistakes don't reflect someone's language competence. On the other hand, Gass and Slinker (2008, p.102) state that student errors usually only occur occasionally and can be corrected if needed. Students who make mistakes can realize it and can immediately correct them.

According to Keshavarz (2012, p.61), mistakes are deviations that are not related to any system and usually occur in speech or writing due to slip of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentences, etc. From those definition mistake and error is different, mistake is performance errors caused by factors such as fatigue, nervousness, and other uncertain psychological conditions. Mistakes do not reflect someone's language competence but errors do. Students themselves can correct the mistakes but errors cannot.

Mistakes refer to performance errors, that is failure to utilize a known system correctly. This means that learners have known language rules, but they correctly fail in applying those rules, Furthermore, a

learner's errors provide evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in the discovery of language, On the other hand, mistakes are meaningless to the language learning process and meaningless to state the rules for making

## 2. Error Analysis

### a. The Definition of Error Analysis

According to Gass and Slinker (2008, p.102), error analysis is a type of linguistic analysis that focuses on the errors made by learners. English as a foreign language in Indonesia is more difficult to learn because there are many differences between Indonesia and English. Learners can't avoid making mistakes in the language learning process. On the other hand, according to Ellis and Barkhuizen (2005, p.51), error analysis is a procedure that aims to learn, identify, describe and explain students' errors.

Errors in a foreign language are common. James (2013, p.1) states that error analysis is the process of determining language that fails and it is determined based on the incidence, nature, causes, and consequences of unsuccessful language. Students may make mistakes when writing or speaking spontaneously. It makes them learn from their mistakes.

According to Keshavarz (2012, p.57), error analysis is an approach based on first language and second language acquisition

theories and the possibility of similarities between them. Error analysis is very important for researchers and teachers, it can help researchers and teachers to know what students are capable of while they are still learning. For example, by making mistakes, learners will point out understanding and difficulties for the teacher to work on. From the error analysis, it can be seen whether the learners are affected by the interference of their native language or they do not understand the grammar. According to Crystal (2008, p.173), error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Regarding this, error analysis is required for research to analyze grammatical errors in procedure text written by the ninth grade of SMP Negeri 4 Juwana in the academic year 2021/2022. In addition, the researcher was able to identify the abilities and difficulties faced by SMP Negeri 4 Juwana ninth graders.

#### b. The Source of Errors

Ellis and Barkhuizen (2005, p.65) states there are two sources of errors they are interlingual errors and intralingual errors.

##### 1) Interlingual Errors

According to Ellis and Barkhuizen (2005, p.65), interlingual language errors occur due to the influence of the mother tongue. Students are still influenced by their native language, so this is



inconsistent with the target language rules. This causes learners to make mistakes in using the target language. On the other hand, James (2013, p.179) the cross-language error occurred because the first language still prevailed in the adoption of the second. According to Pratiwi (2015, p.4), language transfer and language interference are also known as cross-language errors.

According to Phuket and Normah (2015), interlingual errors are the result of applying students' native language elements to their spoken or written target language. When dealing with a new language, people usually still brings and applies their old knowledge to the new knowledge that they are learning. According to Kumiawan (2018), students are accustomed to translating their target language using their native language. The translation process can depend on the use of the first language and the rules of the target language.

## 2) Intralingual Errors

According to James (2013, p.184), students who do not know the target language at any level and in any class can make intralingual errors. The lack of students' knowledge of the target language can make students do this error. Ellis and Barkhuizen (2005, p.65) said that intralingual errors are the errors that are caused by the lack of students' understanding of the target language. It means, the students do not obey the rules of the target

language and they fail to apply the rules. On the other hand, according to Pratiwi (2015, p.4), the intralingual error is the error in which the students cannot apply the grammatical rules of the target language well.

Meanwhile, Kurniawan (2018) said that the lack or incomplete knowledge of students appears in the use of language skills. It explained that intralingual errors can occur because of the misunderstanding of both of first language and target language. Phuket and Normah (2015) said that overgeneralization, incomplete rule application, omission, and building of false concepts are the errors that are caused by the intralingual transfer.

### 3. Type of error

The most useful and commonly used categories in descriptive error classification are surface classifiers and linguistic categories (Dulay et al.,1982), quoted by James (2013, p.104). The following explanation for the classification error is as follows:

#### a. Linguistics Category Taxonomy

Classification of language categories classifies errors according to the language component or specific language component affected by the error. Linguistic components can include phonology (e.g. pronunciation), syntax, morphology (grammar), semantics, vocabulary (meaning and vocabulary), and speech (style), speech (style). Components include the elements

that make up each language component, such as noun phrases, auxiliary verbs, phrasal verbs, prepositions, adverbs, and adjectives.

b. Surface Strategy Taxonomy

According to Dulay, Burt, and Krashen (1982, p.150), cited by James (2013, p.106), the classification of surface strategies highlights ways of modifying surface structure. learners can ignore essential elements or add unnecessary items. they may misrepresent the items or order them incorrectly. Error classification using a surface strategy classifier can provide a clear description of the cognitive processes underlying the learner's reconstruction of a new or learned language. The surface strategy classifier includes omission, addition, distortion, and ordinal error. Below is a detailed description of each used in the surface strategy classifier: 1) Omission error Is a type of error "characterized by the absence of an element that must appear in a sentence" well-structured." Learners can skip grammatical combinations in the process of creating sentences. Below is a detailed description of each category used in surface strategy taxonomy:

1) Omission

The omission is a type of error that is "characterized by the absence of an item that must appear in a well-formed

utterance". The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, it is these small errors that play a small role in realizing the meaning of a sentence. They include a multitude of nouns and verbs (s, ed, ing), articles (un, un, and the), auxiliary verbs (will, can, may), and prepositions (in, on, at, under).

## 2) Addition

The addition is a type of error characterized by the presence of elements that must not appear in well-formed utterances. The opposite of the omission error, there are three types of addition errors observed by both first and second language learners. They are double marks, regularization, and simple additions. These errors are a good indicator that some basic rules have been learned.

### a) Double Marking

This type is usually due to the inability to remove certain elements that are required by some language structures but not by others. Double marks usually occur in tenses. In most English sentences, some semantic errors, such as tenses, can only be marked syntactically once.

Example: *I haven't read or haven't read.* Under the English rule of subject-verb matching, the first verb (auxiliary verb) must match its subject and the other verbs (subject-verb) must be constant (read). Learners who have mastered both auxiliary and main verb tenses often put markers on both, as in *She does not understand or I did not go.* The auxiliary verb in the error of double marking may be produced twice, as in *Is this is your teachers?* or over-marking the form of auxiliary verb, as in *You did not know me at all or She does not like him.*

b) Regularization

Regularization errors that fall into the additional category are errors in which a marker normally added to a language element is mistakenly added to an exceptional element of a particular class that does not take a marker. Some exceptions can be found in English.

