

**ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING
PROCEDURE TEXT OF THE NINTH GRADE
STUDENTS AT MTsN 2 PONOROGO**

THESIS



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2023

**ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING
PROCEDURE TEXT OF THE NINTH GRADE
STUDENTS AT MTsN 2 PONOROGO**

THESIS

Presented to Islamic Institute of Ponorogo in Partial
Fulfillment of Requirement for the Degree of *Sarjana* in
English Language Teaching Department



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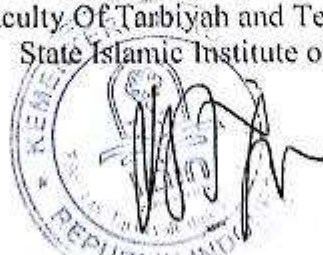
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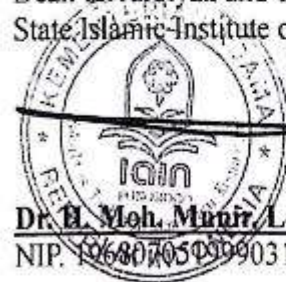
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STUDENTS AT MTsN 2 PONOROGO

I, hareby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

Thank you for your attention to this matter.

Ponorogo, 21st November 2023
Sincerely,

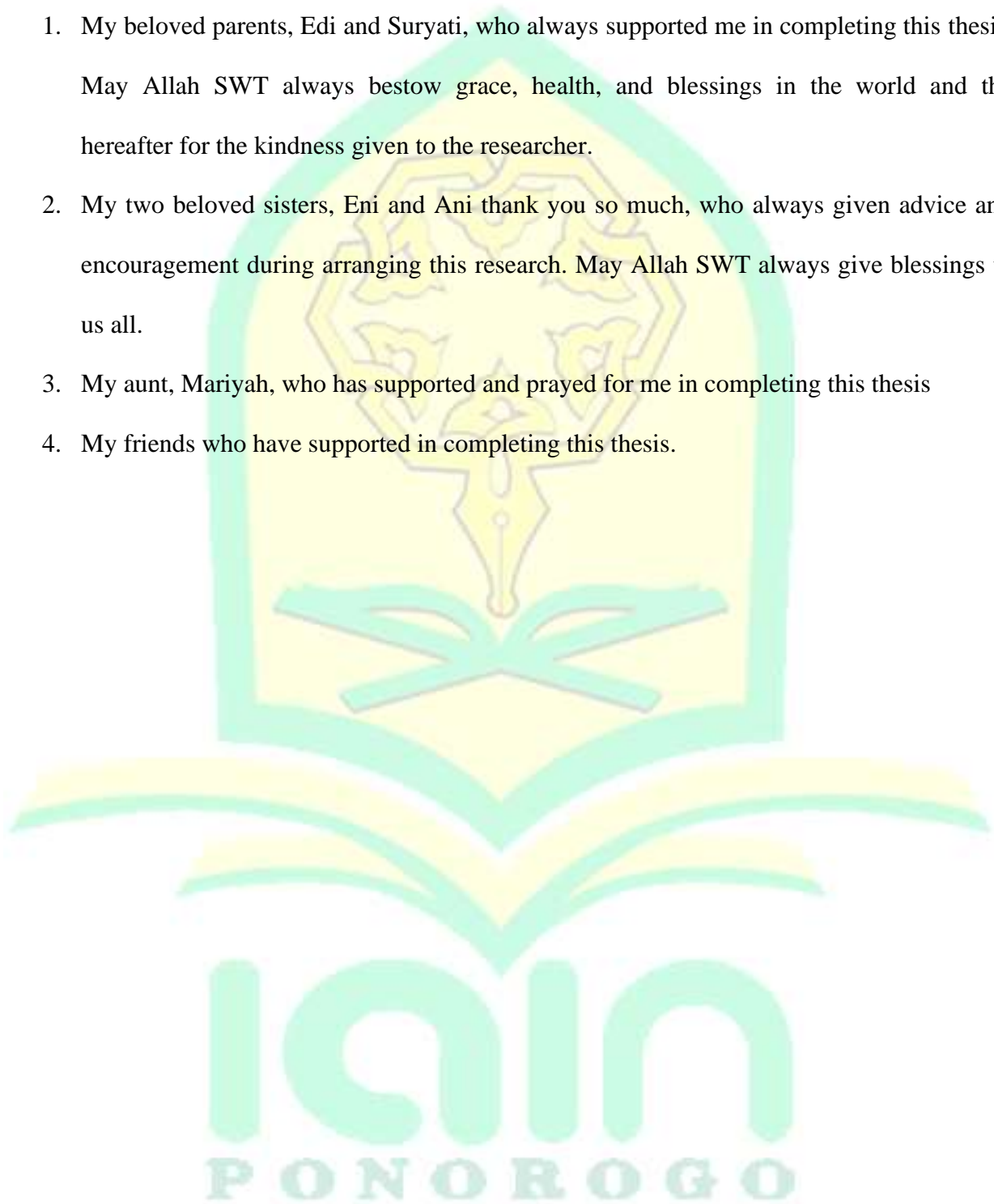
A 10,000 Rupiah Indonesian banknote is shown with a signature over it. The banknote features the text '10000', 'METRAL TEMPEL', and 'REPUBLIK INDONESIA'.

Wahyu Tri Prasetyawan
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DEDICATION

This thesis is dedicated to the following:

1. My beloved parents, Edi and Suryati, who always supported me in completing this thesis. May Allah SWT always bestow grace, health, and blessings in the world and the hereafter for the kindness given to the researcher.
2. My two beloved sisters, Eni and Ani thank you so much, who always given advice and encouragement during arranging this research. May Allah SWT always give blessings to us all.
3. My aunt, Mariyah, who has supported and prayed for me in completing this thesis
4. My friends who have supported in completing this thesis.

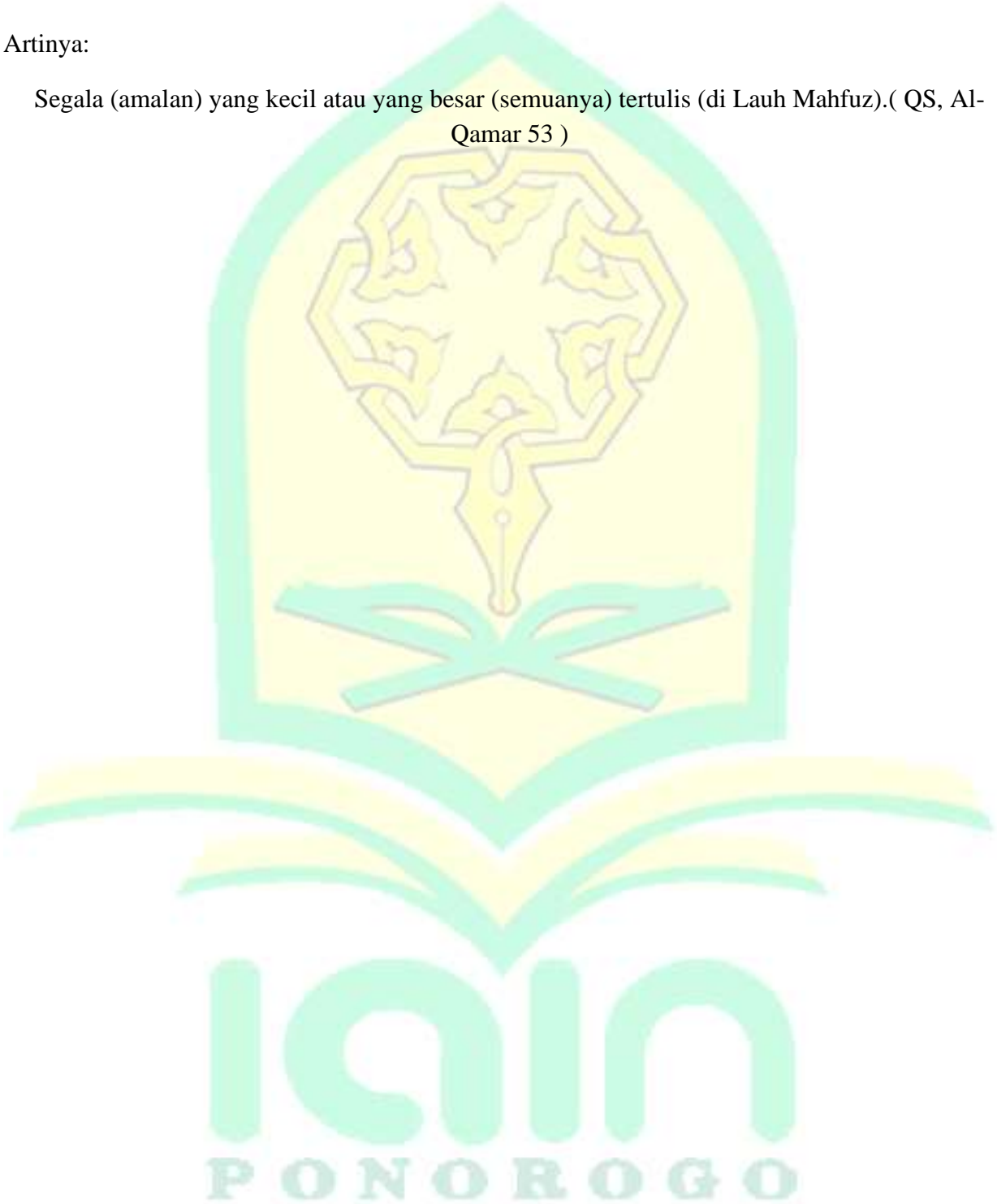


MOTTO

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ (٥٣)

Artinya:

Segala (amalan) yang kecil atau yang besar (semuanya) tertulis (di Lauh Mahfuz).(QS, Al-Qamar 53)



ABSTRACT

Prasetyawan, Wahyu Tri. 2023. *Error Analysis of Language Features in Writing Procedure Text of the Ninth Grade Students at MTsN 2 Ponorogo*. Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training. State Islamic Institute of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Keywords: *Errors, Language Features, Procedure Text*

Writing is one of the media for someone to be able to communicate with other people in written form to convey messages. There are several genres in writing texts, namely reports, expositions, descriptives, explanations, procedure text, but the researcher focuses on procedure text. Procedure text has five types of language feature which consist of simple present tense, imperative, action verb, adverbial, and connective. Language features can be used as a characteristic that will distinguish procedure text with another type of text.

This study is used to know the students' errors in using language features and the factors caused students made errors using language features in writing procedure text. The aim of this research is to analyze the students' language feature errors in writing procedure texts of the ninth grade students and the factors caused the ninth grade students of MTsN 2 Ponorogo made errors using language features in writing procedure text.

The researcher used a qualitative approach with a descriptive research design to answer the problems above in this research. This research was conducted at MTsN 2 Ponorogo in the academic year 2022/2023. The subject of this research was student's procedure text writing sheets, some students, and English teacher. The researcher used data collection techniques through documentation, and interview. The documentation is applied as collection of procedure text data of class IX G students. The interview used to collect information from several ninth grade students and English teacher.

The result of this research are: 1) the types of errors in language features of procedure are misformation, omission, addition, and misordering. In imperative (simple present) there are four types of errors, misformation 10 cases of errors (40.0%), omission 4 cases of errors (16,0%), addition 11 cases of errors (44.0%), misordering 2 cases of errors (8.0%). In action verbs there are three types of errors, misformation 10 cases of errors (45.0%), omission 3 cases of errors (10.0%), addition 10 cases of errors (45.0%). In adverbials there are three types of misformation 4 errors cases (14.2%), omissions 21 cases of errors (75,0%), addition 3 cases of errors (10,7%). In connective there are two types of errors, omission 40 cases of errors (95,2%), misformation 2 cases of errors (4,0%). 2) The factors caused students made errors in using language features in writing procedure text are intralingual and interlingual. Intralingual there were 21 cases of error (67,7%) The most dominant cause of errors, this occurs due to students' lack of ability to form well-structure of sentence in accordance with English grammar. Interlingual there were 10 cases of errors (32.2%), this due to students' overgeneralization in writing the target language, they often used their mother tongue patterns in writing their target language.

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Bismillahirrahmannirrahim,

Alhamdulillah rabil 'alamin, the researcher expresses his highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis entitled " An Erros Analysis Of Language Features In Writing Procedure Text Of The Ninth Grade Students At MTsN 2 Ponorogo " Then, shalawat and salam always be present to the last messenger of Allah SWT, prophet Muhammad SAW, who has inspired and lightened many people all around the world.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the author. In this valuable chance, the researcher intended to express his gratitude and appreciation to:

1. Dr. Hj. Evi Muafiah, M.Ag., as the Rector of State Islamic Institute of Ponorogo. Thank you for your kindness and encouragement.
2. Dr. H. Moh Munir, Lc. M.Ag., as the Dean of the Faculty of Tarbiyah and Teacher Training, and all the staff.
3. Dr. Eti Yuli Widayanti, M.Pd., as the Head of the English Language Teaching Department, for her guidance to the students.
4. Dra. Aries Fitriani, M.Pd, my beloved supervisor, has given me correction, suggestions, support, advice, and guidance in arranging this thesis.
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7. Students of class IX G of MTsN 2 Ponorogo who participated in this research.