Example: You cannot change the verb *sing* to *singed*, but you *sang*. The noun "female" cannot be pluralized in *women*, but it can be pluralized in *women*. In English, most verbs can be made past tense by adding *d/ed* after the basic verb, and most nouns can be made

plural by adding s/es to the singular but not all. The above description indicates other errors that can be done by the learner where the errors are set by regularization. The men did not cry or The men did not cry or even, The men did not cry.

c) Simple Addition

Simple Addition An addition error consisting of double labeling or normalization. There are no special symbols characterizing all additional errors, and elements must not appear in a well-formed statement when used.

Addition of the article, that is the proposition or article must not appear in these two sentences.

3) Mis-formation

Mis-formation errors are a type of error characterized by the use of the wrong form of morpheme or structure.

Example:

“A tiger catches a goat. And the boys are sad”.

These two sentences are incorrect, the first sentence should be read: the tiger catches a goat. The second sentence looks like this: The boy is sad. In English, if the

subject is singular, the verb must be singular, and if the subject is plural, the verb must also be plural.

#### 4) Mis-ordering

Mis-order is characterized by the misplacement of morphemes or groups of morphemes in speech. They occur frequently in first and second language learning in the construction industry, especially with simple embedded questions. The researchers focused on the students' errors about the extent of the morphemes being linked.

#### 4. Writing Skill

Writing is one of the most important skills that learners must master. They use it to communicate with each other as a vehicle for ideas and emotional expression.

Weigle (2002, p.5) states that writing has an important role as a standard communication system and also as an important tool for learning. Students' writing skills must be developed because they are very important in the context of academics, business, and relationships with other people in the world.

According to Edwards (2018, p.33), writing is a process with stages that occur naturally and have different goals at each stage. As you move step by step to complete your writing, you will learn new material at that moment. On the other hand.

A writer has to be able to write effective writing to make the readers understand what the writer wants to communicate. Knorr, Heine, and Engberg (2014, p.15) state that writing is the way the writer interacts with the readers in contexts that are shaped by social, cultural, and historical tools, practices, and understandings, and the composition of the text have both social and individual aspects. According to Hegarty (2000:1), there are two basic elements to any piece of writing. One is content, the second is message. Good writing has good organizing ideas, vocabulary, grammatical, and good sentence structure. From the definition above, it can be concluded that writing skill is technical competence to do something well in a transaction with words in forming combination where the writer free their self from what a writer thinks, feel, and perceive as the medium to manifest grammatical system of language.

## 5. Procedure Text

### a. The Definition of Procedure Text

According to Knap and Watkins (2005, p.157), Procedure instructions such as recipes and instructions are affected teach someone how to get something done and the steps to the procedure instructions are purpose, document, and sequence. Also, Habibullah (2017, p.3) said that procedural text is a text that tells the reader how to do something. This text contains several phases that the reader should follow. Based on the definition of procedural



text above, researchers conclude that procedural text is a text intended to explain how something is achieved through a series of actions or steps can do. However, it explains that an individual performs a completely different process during a series of steps.

#### b. The Structure of the Procedure Text

There are three the generic structure of procedure text according to Knapp and Wattkins (2005, p.158):

##### 1) Goal

The goal of the procedure text is to make or operate something.

##### 2) Material

Material is a component or ingredient used to create something. However, the material is not always included in the procedure text. In other cases, the procedural text may not have important sections.

##### 3) Steps

The steps contain the steps or sequences that you must follow to achieve the goals listed in the goal. The steps or sequences must be ordered from start to finish.

#### c. The Language Features of Procedure Text

Use adverbs of sequence/use time conjunctions (first, second, third final).

Use imperative/imperative phrases (e.g. put, add, give, cut, wash....)

Use adverbs (adverbs) to express details of time, place, manner, precision,

e.g. in five minutes, 2 hours, etc.

Use action verbs, for example: make, take, boil, cook,

Use the present simple.

#### d. Example of Procedure Text

##### How to Make Scrambled Eggs

Let's learn how to make yummy scrambled eggs at your home with this easy recipe!

##### Ingredients:

- 2 eggs
- Milk (if desired)
- 1 teaspoon of butter
- A pinch of salt and pepper

##### Steps:

1. First, crack the eggs into a small bowl and add a pinch of salt and pepper. Whisk until all well blended.
2. In a frying pan, add butter and let it melt.
3. Pour the eggs and milk, and for around 20 seconds, do not stir it.
4. After that, fold the eggs to the center and stir with spatula.

5. Repeat the previous step until all the eggs are mostly cooked.
6. Remove eggs from heat, and keep continue to fold and stir the eggs for around a minute.
7. Lift the eggs, put on the serving plate and your scrambled eggs are ready.

[\(https://www.ef.co.id/englishfirst/kids/blog/contoh-procedure-text-dan-artinya/\)](https://www.ef.co.id/englishfirst/kids/blog/contoh-procedure-text-dan-artinya/)

#### 6. Error in Writing Procedure Text

Procedure text is an instruction text to do something or make something, according to Knap and Watkins (2005, p.157), procedure text is a text that contains instructions such as recipes and instructions to teach someone how to get things done. According to Knapp and Wattkins (2005, p.158), a text can be considered a procedure if it has a general structure, namely goals, materials, and steps. According to Sadler and Hayllar (2000) quoted Astuti (2011), a procedure text usually includes:

- a. the title in which the purpose of the procedure is given
- b. objects involved in the procedure
- c. a series of steps indicating how the procedure will be carried out

Then a procedure text is considered wrong if it does not have a general structure, namely goals, materials, and steps. As for a procedure

text, it must have at least 1 general characteristic as stated by Sadler and Hayllar (2000) quoted by Astuti (2011).

## **B. Previous Studies**

In this chapter, the researcher will provide several similar studies. There are several researchers have conducted similar research relative to the analysis of errors in writing procedure texts. The researchers certainly helped in the preparation of this research. Previous studies are as follows:

The first related to this research was carried out by Asep, Prianto (2022), a student Faculty of Educational Sciences, State Islamic UIN Raden Intan Lampung. Titled "An Error Analysis of Student Procedure Text Writing of Cooking in Singular and Plural Noun at SMP PGRI 6 Bandar Lampung". This research focused on the Analysis of Student Procedure Text Writing of Cooking in Singular and Plural Noun at Seventh-Grade at SMP PGRI 6 Bandar Lampung Academic Year 2021-2022 by using Dullays theory. the objective of the research was to know 1) to find out types of error analysis of students' procedure text writing of cooking in singular and plural nouns and to find out many errors in the procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung This research used qualitative descriptive research, The population of the research was the students at the first semester of 34 students in class VII.H at SMP PGRI 6 Bandar Lampung. The samples were chosen by doing cluster random sampling. In collecting the data, identify the errors, analyzed, and classify

on surface strategy taxonomy by Dullays, including omission, addition, and misformation. In conclusion, based on the result of the research, it was found that the total of student's error are 62 items, there are 13 (21%) items of omission error, 44(71%) items of addition error, and 5 (8%) item of misformation error. Those are indicating students' writing ability and an application of grammar especially in using singular and plural nouns is still low.