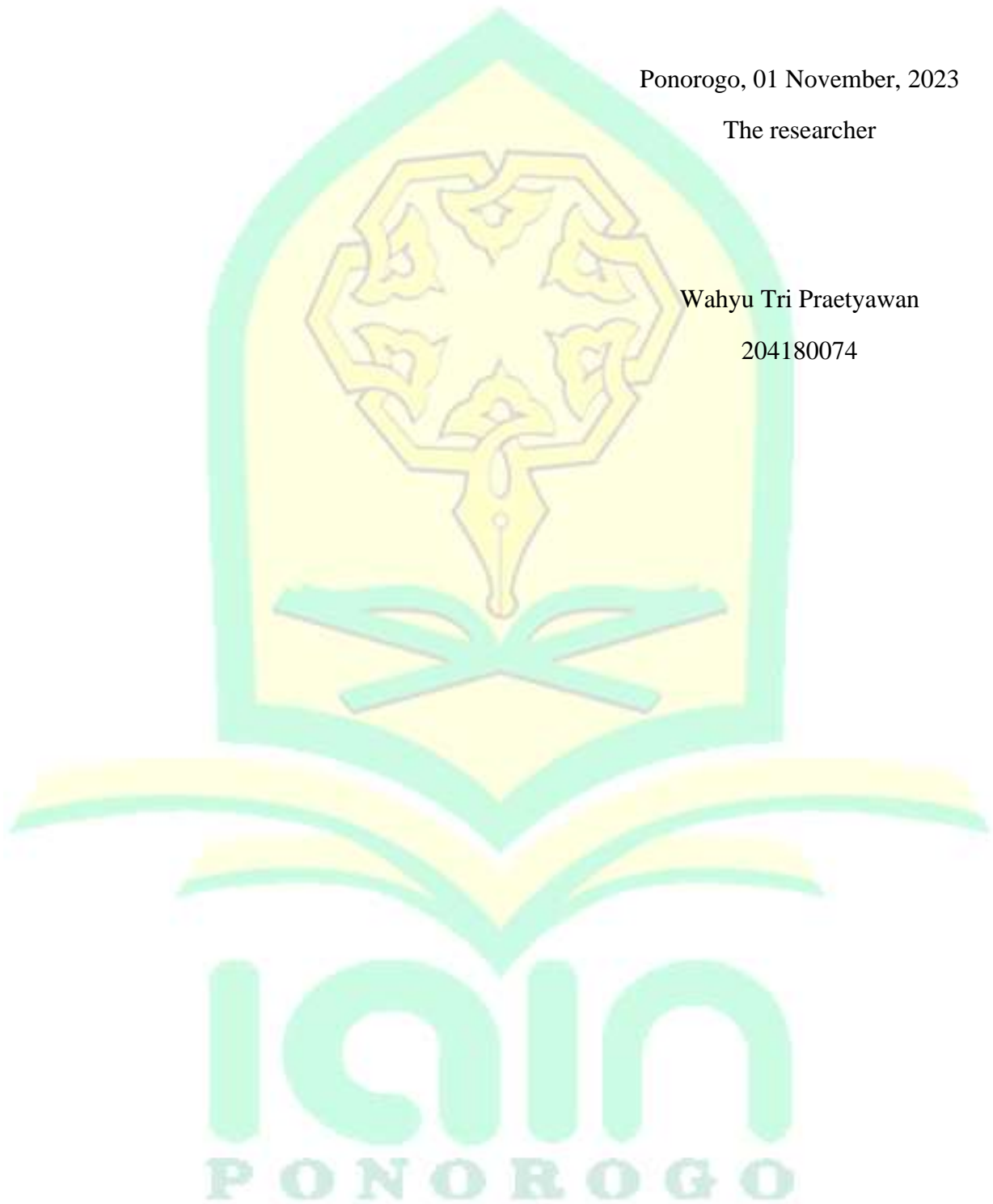
The researcher realizes that this thesis is still far from perfect. Therefore, It is hoped that there will be suggestions and constructive criticism. Hopefully this thesis can be useful for all.

Ponorogo, 01 November, 2023

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Dengan surat ini saya menyatakan dengan sebenarnya bahwa saya telah menmpuh dan telah dinyatakan lulus semua mata kuliah