The second previous research related to this study is conducted by Rahayu Pratiwi, Rahma Putri Aulia, and Lilis Suryani (2019), students of the English Education Study Program, Faculty of Teacher Training, and English Education, IKIP Siliwangi. Titled "An Error Analysis on Using Personal Pronouns in Writing Descriptive Text". The objective of this research was to know the most types of errors and the most error of personal pronouns in the descriptive text due to the eleventh-grade students in their descriptive paragraph writing. This research conducted qualitative research. This research was conducted at SMK Negeri 1 Cimahi in the academic Year 2018/2019. To get the data, the researchers instructed the students to make a descriptive text about a person, conduct the students' writing results, read the students' writing results, identified the type of students' writing error from their text, classified the type of personal pronoun error from students' writing, and identified the high students, middle students, and lower students. The sample of this research is nine students in eleventh grade from PFPT A-Class (Broadcast). The

result showed that there are four types of errors, they are omission, addition, misordering, and disordering. Students' writing had been found with many errors that focused on personal pronouns is 8 or 32% of omission errors, 0 or 0% of addition errors, 17 or 68% of mis-formation errors, and 0 or 0% of disordering errors. So, the highest percentage of types of error is a mis-formation error which is 17 or 68%. The most error in personal pronouns in the descriptive text due by the students is when they used a subject pronoun.

The third previous research related to this study is conducted by Puteri Kharmilah, Don Narius (2019) English Department of Universitas Negeri Padang. Entitled “Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang”. The research subjects were students of English language education at Universitas Negeri Padang, specifical students in the K.2-2017 class. The instrument used is documentation of student writing about discussion text. All grammatical errors that appear in student writing are analyzed using the Surface Strategy Taxonomy introduced by Dulay et.al. The findings showed that the total error is 260 errors. Most errors were omission (50 errors / 50.77%), second place was misformation error (75 errors / 28.85%), third place was addition error (39 errors / 15%), and the last was misordering error (14 error / 5.38%). Based on these results, it can be concluded that students still experience great difficulties in learning the grammar structure in the writing process.

The fourth related to this research was carried out by Hasibuan (2019), entitled "Analysis of Writing Errors in Procedure Texts for Class VIII Madrasah Tsanawiyah Students of Medan SU Medan Academic Year 2019/2020". This research was carried out using a qualitative description. The results showed that there were still many found errors in students' writing procedures. The results of the analysis showed that the type of error most often made by students was omission (45.2%), and from data analysis that the main cause of errors in intralingual transfer (59.6%).

The fifth related to this research was carried out by Wibowo (2011) with the title "Error Analysis in Procedure Texts Written by Class XI Students of SMA Negeri 1 Purwodadi". The researcher used qualitative content analysis research as an approach to collect and analyze data. The results of the analysis showed that students of SMA Negeri 1 Purwodadi made four types of errors. They are omission errors, addition errors, misformation errors, and sort errors. The omission error is the most frequent error made by students with a total of 197 data or 59.7%. The second is the addition error with 72 data or 21.8% which consists of the simple addition of 68 data or 20.6%.

The last related to this research was carried out by Titis Erni Hastuti (2011) with the title " Analysis of Errors in Writing Procedure Texts Made by Seventh Grade Students of SMP Negeri 6 Surakarta Academic Year 2010/2011.".The method used in this research is descriptive. This research was conducted at SMP Negeri 6 Surakarta in

April 2011. The population in this study was the seventh grader at SMP Negeri 6 Surakarta. There were 36 students as the sample. The sample used is purposive sampling. To collect data, the researcher used a test as an instrument, namely a composition test. The collected data were analyzed by error analysis starting from data collection, error identification, error description, error percentage calculation, error explanation and error evaluation. The results showed that there were 8 errors and 248 errors from 256 deviations from 36 procedure texts. For the linguistic category, the total errors of each type of error in grammar are 14 (5.64%) tense errors, 13 (5.24%) preposition errors, 63 (25.40%) agreement errors; while in lexicon there are 4 (1.61%) errors in noun phrases; 99 (39.91%) vocabulary errors; and 56 (22.58%) spelling errors. As for the surface strategy, there were 45 (18.14%) omission errors, 107 (43.14%) addition errors, 91 (36.69%) misformation errors, and 5 (2.01%) misordering errors. Based on the data, the highest error frequency in the linguistic category was vocabulary (99 errors or 39.91% of the total data), while the surface strategy was addition (107 errors or 43.14% of the total data). Meanwhile, in the linguistic category, namely noun phrases (4 errors or 1.61% of the total data), the surface strategy is misordering (5 errors or 2.01% of the total data). There are several sources of error found. The sources are interlanguage transfer which is divided into complete categorial differences, overextension of analogy, transfer of structure, and underdifferentiation; and intralingual interference (purely descriptive



errors) which are divided into ignorance of correct English pattern, unacceptable analogical creation, overgeneralization, and incomplete application of rules. This analysis is very useful for teachers and students. Can help teachers find out the weaknesses of students in making procedural texts. Since vocabulary is the highest frequency of errors found in this analysis, the teacher improves the students' vocabulary skills. This is done by focusing the teaching and learning process on vocabulary, providing detailed information about correct diction, and providing students with more practice on vocabulary.

Based on the research I mentioned above, the difference between this research and previous research is the subject and object and the method used in the research. where in this study the researcher focuses this research on errors in writing text based on surface strategy taxonomy and errors in the general structure of procedural texts written by students of SMP N 4 Juwana

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

The writer needs knowledge and the steps of the scientific method to make the result of the research can be responsible research. As a result, this chapter has been divided into research design, the object of the study, source of data, the role of research, method of data collection, and method of data analysis.

#### **A. Research Design**

Research design is part of data collection and analysis. The writer used a qualitative descriptive study in this study. According to Creswell (2009), qualitative analysis is a way for an individual or community to determine the importance of addressing social or human issues. It refers to research that requires thorough scrutiny.

#### **B. Object of the Research**

The object of this research is the error component in the procedural text written by the ninth-grade students of SMP N 4 Juwana. According to Saldana (2011, p.1), data from transcripts, field notes, documents, and visual materials such as; artifacts, video recordings, and internet sites.