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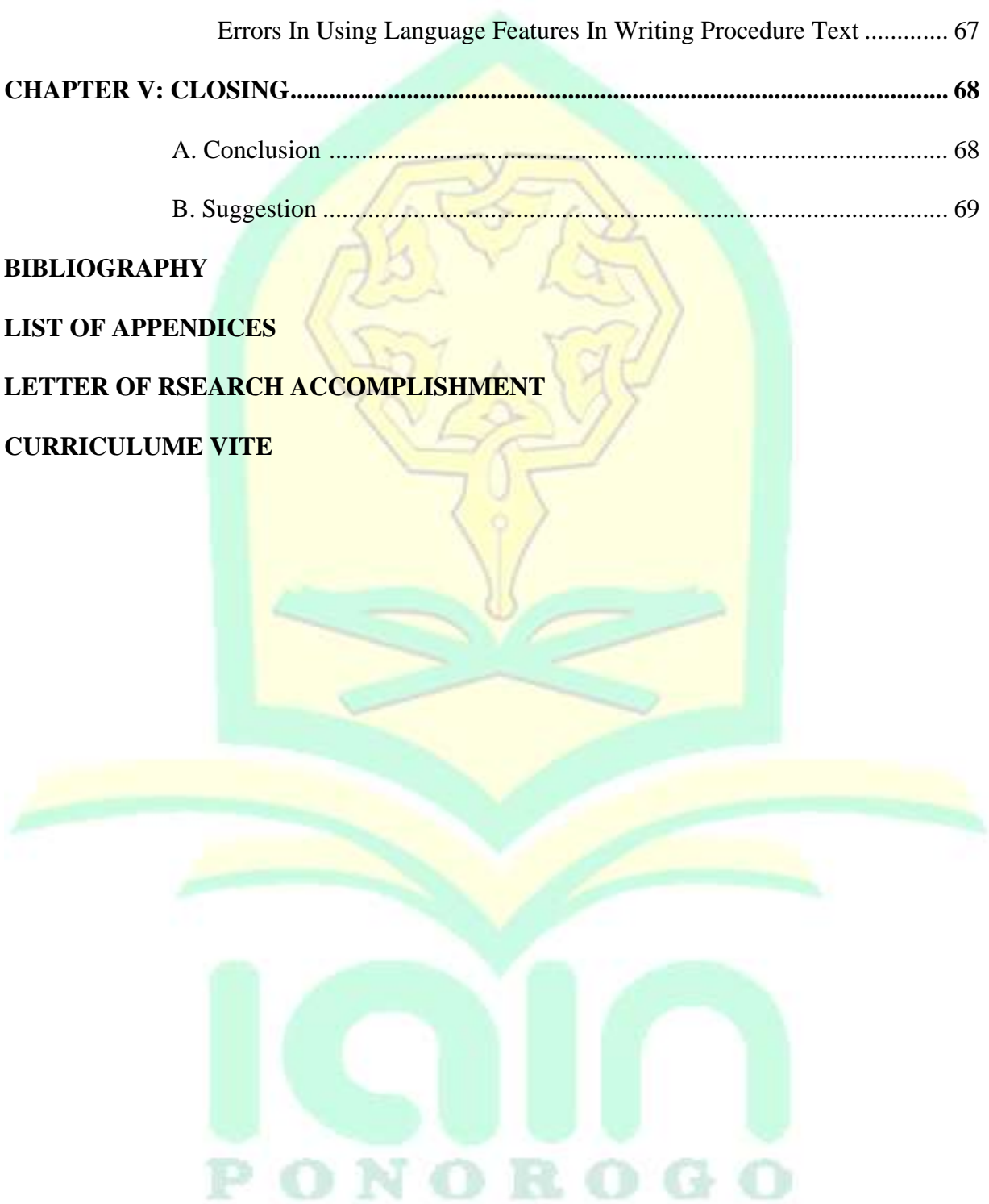
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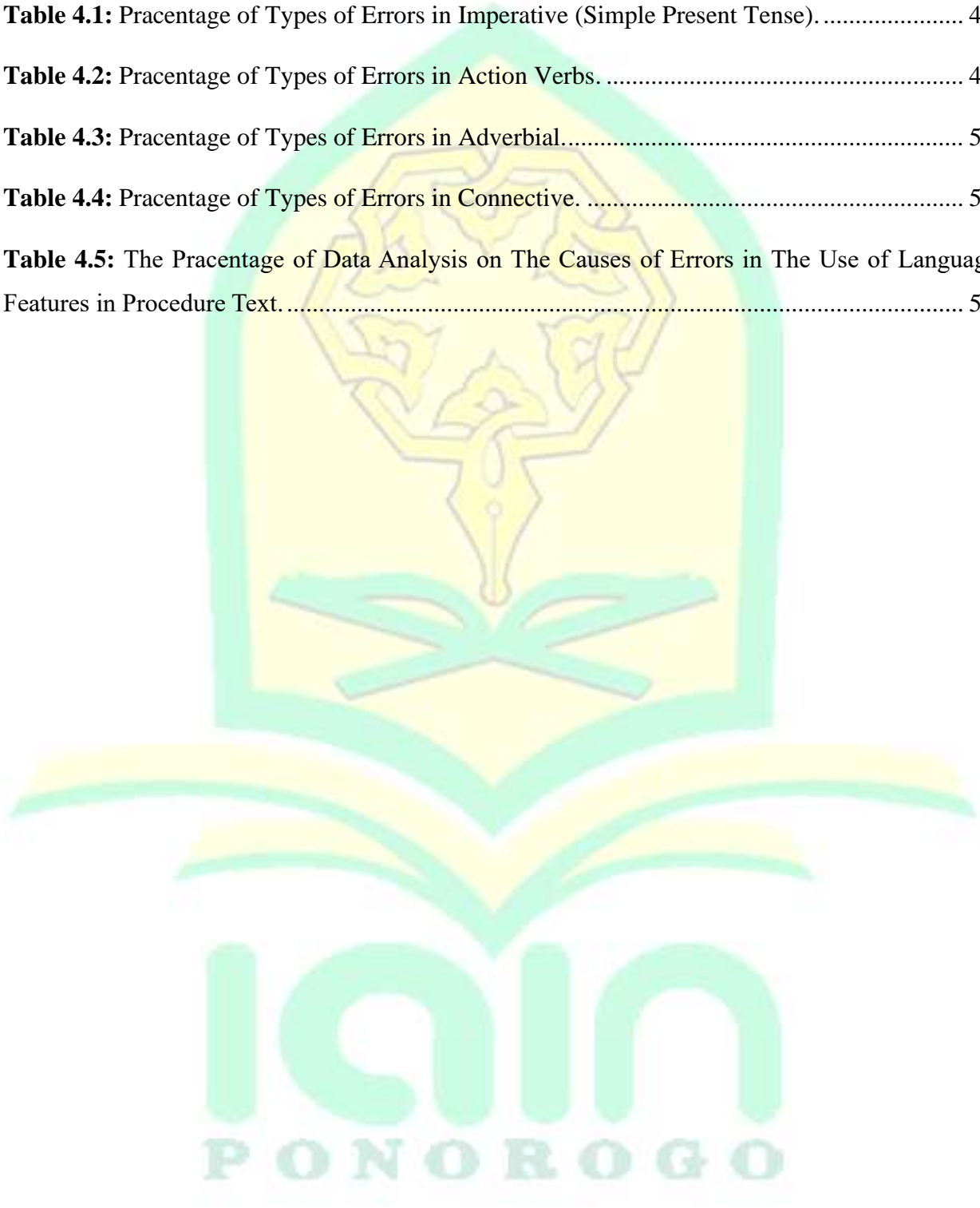
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CHAPTER I

INTRODUCTION

A. Background of Study

The lesson that must be taught to Indonesian students is English, because it is very important to be taught.¹ According to Ahmad Tauchid and Mohammad Faton, English is an international language that is used to communicate around the world. Many countries use English as the official language in their country.² English is an international language which becomes a bridge of communication with people in other countries, in commerce such as transactions or in knowledge such as studying abroad or books from other countries. almost all use English, even in Indonesia itself, English is often inserted in daily conversation either at home or at school.

Considering the importance of English as a means of communication for, it means that everyone should be able to use English as their communication with each other as a foreign language for them. When students want to learn English, they must learn four language skills namely listening, speaking, reading, and writing.³

Writing is the most important skill in English, because writing includes the three skills above, when someone writes, the writer is talking indirectly to the reader. Writing is tow times more likely to understand the content of the text than reading. Writing is the best step to improve students' understanding in learning English, as a medium in interacting with others. There are several reasons that writing is necessary. First, writing is one of the tools and ways to communicate with other people both within the country and abroad, second, writing skills are indispensable in the world of work, whether writing financial

¹ Faisal Mustafa, Mulya Kirana, S Research Studies in Language Learning 6 (1), 2017, page 39

² Ahmad Tauchid1, Mohammad Fatoni2, Investigating The Causes Of English Errors Produced By Senior High School Students In Bojonegoro (Journal of English Language Learning (JELL), page 37.

³ Asadiku, Lorena Manaj. The importance of four skills reading, speaking, writing, listening in a lesson hour. European Journal of Language and Literature, 2015, 1.1: 29-31

reports or making appointments with other parties. From here we can see that the importance of writing, and students should be taught about writing as early as possible.

It is hoped that all students can write correctly, especially for junior high school students. The importance of writing skills can be a reference in determining student academic achievement, which has been put forward by the government as a graduation statement for junior high school students. students are required to be able to express meaning in a simple written interpersonal and transactional text both in formal and informal forms, both in the type of procedure, descriptive, or narrative text. So, that means writing is English language skills are very important for junior high school students to master.⁴

Many factors cause students to make errors in writing such as vocabulary, grammar, cohesion, and sentence structure.⁵ According to Graham & Harris in Glynn et al, there are three causes of writing difficulties: a little ability, a little knowledge, and a little effective strategy.⁶

Errors in writing often occur when students start writing, this because writing requires student's creativity to pour the ideas into a series of words. especially in English which has many aspects such as grammar, vocabulary, cohesion, and sentence structure, cause students are not enthusiastic in learning writing.⁷ As in the use of tenses most students have difficulty in this. Students often make errors in the use of past tenses and present tenses, this is because the two tenses have some similarities aspects that make students confused which one to use when writing.

Students also often forget the importance of paying attention to culture and natural communication in English. Some words and phrases, even if they have the correct

⁴ Ningsih, Suma. Guided writing to improve the students' writing ability of junior high school students. *Efl Journal*, 2016, 1.2: 129-140.

⁵ Heti Hidayah, Gatot Subroto, Muhammad Candra, Students' Writing Difficulties in Procedure Text: An Analysis Study, 17.

⁶ Graham, Steve, and Karen R. Harris. "The role of self-regulation and transcription skills in writing and writing development." *Educational psychologist* 35.1 (2000): 3-12.

⁷ Faisal Mustafa, Mulya Kirana, S *Research Studies in Language Learning* 6 (1), 2017, 40.

meaning, may not be culturally appropriate. Indonesian is a very different language from English, both structurally and culturally. There are some common phrases that are often carried over into English, which makes students confused so that they often make errors in writing. " A: What time do you want to meet?, B: Because I have to work today, so let's meet at 18:00. " When someone asks a question, avoid using the word "because" as an answer. In English, it is considered as not understanding what people are asking or choosing not to admit it.

One of the product forms of writing is text. Text is a series of words or sentences that have a certain structure, grammar and can be arranged orally or in writing. The goal, to convey information, explain something, or reveal meaning. Bell states that text is the result of a series of structured linguistic expressions that form a unified whole. Text is also a formal product of choice from a system of grammatical themes that carries the semantic meaning of prepositions through cohesively linked sentences. Based on generic structure and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item each text must have its own difficulties, when writing a text students must be able to express feelings and ideas into a word, words into phrases, phrases into sentences, sentences into paragraphs, paragraphs into text.⁸

In writing text students must follow the generic structure and language features. Maintain the form and characteristics of the text so that the richness of art in each text can continue to be enjoyed by reader. The lack of understanding in generic structures and language features makes it very difficult for students to write texts, so that errors in writing texts often occur and are difficult for students to avoid.

⁸ Dian Fadhilawati¹, Dwita Laksmi Rachmawati², Moh Mansur³, Using Padlet to Increase the Students' Procedure Text Writing Achievement, 03-Aug-2020, 1.

Writing is important, because with writing we can provide useful information for others who need it. Whatever sentence is written, it must be useful for the writer or the reader. Because writing is one of the means of communication and delivering of ideas.⁹ However many students have difficulties in delivering their ideas in written expression because of their limitation of writing knowledge and abilities.

In this study, the researcher uses procedure text as genre of text, procedure text is a text that provides guidance to someone to do or make something in order to achieve the desired goal. The researcher chose the procedure text because the students in Junior high schools have learned about text procedures which are one of the materials taught in junior high schools, but most students do not know that texts have components that must be present, one of which is a language feature. In this case, the errors is that students still don't know much about the language features of text procedures, so students are not correct in writing procedure texts.¹⁰

Kannp and Watkins state that procedure text is a text in which the author explains how something is used or created through a series of actions or steps.¹¹ Procedure text is one of the texts that provides benefits to the that tell reader information about the way to use or make something. In general, students will easily read and understand the contents of a procedure text, but it is different if they are asked to write a procedure text. Most students will find it difficult if they are asked to write a procedure text, because students must have ideas or information that will be given to the reader, besides that vocabulary is needed in writing procedure text, and the components contained in procedure texts make procedure texts difficult for students to write it. Limited vocabulary and ignorance or unfamiliarity components of the procedure text make it difficult for students to deliver their ideas in

⁹ Susanti, Elva, Rivi Antoni, and Evi Kasyulita. "A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir." *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris* 1.1 (2015), 15.

¹⁰ Langan, J. (2013). *Exploring writing: Paragraphs and essays*. NY.: McGraw-Hill Higher Education, 27.

¹¹ Knapp, P and Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Amerika Serikat: UNSW Press, 153.

writing procedure text, students often made errors if they asked to writing procedure text. This will cause students to find it difficult to write procedure text so that students will be reluctant to write procedure text.

Language features is one component of the procedure text which students must know and master. If it is wrong in the language feature, it will reduce the meaning and characteristics of the procedure text. Students often use language features incorrectly because they do not know in detail this component of the procedure text. Usually students only focus on ideas in writing procedure text without paying attention to the language features. This is understandable because usually in writing procedure text lessons students are only given examples of procedure text without telling the components procedure text in detail.

Language feature is very important component that must be considered in writing procedure text. Proper use of language features will produce good and understandable procedure text, so that the authenticity of the text procedure is maintained, and readers know the contents then can get maximum results. According to Knapp and Watkins, There are five general components of language features in the procedure text. They are simple present tense/imperative, connective, action verb, and adverbial.¹²

The implications of this research are related to the research findings Language features need to be fully introduced to MTsN 2 Ponorogo students, they must develop their writing abilities, especially writing skills. Language features will be found in all text genres. This is an important part in compose text. Each text has its own language features. Therefore, the language features of Procedure texts are very useful material to improve in teaching writing in schools. It will be very important for students' ability to develop writing later.

¹² Knapp, P and Watkins, M. (2005), 156.