#### **C. Source of Data**

The research data was taken from student worksheets, the authors collected data using the documentation method, namely the author borrowed student worksheets from the English teacher. The data for this study were taken

from a procedure text that had been prepared by class IX students of SMP N 4 Juwana for the academic year 2021/2022.

#### **D. Roles of Research**

The role of the writer in this study was a researcher, analyzer, and report research results.

#### **E. Method of Data Collection**

Data collection in this study was carried out with the following steps.

1. The writer came to SMP N 4 Juwana to ask for research permission.
2. The writer asked permission from the headmaster and English teacher SMP N 4 Juwana to collect the data for research.
3. The writer collected data using the documentation method, the writer borrows a procedural text that has been made by students of SMP Negeri 4 Juwana with free topics.
4. The writer would take fifteen (15) procedural texts for analysis.
5. The writer analyzed the text.

#### **F. Method of Data Analysis**

Creswell (2012, p.236) states that to analyze qualitative data, we need to understand how text and images make sense. There are several steps that researchers have used to analyze data, such as:

1. Analyzing the type of error sentence

The researcher analyzed the types of sentence errors in procedural texts made by 15 students of SMP Negeri 4 Juwana for the academic year 2021/2022 using a surface strategy taxonomy.

2. Analyszing the dominant error

The researcher analyzed and finds the dominant error of each sentence in the text and finds the generic error structure in the procedure text made by 15 students of SMP Negeri 4 Juwana in the academic year 2021/2022, to make it easier for the author to use the research instrument as follows.

No	Student's number	Type of error			
		Omission	Addition	Misformation	Misordering
Total					

The researcher also used the descriptive analysis technique (percentage) based on Sudjiono (2004, p.43) to get the qualitative result which is the formula

$$P = \frac{f}{n} \times 100\%$$

P: Percentage

f: frequency of occurred

n: number of cases

### 3. Analysis of causes of error

The researcher analyzed the causes of errors contained in the procedure text made by class IX students of SMP Negeri 4 Juwana.

### 4. Drawing conclusion

After finishing analyzing data and grouping the data, the next step is to conclude. Miles and Huberman (2014) state that the conclusion is the last part that will appear after data collection is complete

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This section describes the results of the data analysis and answers the problem statements.

#### A. Research Findings

The purpose of this research is to answer the problems of the research in question. They were what grammatical errors were found? what were the dominant errors found? what types of errors were found? and what causes of errors were found? in writing procedure text.

##### 1. The grammatical error found in procedure text

The researcher read and analyze the grammatical errors in students' worksheets. The number of student worksheets is 15. Of the 15 sheets, there are 42 errors found. The error details are presented in the following table 4.1:

**Table 4. 1 The Grammatical error found**

No	Students text	Types of error			
		omission	Addition	Misformation	Misordering
1	text 1	3	2	1	
2	text 2	9	3	1	
3	text 3	3			

4	text 4	5	2	2	
5	text 5	1	1		
6	text 6		1		
7	text 7	2			
8	text 8	1			
9	text 9	1	1		
10	text 10		2	1	
11	text 11	2	1		
12	text 12	4	2	1	
13	text 13		2	1	
14	text 14				
15	text 15	1			
Total		18	17	7	

Based on the findings table above, shows the number of each type of error found in the procedure text that has been written by students. Here are the results of the classification as follows::

a. Omission

Based on the theory the researcher gets the results on the types of omission errors found in the procedure text written by students were 18 (eighteen) words in total. The data samples are as follows:

- 1) Fold one of the butterflies wing in a half again, make a line to make a smaller butterfly wing (text 1)

In the example sentence of the procedure text above, there is an error based on the type of error, namely omission, in that sentence, there is an error in the word "wing" which should be "wings" because before the verb followed by a third form of the personal pronoun, so there must be the addition of e/es to the verb than on the sign ",", it should be "and" as a function of conjunction.

- 2) prepare two pieces of paper in different colours fold them in half (text 1)

In the example of the procedure text sentence above, there is an error based on the type of error, namely omission, in that sentence, there is an error in the word "colour, fold" which should be "colour and fold" because the sign "," should have "and" as a function of conjunction.



b. Addition

Based on the theory the researcher gets the results on the types of addition errors found in the procedure text written by the students were 17 (seventeen) words in total. The data samples are as follows:

- 1) lay the t-shirt fiat. use the rubber band after you pinch around 2 inchers of the t-shirt area (text 4)

In the example of the procedure text sentence above, there are errors based on the type of error, namely addition, in that sentence there is an error in the word "inchers" which should be "inches" due to ignorance or unintentional errors by students.

c. Misformation

Based on the theory the researcher gets the results on the types types of misinformation errors found in the procedure text written by the students as a whole is 13 (thirteen) words. The data samples are as follows;

- 1) Draw a smaller one on another card stock of a different colour (text 2, text 10, text 12, text 13, text 14)

In the example sentence of the procedure text above, the is an error base on the type of error, namely misformation, in that sentence, there is an error in the word "colour" which should be "color" because the term color is American English or US English, Adjarian. Meanwhile, colour is British English or

British English, this is a language rule error because what we learn is English United Kingdom (UK)

- 2) prepare two pieces of paper in different colours fold them in half (text 1)

In the example procedure text sentence above, there is an error based on the type of error, namely misformation, in that sentence there is an error in the word "color" which should be "colour" because the term color is American. The UK or US English, Adjarian. While the color is British English or British English, this is a language rule error, because what we learn is English United Kingdom (UK)

## 2. The types of error in generic structure found in procedure text

According to the theory of the experts already mentioned in the previous chapter, the error details are presented in the following table 4.2:

**Table 4. 2 Error in generic structure**

No	Student's text	Error in generic Structure		
		Goal	Material	Step
1	text 1			
2	text 2	✓		✓
3	text 3		✓	

4	text 4			
5	text 5			
6	text 6			
7	text 7		✓	
8	text 8			
9	text 9			
10	text 10			
11	text 11			✓
12	text 12			
13	text 13			
14	text 14			
15	text 15			
Total		1	2	2

a. Goal

The goal of the procedure text is to make or operate something data on the types of errors contained in the entire procedure text written by students are 1 of 15 procedure texts. The researcher found an objective error in the written procedure text because the researcher

found, some spelling errors in the procedure text. Made by the student, this resulted in a change in the meaning of each word which caused the purpose of the procedure text itself to change, where the procedure text written by the student became an irregular arrangement of words.

b. Material

Material is a component or material used to make something. However, the material is not always included in the procedure text. In other cases, the procedure text may not have an important part. The data on the types of errors contained in the entire procedure text written by students were 2 of 15 procedure texts the researcher found material errors in the written procedure text because the researchers found that the students did not include the material they used or what they needed.