Errors are common things that often occur in the learning process. Students make errors when learning a language, especially in foreign language, students often encounter errors in the learning process, but this can improve student's learning abilities in language. Especially to master writing skills. Many say that if students often fail, there will be more experience and knowledge that makes it easier for students to learn the something they want.

Research on error analysis (EA) has actually been done by many researchers, so that error analysis research is popular in the field of education. Especially in countries where English is a second language. According to Harmer, "errors are part of the student learning process" language version that the learner has at one stage of development, and which constantly being reshaped as he aims towards complete mastery.¹³ So, it's a natural process, which is in the process of learning the language of students make errors when writing in English. Students are expected can improve their knowledge of the errors they make in the language learning process. When students make errors, the teacher helps to correct them, and provide views and information to the teacher whether the language learning process is successful or not.

The facts that have been discovered previously and regarding these observations will direct research to conduct further research regarding errors in the use of language features in students' writing procedure texts. This research is expected to provide information to teachers and students about what needs to be fixed in the future.

There are many research that study errors that are useful, because they can be used as data to support this research. This research is related to not having the same form as other research on errors, but can contribute in explaining the errors that often occur in

¹³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 1983), 138.

students' writing. Previous research can provide insight and further information about errors use language features in writing procedure texts through their findings.¹⁴

Based on the researcher's experience in internship 2 with ninth grade G students, the researcher found several errors during the lesson of writing procedure text. In an interview with the English teacher in ninth grade, she said that students often made errors in writing procedure text. Specifically, she said that students often made errors in the language features of procedure text. Based on the phenomenon, researcher chose ninth grade students at MTsN 2 Ponorogo to conduct the research. The researcher chose this school because ninth grade students had difficulty in the language features of procedure text. In this research, the researcher focus on the language features of procedure texts as an important part in creating a text. To solve this problem, researchers choose title " **An Erros Analysis of Language Features in Writing Procedure Text of The Ninth Grade Students at MTsN 2 Ponorogo**"

B. Research Focus

Based on the research background, this research is focused on analyzing the students' language features errors in procedure text writing and the factors that caused errors in the use of language features in writing procedure texts for ninth graders of MTsN 2 Ponorogo in academic year 2022/2023.

C. Research Question

1. What are the students' language feature errors in writing procedure text of the ninth graders at MTsN 2 Ponorogo in academic years 2022/2023?
2. What are the factors caused the ninth grade students of MTsN 2 Ponorogo in academic years 2022/2023 made errors in using language features in writing procedure text?

¹⁴Martha Heasley, Writing Form Process Purpose, (San Francisco: Chander Publishing Company, 1962), 261.

D. Research Objective

1. To find out the students' language feature errors in writing procedure text of ninth grade students of MTsN 2 Ponorogo
2. To find out the factors caused the ninth grade students of MTsN 2 Ponorogo made errors using language feature in the writing procedure.

E. Significance Of Research

This study aims to have the following uses:

1. Theoretically

This research can provide information and guidance to teachers about students' errors in writing procedure text based on their language features.

2. Students

Hopefully this research can help them in developing their writing procedural text skills and increase their awareness of errors in the text to avoid other errors in the future.

3. Teacher

This study aims to help teachers find useful information based on the content and findings of this study, namely: related to errors in writing procedure text based on language features, so that students can avoid common errors that are often made when writing procedure text in the future.

4. Researcher

This research expected to help further researchers to analyze students' difficulties in the teaching and learning process to help improve students' writing. In other words, this research can be a reference to help students in writing activities, especially in writing procedure text.

F. Organization of the Thesis

Chapter I:

An introduction about the background of the study, the research focus, Research Question, the objectives of the study, significances of the study, and the organization of the thesis.

Chapter II:

This chapter consists of the theoretical background, and previous research studies.

Chapter III:

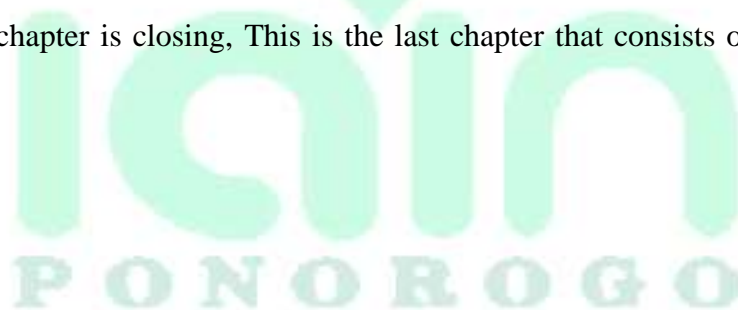
The research methodology contains the research design, the role of the researcher, the location of the research, data and data sources, data collection techniques, data analysis techniques, and checking the validity of the findings.

Chapter IV:

The research finding is very necessary because it is important information, the researcher will analyze the data. This will make general data clearer in this chapter such as the profile of MTsN 2 Ponorogo, student research results in writing textsprocedures, interviews with students and English teachers, descriptions of research data findings and discussion.

Chapter V:

The chapter is closing, This is the last chapter that consists of the conclusion and suggestion.



CHAPTER II

LITERATURE REVIEW

A. Teoritical Background

1. Errors Analysis

a. Errors and Mistakes

There are lots of opinions and definitions regarding errors and mistakes. Based on the definition of Handayani, error is deviations that are systematic, deviations that occur repeatedly and the learner does not realize that what he is doing is a deviation. Mistake is something like a celibacy of the tongue, namely an event that only occurs once, and the speaker knows it. Meanwhile, according to Ellis says that an error is a lack of competence and a mistake is a deviant performance, which means an errors caused by a lack of knowledge, while a mistake is due to a deviation in making an utterance.¹⁵

Based on the definitions and statements presented by experts, then the researcher concludes that the error is something that occurs automatically over and over because of a lack of understanding of the rules of the language being studied and the learner does not realize what he is doing erros. While mistakes are temporary, it occur once and the learner can correct it by themselves. So that in this study only focusing on error.

b. Types of Errors

Corder states that the types of error are divided into four categories: omission, addition, wrong selection, and ordering that will be explained as follows.¹⁶

¹⁵ Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. 5.

¹⁶ S.P. Corder. *Errors Analysis and Interlanguage*. Great Britian: oxford University Press Walton Street : 1988), 204

1. Omission

These types of error are characterized by the absence of an item that must appear in a well-formed utterance. For example:

- Mater - matter
- Dificult - difficult
- Vilage - village

2. Addition

Errors of addition where some element is present which should not be. For example:

- Syroup - syrup
- Sliceses - slices
- Syirup syrup

3. Misformation

Errors of wrong selection where the wrong item has been chosen in place of the right one. For example:

- Buttom - bottom
- Sol soup - sour soup
- Vinally - finally

4. Misordering

Errors of ordering where the elements presented are correct but wrongly sequenced. For example:

- Cahce - chance
- Silece – slice

c. The Causes of Errors

Brown defines the causes of errors to be grouped into four parts, one of them are interlingual and intralingual. The same thing was also stated by Erdogan, the factors that cause errors are interlingual, and intralingual¹⁷

1) Interlingual

Interlingual errors are those that can attributed to the native language. At phonological, the learners tend to place a vowel between them as in the example of “sitation” insted of “station” . Erdogan said that is caused by interlingual transfer if it is affected by the learners' first language. It may occur at different levels such transfer of phonological, grammatical and lexical semantic element of the native language into the target language.

The early stages of language learning are usually marked by interlingual transfer, the transfer of elements of the first language or mother tongue into the learner's target language. In the early stages of learning students will include elements of their first language, it is even clear that the inclusion of elements of form, sentence structure, and even lexical elements of the first language into their second language.¹⁸ It can be concluded that the source of the error is caused by the inclusion elements of the first language or mother tongue into the student's second language.

2) Intralingual

When learning the target language, transfer between languages is one source of error that must be understood by the student, but it is now clear that the transfer is in the target language. That mean, intralingual transfer is an error

¹⁷ James (1998) *Errors in Language Learning and Use*. London: Longman, 178.

¹⁸ Richards, Jack C. (1971). *A Non-Contrastive Approach to Error Analysis*. London: Oxford University Press. 45.

influenced by the complex target language system, becomes a source of errors that cause students to make errors in learning the target language.¹⁹

Errors due to intralingual transfer factors are errors that occur due to the language system being studied. Brown states that this factor is the main factor of mistakes made by students.²⁰ "She studied at the University of Trunojoyo Madura" occurs because there is a tenses system in English, while Indonesian does not have a tenses system. Errors due to this factor occur because the learner generalizes the rules in the language they are learning.

d. The Definition of Errors Analysis

Making errors is a humane and natural process that students must experience. In the learning process, errors are used as a tool to develop students' abilities in learning. Indeed learning often makes errors, basically errors are processes that involve making errors.²¹ Mistakes, misjudgments, miscalculations, and wrong assumptions are important aspects in learning another language. Richards said that error analysis is a study that analyzes the errors made by second and foreign language learners.²² Error analysis is carried out to aim at knowing the extent to which a person's ability to know a language, get information about common difficulties in learning the target language, and as an aid in teaching or in the preparation of teaching materials.

Another explanation is states that error analysis is "an examination of errors experienced by students both orally and in writing". According to Harimurti Kridalaksana, error analysis is a technique for measure students' understanding in learning language by analyzing and writing errors committed by a person or group.²³

¹⁹ Erdogan, Contribution of Error Analysis To Foreign Language Teaching: Mersin University Journal of the Faculty of Education, 34.

²⁰ Brown (2000), 225.

²¹ Kridalaksana, H. (2013). Kamus Linguistik (edisi keempat). Gramedia Pustaka Utama., 109.

²² Richards, Jack C. (1971), 78.

²³ Kridalaksana, H. (2013), 91.

From the information above it can be concluded that the error analysis has the same basis as one another, namely paying attention to the errors made by students who learn foreign languages, and this is what did the researcher do in his research.

e. Error Analysis Purposes

Error analysis is useful for measuring students' abilities in thought processes to receive knowledge from the target language. Error analysis is useful for students' second language learning, this should be made one of the media disclosed by syllabus designers, teachers, and textbook writers.²⁴ They can design lessons, remedial exercises focus more on problem spots. in this case the writer would like to add that error analysis as a tool is also useful for researchers to find out the necessary information, the study of errors gives an idea of the linguistic ability of the learner and can give an indication of the learning process. The researcher also have the same opinion that errors can help to provide cognitive strategies that students use to learn information through analysis of learner errors.

2. Writing

Writing is an important activity to create communication between writers and readers. According to Spratt, writing is a tool to convey messages with signs.²⁵ Writing is also a thought process. Writing and thinking are two activities that are carried out together and repeatedly. Writing is a product of thought that is beneficial to humans. Connection between writing and thinking, namely through writing activities someone can also communicate what is being thought. And through a person's thinking activities can increase his ability to write.²⁶

²⁴ Kridalaksana, H. (2013), 92.

²⁵ Spratt, Mary, Alan Pulverness, and Melanie Williams. The TKT course modules 1, 2 and 3. Cambridge university press, 2011, 25

²⁶ Anwar Efendi, dkk, Bahasa dan Sastra dalam Berbagai Perspektif, (Yogyakarta: Tiara wacana, 2008), 27.

Writing is also defined as the process of conveying ideas. These two processes are the same focuses on writing as an activity symbolizing sounds according to certain rules. Through these symbols the reader can understand what the author meant.²⁷

In writing there is also a communication process. This process is done indirectly, not through face to face between the writer and the reader. In order for the writing to function properly, the writing must be clear in terms of its purpose or structure. Writing is a medium communication that must be understood because of its broad benefits. Writing is an activity to convey messages using written language as the medium. In written communication there are at least four elements involved, namely, the author as a messenger, the content of the writing or message, channel or media in the form of writing or messages, and readers as message recipient.²⁸

a. Aspects of Writing

In writing there are several aspects of ability, namely: mechanics, vocabulary, organization, content, and language use. there are many experts who explain the aspects of writing, Brown classifies the elements of writing into five categories that aspects of writing ability include content, vocabulary, organization, mechanics, and grammar.

1) Content

Content is the essence of or ideas in writing activities. content is closely related to the author's knowledge, how the author's life, what business the author has been through, greatly influences the content. This is one component of writing which is about how researchers can be carried out and then expand ideas to be able to share all ideas into communicative and productive messages.

²⁷Rivers, W.M. (1981) Teaching Foreign-Language Skills. The University of Chicago Press, Chicago, 294.

²⁸Neuendorf, Kimberly A. The content analysis guidebook. sage, 2017, 25.

a) Organization

It is the component in the writing that tells about the managed idea. It explains how ideas are arranged in such a way that they develop logically and then become complex arrangements. Arrangement or organization in writing that describes the overall arrangement of the right writing structure for the right type of text written.

b) Vocabulary

Efforts in choosing the appropriate words to explain the meaning of the idea by forming a series of beautiful sentences and easy to understand. students can make good writing by using vocabulary because they can choose the right words and according to the topic they wrote.