c. Steps

The steps contain the steps or sequence that you must follow to achieve the goals listed in the goals the steps or sequence must be ordered from beginning to end. the type of error data contained in the entire procedure text written by students is 2 of 15 procedure text the research found an error in the written procedure text because of the many spelling errors made by the student, this resulted in a change in the meaning of every word that was written. cause the steps in the procedure tax they wrote are not connected

3. The dominant error found in procedure text

Based on the results obtained, the researcher calculates the percentage of each type of error and then looks for the most dominant error.

a. Percentage of the total error

Among students' texts, the researcher found 5 generic structure errors and 42 grammatical errors from 15 procedure text. The researcher analyzed the percentage of total generic structure and writing errors. The percentage of error can be found using the formula found in the previous chapter, by applying the formula in the previous chapter, the generic structure error percentage is 10,6%, while the writing error percentage is 89,4%. Table 4.3 below shows the percentage of total errors:

**Table 4. 3 The percentage of the total error**

No.	Category	Total	Percentage
1	Error in generic structure	5	10,4%
2	Type error in writing	42	89,4%
Total		65	100%

b. Percentage of grammatical error in writing procedure text

Researchers analyzed the percentage of errors in writing procedure texts made by students. In determining the percentage,

errors in writing can be found by dividing the number of each type of error by the total number of errors made by students. by applying the above formula the researcher found the percentage of omission error was 42,85%, addition error was 40,47%, the misordering error was 16,66%. Table 4.5 below shows the percentage of generic structure errors:

**Table 4. 4 The percentage of grammatical**

No.	Category	Total	Percentage
1	Omission	18	42,85%
2	Addition	17	40,47%
3	Misinformation	7	16,66%
4	Misordering	0	0%
Total		42	100%

After calculating the percentage of errors, the researcher found that in the procedure text written by students, the dominant error that appeared was a writing error, namely the surface strategy taxonomy, is omission with the highest omission percentage of 42.85%, and then the addition of 40.47%. While the error that appears in the genetic structure is material, and the step with the highest percentage is 40%. and the total percentage of errors obtained is 10,6% generic structure errors, and 89,4% writing errors

from a total of 47 errors found

c. Percentage of the error in the generic structure

The researcher analyzes the percentage of errors in the generic structure of the procedure text made by students. In determining the percentage, the percentage of errors in the generic structure can be found by dividing the number of each type of error by the total number of procedure text written by the students. by applying the above formula the researcher found the percentage of Goal errors was 20%, Material errors were 40%, and Step errors were 40%. Table 4.4 below shows the percentage of generic structure errors:

**Table 4. 5 The percentage of the generic structure**

No.	Category	Total	Percentage
1	Goal	1	20%
2	Material	2	40%
3	Step	2	40%
Total		5	100%

#### 4. The causes of error

Based on the findings of the research conducted, the researcher found that the causes of errors in writing procedure texts made by students was intralingual errors. where students made writing errors that were motivated by students' ignorance of the sentences they were going to write, The students' lack of knowledge about English can be seen from the general characteristics of the language errors studied, such as writing errors. This includes the application of imperfect language rules. This error is often referred to as an intralingual error. The following are intralingual errors found in the procedure text made by students.

- 1) "fow a card stock of your chosen color in half" (text 2)

The sentence above has an error in the word "fow" and the correct sentence is fold so that the correct sentence becomes "fold a card stock of your chosen color in half".

- 2) Draw a smaller one on another card stock of a different colour  
(text 2, text 10, text 12, text 13, text 14)

The sentence above has an error in the word "colour" and the correct sentence is fold, so that the correct sentence becomes " Draw a smaller one on another card stock of a different color ".



## **B. Discussion**

This chapter contains a further explanation of the research findings. Based on the research objectives, 4 sections are discussing the analysis of errors in writing procedure texts written by ninth-graders at SMPN 4 Juwana.

### **1. The grammatical error**

Based on the findings, the researcher found that the procedure text written by the students. The researcher found 18 omission errors, 17 addition errors, and 7 misformation errors.

The results of this study are also in line with the theory of James (2013, p.157) which states that there are 4 types of errors in writing, namely omission, addition, misformation, and misordering, but in this study, the researcher only found 3 types of errors, namely omission, addition, and misformation. The findings of this study also support previous research conducted by Wibowo with the title "Error Analysis in Procedure Texts Written by Class XI Students of SMA Negeri 1 Purwodadi" in this study using qualitative descriptive and obtaining omission error results were the most frequent errors made by students with a total of 197 data or 59.7%. The second is the addition error with 72 data or 21.8%, which in this study only found 2 types of errors, namely omission and addition. Meanwhile, for this study, the researcher found 3 types of errors, namely omission, addition, and misformation with

18 data omission (42.85%), the addition of 17 data (40.47%), and 7 data misformation (16.66%).

## 2. The type of errors in the generic structure

Based on the research findings, the researcher found 1 error in the goal, 2 errors in the material, and an error in 2 steps, while according to the theory of Knapp and Wattkins (2005, p.158) which states that the procedure text must have goals, materials, and steps.

## 3. The dominant errors

Based on the research findings, the researcher found that in the procedure text written by students, the most dominant error was omission, the omission error showed the highest percentage of 42.85%. The results of this study are also in line with the theory of James (2013, p.157) which states that there are 4 types of errors in writing, namely omission, addition, misformation, and misordering, but in this study, the researchers made the most dominant errors, namely omission.

The findings of this study also support previous research carried out by Hasibuan (2019), entitled "Analysis of Writing Errors in Procedure Texts for Class VIII Madrasah Tsanawiyah Students of Medan SU Medan Academic Year 2019/2020" in the study the most dominant error was omission with a percentage 45.2%, while in this study, researchers found the highest

percentage was omission with a percentage of 42.85% followed by addition of 40.47% this can be a benchmark that grade 9 students have better abilities than grade 8 students in write procedure text

#### 4. The causes of error

Based on the study conducted, the researchers found that the causes of the error was the intralingual transfer, where students made writing errors that were motivated by students' ignorance of the sentences they were going to write. This finding supports the theory of Ellis and Barkhuizen (2005, p.65) which states that There are 2 types of errors, namely interlingual and intralingual errors.

This finding also supports previous research carried out by Hasibuan (2019), entitled "Analysis of Writing Errors in Procedure Texts for Class VIII Madrasah Tsanawiyah Students of Medan SU Medan Academic Year 2019/2020" where in this study the causes of the highest error was the intralingual transfer. In the research conducted, the researcher concluded that the causes of writing errors made by students was intralingual error because it was found that many errors were caused by students' ignorance and spelling errors that occurred due to students cheating on the work of other students.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusions and suggestions from the results of research based on research conducted at SMP N 4 Juwana. Suggestions are given to researchers, especially for teachers, students, and future researchers. The researcher hopes that it can be useful for learning English

#### **A. Conclusions**

Based analyzing and discussion of the data, the writer concluded this research as follows:

From the data analysis, the researcher found 47 errors (100%) in the total data. Based on the data, the Writer concluded this research as follows: 1) grammatical errors that appear in the procedure text written by the ninth-grade students of SMP N 4 Juwana, found three types of errors, namely omission, addition, and misformation. 2) errors in the general structure of procedure texts made by ninth-grade students of SMP N 4 Juwana found goal errors, material errors, and steps errors. 3) errors in writing procedure text made by ninth-grade students of SMP N 4 Juwana, the more dominant, namely, omissions with the highest percentage of 42.85%, and in generic structure, the most dominant errors were material and steps with the highest percentage of 40%. 4) the cause of errors in writing procedure text

by ninth-grade students of SMP N 4 Juwana is intralingual transfer that the limitations of students in choosing the sentences to be used by the students copying the results of other students.

## **B. Suggestions**

The writer would like to give some suggestions to be useful to the researcher, especially for the teachers, the students, and the next researchers

### 1. For the students

Students must have the motivation to learn English, especially in learning to write, several influencing factors such as lazy writing, and low enthusiasm, students must start to be more active in learning English.

### 2. For the teacher

Teachers must create a pleasant atmosphere in the teaching and learning process so that students can be motivated to learn English. Teachers too should pay more attention to students' problems in using good sentences, and make students more confident with their writing results in writing procedure text, the teachers can use a method or approach which is suitable and able to make the students comfortable to learn English.

### 3. For the next researcher

The writer suggests that next researchers who choose the same topic as this study better understand and read more books or journals about the study to be studied.

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# APPENDICES

## Appendix 1 Surat Ijin Penelitian



UNIVERSITAS PGRI SEMARANG

**FAKULTAS PENDIDIKAN BAHASA DAN SENI**

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 48/IP/FPBS/VI/2022  
Lampiran : 1 (satu) berkas  
Perihal : **Permohonan izin penelitian**

Semarang, 13 Juni 2022

Yth. Kepala SMP N 4 Juwana Pati  
di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Bayu Andika Nugraha  
N P M : 17420174  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Error Analysis In Writing Procedure Text OF The Ninth Grade Students Of SMP  
N 4 Juwana Pati In The Academic Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan  
**Dr. Asropah, M.Pd.**  
NPP 936601104

## Appendix 2. Surat Bukti Penelitian Di SMP N 4 Juwana



PEMERINTAH KABUPATEN PATI  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 4 JUWANA

Jl. Raya Tluwah – Juwana Kab. Pati ☎ : 085100503672  
<http://smpn4juwana.co.cc> email:smpn4juwana@ymail.com

SURAT KETERANGAN

NO : 423.4 / 302

Yang bertanda tangan dibawah ini kami:

Nama : SRI NURHAYATI, S.Pd., M.Pd.  
NIP : 196606101993032007  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP NEGERI 4 JUWANA

Menerangkan bahwa :

Nama : Bayu Andika Nugraha  
NPM : 17420174  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan judul "ERROR ANALYSIS IN WRITING PROCEDURE TEXT OF THE NINTH GRADE STUDENTS OF SMP NEGERI 4 JUWANA PATI IN THE ACADEMIC YEAR 2021/2022".

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Juwana, 22 Juni 2022  
Kepala SMP Negeri 4 Juwana  
  
SRI NURHAYATI, S.Pd., M.Pd.  
Pembina Utama Muda  
NIP. 196105211984032004

### Appendix 3 Approval Final Project Proposal

#### APPROVAL SHEET

The final project proposal entitled "Error Analysis in Writing Procedure Text of the Ninth Grade Students of SMP N 4 Juwana Pati in the Academic Year 2021/2022" written by:

Name : Bayu Andika Nugraha  
Npm : 17420174  
Study Program : English Education Program  
Faculty : Faculty Language and Arts Education

Has been Approved by:

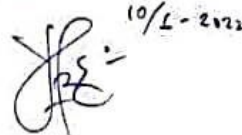
Advisor I.



Dr. Jafar Sodiq, S.Pd., M.Pd.

NPP 956701117

Advisor II



Siti Musarokah, S.Pd.M.Hum

NPP 107801314

## Appendix 4 Text procedure Siswa

Text 1

Nama : Adinda Dwi Pratiwi

No. 10 April 2022

Kelas : IX-B

Data : \_\_\_\_\_

Absen : 01 (satu)

Membuat teks Prosedur

### BUTTERFLY CARDS

A colourful butterfly card is suitable for written greetings and wishes on a special occasion such as birthday and mother's Day.

Equipment

- colourful paper

- Pencil

- hole punch

- glue stick

- scissors

- marker

- glitters and other decorations

Methods :

1. Prepare ~~to~~ two pieces of paper in different colours.

Fold them in half.

2. Draw a butterfly wing and cut along the line. Now, you have two butterflies.

3. fold one of the butterflies wing in half again, make a line to make a smaller butterfly wing. Cut along the line again. Now you have a small and large butterfly

PEACE TO ACHIEVE GOAL

VISION

## Text 2

NO : 02  
Kelas : IX/B

No. \_\_\_\_\_  
Date : \_\_\_\_\_

### 3D Flower Card

#### Materials :

- card Stock in various colours
- Pencil
- Scissors
- glue stick
- markers or crayons
- glitter

#### Instructions :

1. Fold a card stock of your chosen colour in half
2. Draw a small flower on a card stock of a different colour
3. Draw a smaller one on another card stock of a different colour
4. Stick the two flowers on top of one another with glue
5. Make a few other flowers the same way
6. Stick the flowers on the card. Arrange them neatly and pretty
7. Decorate it with markers or crayons and glitter
8. Write a message inside the card

Text 3

Nama : Aida Cernia  
Kelas : AB  
Ibsen : 03  
Materi : B. Inggris

UP. Bahasa Inggris

No. M-ters Proedur

Date : 10 April 2022

How to Clean a Blender

Cleaning a blender is not hard to do, unless you don't do it right away.

If you're too busy, use cleaning blend until you have the time to clean it.

1.) Make sure the blender pitcher is installed properly on the base.

2.) Pour in warm water until the pitcher is half full

3.) Add a few drops of washing-up liquid and half a lemon; the lemon  
pell will remove smells and clean juice particles.

4.) Close the blender with the lid.

5.) Plug in the blender and turn it on.

6.) Press low speed and wait for a minute, then turn it off.

7.) Check if it has cleaned off the juice particles:

8.) Pour the liquid into the sink.

9.) Rinse the pitcher

10.) Place it upside down on a rack.



Text 4

Nama : Aniq Khoirul Anam  
No : 24  
Kls : 9B

No. \_\_\_\_\_  
Date : \_\_\_\_\_

How to make a resist tie-dye

materials :

- a 100% cotton T-shirt
- a package of red fabric dye
- a 3-gallon enamel or stainless-steel container for the dye bath (plastic will get stained)
- a 3-gallon container for the hot water
- a cup of salt
- rubber bands
- rubber gloves

steps :

1. mix the fabric dye and water according to the package instructions.
2. enhance the colour by adding a cup of salt to the dye bath
3. lay the T-shirt flat. use the rubber band after you pinch ~~the~~ ~~around~~ ~~the~~ ~~area~~ around 2 inches of the T-shirt area
4. make a donut shape by pushing your finger down through the rubber band. repeat.
5. immerse T-shirt in hot water. wring out the excess water. and the soak in the dye bath.
6. stir frequently with a stainless-steel spoon or a long-handled enamel stirring tool. dyeing take 10 to 30 minutes depending on how deep you want the colour to be

Never put off till tomorrow what you can do today

Bhs Inggris

Teks Prosedur.

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Bagas Ramadhani.

No : 5.

Kelas : 9b.

### Yummy shrimp satag.

#### Ingredients :

- ~ 1 kg of medium sized shrimps
- ~ 5 onions
- ~ 2 spoonfuls of sweet soy sauce.
- ~ 1 lime
- ~ a days of salt and pepper.

#### Directions :

1. Boil the shrimps, when they are done, take them out of the pan and let them cool.
2. Peel the skin and remove the head, legs, the tail
3. Peel and slice the onions.
4. Mix the onions, soy sauce, and lime juice with the shrimps.
5. Add salt and pepper.
6. Put shrimps on skewers and barbecue for a little while.
7. Serve while it's still hot

Text 6

Nama : Fasha Azka Abidillah.  
Kelas : IX-B  
Absen : 06

No. \_\_\_\_\_  
Date : 10 April 2022

<input type="checkbox"/>	Praktek Bahasa Inggris membuat teks prosedur.
<input type="checkbox"/>	<b>Recipe</b>
<input type="checkbox"/>	<b>Yummy shrimp satay</b>
<input type="checkbox"/>	⇒ Ingredients :
<input type="checkbox"/>	• 1kg of medium-sized shrimps
<input type="checkbox"/>	• 5 onions
<input type="checkbox"/>	• 2 spoonfuls of sweet soy sauce
<input type="checkbox"/>	• 1 lime
<input type="checkbox"/>	• a dash of salt and pepper
<input type="checkbox"/>	⇒ Directions :
<input type="checkbox"/>	1) Boil the shrimps. when they are done, take them out of the pan and let them cool.
<input type="checkbox"/>	2) Peel the skin and remove the head, legs, and tail
<input type="checkbox"/>	3) peel and slice the onions.
<input type="checkbox"/>	4) Mix the onions, soy sauce, and lime juice with the shrimps.
<input type="checkbox"/>	5) Add salt and pepper
<input type="checkbox"/>	6) Put shrimps on skewers and barbecue for a little while.
<input type="checkbox"/>	7) serve while it's still hot.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Text 7

Nama : Hani indika agustin  
Kls : IX B  
no. absen : 07

UP. Bahasa inggris

No. M. teks prosedur  
Date : 10 april 2022

How to set up a fish tank

- 1) clean the tank with water and towels. Avoid using any chemicals because they may harm the fish.
- 2) place the tank somewhere steady.
- 3) clean gravel and ornaments you want to put into the tank
- 4) decorate the tank with the gravel and ornaments.
- 5) fill the tank with clean water. use a sheet of plastic to protect your setup
- 6) put the fish into the tank
- 7) put an LED lamp above the tank and turn it on. the lamp can enhance the view inside the tank

IPAH NUB. FA'12/11

9B

8

No. \_\_\_\_\_

Date: \_\_\_\_\_

### Yummy shrimp satay

~~ingredients~~

ingredients

- 1 kg of medium-sized shrimps
- 5 onions
- 2 spoonfuls of sweet soy sauce
- 1 lime
- a dash of salt and pepper

directions

1. Boil the shrimps, when they are done, take them out of the pan and let them cool.
2. peel the skin and remove the head, legs, and tail.
3. peel and slice the onions.
4. mix the onions, soy sauce, and lime juice with the shrimps
5. Add salt and pepper
6. put shrimps on skewers and barbecue for a little while
7. serve while it's still hot.

## Text 9

Nama : Irma Nayla deavita  
Kelas : 9B  
No-absen : 09

No.

Date: 10 April 2022

### "How to Play Dakon"

Dakon is a game for two. It consists of a board which has 14 holes called 'house' and 2 bigger holes called 'storehouses'. The objective of the game is to gather as many seeds in the 'storehouse'.

\* Things you'll need :

- 98 dakon seeds (small seeds, stones, or shells)
- a dakon board

\* Steps :

1. Place the dakon board between two players. Each player gets 49 seeds. Fill seven seeds in each house and leave the storehouses empty.
2. Decide who will take the first turn.
3. Scoop up all of the shells or seeds in any house on your side. Then drop a seed into the next house and continue depositing one shell into every house in a clockwise direction. You should also drop a shell into your storehouse each time you pass it, but do not deposit any seeds in your opponent's storehouse.
4. If the last seed that you deposit falls into your own storehouse, you can take another turn. In this case, you may ~~seto~~ scoop up the shells from one of your houses and deposit them in other houses.
5. If you drop your last seed into one of your opponent's houses, you lose a turn. Try your best to avoid your opponent's empty houses by calculating the number of ~~seeds~~ seeds you scoop.
6. If you manage to drop your last seed into an empty house on your

PEACE TO ACHIEVE GOAL

VISION

Text 10

Nama = Laela Khusni Khotimah.  
Kelas = 9B  
Absen = 10.

No. \_\_\_\_\_  
Date: 10 April 2022.

- "Praktek Bahasa Inggris membuat teks prosedur"
- 
- "3D Flower card"
- Materials :
- card stock in various colours.
- Pencil
- scissors
- glue stick
- markers or crayons
- glitter.
- Instructions :
- 1. fold a card stock of your chosen colour in half.
- 2. Draw a small flower on a card stock of a different colour.
- 3. Draw a smaller one on another card stock of a different colour.
- 4. stick the two flowers on top one another with glue.
- 5. make a few other flowers the same way.
- 6. Stick the flowers on the card. Arrange them neatly and prettily.
- 7. Decorate it with markers or crayons and glitter.
- 8. Write a message inside the card.
- 
- 
-

Text 11

nama: moh. ALIF. Firmansah  
kelas: 9B  
no : 11

No. \_\_\_\_\_  
Date: \_\_\_\_\_

## Yummy shrimp Satang

### - Ingredients

- 1 kg of medium-sized shrimps
- 5 onions
- 2 spoon fulls of sweet soy sauce
- 1 Lime
- a dash of salt and pepper

### - Directions

1. Boil the shrimps, when they are done take them out of the pot and let them cool
2. peel the skin and remove the head, legs, and tail
3. peel slice the onions
4. mix the onions, soy sauce, and lime juice with the shrimps
5. add salt and pepper
6. put shrimps on skewers and barbecue for a little while
7. serve while it is still hot



nama: mohamad fatkurrohman  
9b  
12

No. \_\_\_\_\_  
Date: \_\_\_\_\_

### 3D Flower card

materials

- pencil
- card stock in various colours
- scissors
- glue stick
- markers or crayons
- glitters

instructions:

1. fold a card stock of your chosen colour in half
2. Draw a small flower on a card stock of a different colour
3. Draw a smaller one on another card stock of a different colour
4. Stick the two flowers on top of one another with glue
5. Make a few other flowers the same way
6. Stick the flowers on the card. Arrange them neatly and prettily
7. Decorate it with markers or crayons and glitters
8. Write a message inside the card

Text 13

How to make something (Handicrafts)	Nama = nuh ibbal nur ihlan hakim No : 13 KIS : 06
<input type="checkbox"/>	3D flower card
<input type="checkbox"/>	Materials :
<input type="checkbox"/>	• Card Stock in Various colours
<input type="checkbox"/>	• pencil
<input type="checkbox"/>	• scissors
<input type="checkbox"/>	• glue stick
<input type="checkbox"/>	• markers or crayons
<input type="checkbox"/>	• glitter
<input type="checkbox"/>	Instructions :
<input type="checkbox"/>	1. Fold a card stock of your chosen colour in half
<input type="checkbox"/>	2. Draw a small flower on a card stock of a different colour
<input type="checkbox"/>	3. Draw a smaller one on another card stock of a different colour
<input type="checkbox"/>	4. Stick the two flowers on top of one another with glue
<input type="checkbox"/>	5. make a few other flowers the same way
<input type="checkbox"/>	6. <del>stick</del> stick the flowers on the card, arrange them neatly and pretty
<input type="checkbox"/>	7. Decorate it with markers or crayons and glitter
<input type="checkbox"/>	8. write a message inside the card
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

How to make something (Handicrafts)

NAMA : M. ASYIEUDDINA  
NOMER : 19  
KELAS : 9B

### 3D Flower Card

**Materials :**

- card stock in various colours
- pencil
- scissors
- glue stick
- markers or crayons
- glitter

**Instructions :**

1. Fold a card stock of your chosen colour in half
2. Draw a small flower on a card stock of a different colour
3. Draw a smaller one on another card stock of a different colour
4. Stick the two flowers on top of one another with glue
5. Make a few other flowers the same way
6. Stick the flowers on the card. Arrange them neatly and prettily
7. Decorate it with markers or crayons and glitter
8. Write a message inside the card

Text 15

Nama: Muhammad Dzul Qornain - A  
Kelas: 9B  
No : 15

No. \_\_\_\_\_

Date: \_\_\_\_\_

Yummy Shrimp Satang

Ingredients

- 1 kg of medium-sized shrimps
- 5 Onions
- 2 spoonfuls of sweet soy sauce
- 1 Lime
- a dash of salt and pepper

Directions

1. Boil the shrimps, when they are done, take them out of the pan and let them cool
2. Peel the skin and remove the head, legs, and tail
3. Peel and slice the onions
4. Mix the onions, soy sauce, and lime juice with the shrimps
5. Add salt and pepper
6. Put shrimps on skewers and barbecue for a little while
7. Serve while it's still hot.

## Appendix 5 Kartu Bimbingan



### KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Bayu Andika Nugraha  
 NPM : 17420174  
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Dr. Jafar Sodik, S.Pd., M.Pd  
 DOSEN PEMBIMBING II : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	19 Februari 2022	Bimbingan Judul	Sd
2	18 maret 2022	Judul Acc	Sd
3	10 Mei 2022	Bimb. Proposal	Sd
4	18 Mei 2022	Revisi Proposal	Sd
5	2 juni 2022	Revisi Proposal	Sd
6	9 juni 2022	Acc Proposal	Sd
7	22 juni 2022	Bimb. Bab 1-3	Sd
8	26 Juni 2022	Revisi Bab 1-3	Sd
9	1 Juli 2022	acc Bab 1-3	Sd
10	7 Juli 2022	Bimbingan 4-5	Sd



**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Bayu Andika Nugraha  
NPM : 17420174  
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
DOSEN PEMBIMBING I : Dr. Jafar Sodik, S.Pd., M.Pd  
DOSEN PEMBIMBING II : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
11	13 Juli 2022	Acc Bab 4-5	Sdj
12	18 Juli 2022	Rwub. Artikel	Sdj
13	21 Juli 2022	Acc Ujian	Sdj
14			
15			
16			
17			
18			
19			
20			



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Bayu Andika Nugraha  
NPM : 17420174  
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
DOSEN PEMBIMBING I : Dr. Jafar Sodik, S.Pd., M.Pd  
DOSEN PEMBIMBING II : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	19 Februari 2022	Bimbingan Judul	Sd
2	18 maret 2022	Judul Acc	Sd
3	10 Mei 2022	Bamb. Proposal	Sd
4	18 Mei 2022	Revisi Proposal	Sd
5	2 juni 2022	Revisi Proposal	Sd
6	9 juni 2022	Acc Proposal	Sd
7	22 juni 2022	Bamb. Bab 1-3	Sd
8	26 Juni 2022	Revisi Bab 1-3	Sd
9	1 Juli 2022	Acc Bab 1-3	Sd
10	7 Juli 2022	Bimbingan 4-5	Sd



## KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Bayu Andika Nugraha  
NPM : 17420174  
FAK/PROGDI : FPBS/Pendidikan Bahasa Inggris  
DOSEN PEMBIMBING I : Dr. Jafar Sodik, S.pd., M.pd  
DOSEN PEMBIMBING II : Siti Musarokah, S.pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
11	8/7 - 2022	Chapter IV - V	
12	15/7 - 2022	Revisi Chapter IV - V / Acc	
13	19/7 - 2022	Kelengkapan & Article	
14	21/7 - 2022	Atc ujian	
15			
16			
17			
18			
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20			