Vocabulary is a part that must exist in making a text. The use of vocabulary is an obligation for every student because in this way the reader can understand the information in the words written. The statement is supported. vocabulary has a role for students to write because with vocabulary students can send messages that are to read to someone.²⁹

c) Grammar or Language Use

The use of grammatical forms and syntax forms in Writing. Grammar is important in writing because it will give a different meaning when writing is not in accordance with the rules or grammar, in other words what is conveyed in writing cannot be understood or misunderstood.

d) Mechanics

In making a paragraph, mechanics are elements that must exist, because these elements influence the quality of certain writing. Kane states that

²⁹ Maisal Rahmadi Aka, An Analysis On Senior High School Students' Writing Work, Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Banda Aceh 2018 M / 1439 H, 13.

mechanics gives patterns to sentence packaging, how words are selected and arranged in writing.³⁰

b. Process of Writing

The writing steps will also enable the writer to achieve his writing goals correctly and ensure that the results of his skills can be understood according to the author's intent, and achieve the goals with precise and systematic results. Nunan states that writing is a combination both process and product, the process refers to the act of gathering some idea until we represent them in our way in polite language and comprehensible. It has many stages to be done in creating a good writing. Harmer suggests the process of writing into four elements as follow:³¹

1) Planning

In the preparation process, the author must consider several things. The first is to define the purpose of the writing, then identify the reader, and finally determine the boundaries of the writing. Set some of these stages to determine how the author wants the reader to know and what to do after reading the article.

2) Drafting

The second step is preparation. In this step the writer focuses on the writing process and does not pay too much attention to grammar or grammar suitability of the draft. At the draft stage, students put the arrangements they made at the planning stage on paper. At this stage, this stage focuses more on the fluency of students in writing.

3) Revising

At this stage, you correct their ideas in writing. Revising is not making the writing better, but this activity focuses more on removing, reducing, compiling,

³⁰ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), 27.

³¹ Jeremy Harmer, (England: Longman, 2004), 35.

adding to the content of the writing according to the needs or desires of the reader.

Editing is the writing process to change the draft inappropriate or confusing by using word choices that are thought to fit the purpose of the reader. It aims to justify the wrong written manuscript, so that it is easier to understand, there are no misspellings and discarding sentences that do not match.

c. Types of Text

Knapp & Watkins explains that text has various forms, it can be in the form of direct conversations, expressions through television media, novels, films, and so on.³² Various types of texts have characteristics depending on the purpose of creating the text. For example the text of poetry has different characteristics of scientific texts, these characteristics are due each text has a different purpose of conveying through language, text can also be classified in various forms, for example everyday text (informal), formal, entertaining and informational. According to Knapp and Watkins, there are three types, namely (1) literary texts include novels, poems, and plays, (2) factual texts include descriptions, explanations, and procedures, essays, reviews, and arguments, (3) media texts include magazines, videos, radio broadcasts, telegrams, movies and etc. However, in learning at school, the type of text that important to know so that students understand the structure and language feature of the text. Includes description, explanation, procedure, argumentation, and narrative.³³

One of the product of writing is text, a collection of sentences that become one as a means of communication either with readers or listeners. Hartman and Hartman stated that: "Text is telling a desire or experience in writing."³⁴ Text has a different structure according to its types, according to pradiyono there are thirteen types or

³² Knapp, P and Watkins, M. (2005), 29.

³³ Knapp, P and Watkins, M. (2005), 27

³⁴ Pardiyo, Pasti Bisa: Teaching Genre Based Writing, Yogyakarta: C.V Andi: 2007, 46.

genres of text.³⁵ Each text has its own meaning and function. Here are three types of text and their functions.

Table. 2.1 Types of Texts

| No | Name | Function/ definition |
|----|--------------------------|--|
| 1 | Descriptive | To describe about something. |
| 2 | Recount | retells a story and informs and entertains the reader. |
| 3 | Narrative | is a text that contains imaginary stories, fairy tales. |
| 4 | Procedure | Text guide someone to do something. |
| 5 | Explanation | Text to provide a clear explanation. |
| 6 | Discussion | A text that presents a problem topic which is then discussed from various points of view. |
| 7 | Analytical Exposition | A text that will explain in detail the author's opinion on a phenomenon or issue that occurs without intending to influence the reader to agree or do something. |
| 8 | Hartatory | This text is used to explain to the reader about something that can or should not be done. |
| 9 | News Item | A type of text in English that provides information about an important event that deserves to be newsworthy. |
| 10 | Report | Text in English that describes the details of an object. |
| 11 | Anecdote | To tell an unusual incident. |
| 12 | Spoof | English text that contains funny stories. |
| 13 | Review | As a text that reviews something. |

3. Language Features

Language features are parts of the text that help achieve the text's goal. There are many types of language features include things like titles, boldface, tenses, nouns and choice of adjectives. Text usually has many features. what language features the text uses

³⁵ Pardiyo, 55.

will depend on the purpose, meaning, and the intended reader of the text.³⁶ according to

F. Pollock the type of language feature components in the text are as follows:

- noun
- tenses
- adjective
- adverb
- adverbials
- conjunction
- command word, question word
- number
- action verb
- metaphor
- paragraph length³⁷

Before making a text, the writer should understand the language features first. This is necessary so that the contents of the text are clear and easily understood by the reader. According to Taufiqur Rahman and Hamidulloh Ibda, language features are the fundamental rules that become standards for use in understanding text.³⁸ So, language features are the rules used to form sentences as a differentiator of one text from another because each text has its own language features.

Language features are one of the most important parts of a text. To make a text cohesive and coherent, language features are needed in writing a text, besides that language features give a characteristic to a text, so that a text has its own art from other texts. Language features of a text are different, it depends on the form of the text.³⁹

³⁶ Pollock, F. Senior English Outcomes: Stage 6. Australia, Pascal, 2003, 54.

³⁷ Pollock, F, (2003), 55.

³⁸ Rahman, Taufiqur. Teks dalam kajian struktur dan kebahasaan. CV. Pilar Nusantara, 2017, 47.

³⁹ The Australian Curriculum English glossary, 1.

Language feature is an important aspect in a text.⁴⁰ This is part of the knowledge that students have to master. If students can use language features, they can understand the content of written text. This is because one of the main components in a text, which builds the text so that it can be understood by the reader.

From the definition above it can be concluded that language features mean the uniqueness contained in a text, which has a purpose. A text that has a special linguistic pattern that differs from one text to another or in its delivery. This pattern is related to tenses, it can also be in the form of other grammatical rules.

Language features refer to phrases, vocabulary, punctuation marks, etc. Used to support content, and give meaning to communications. Different language features used in constructing the content of one text with other texts. Therefore, it is very important to use appropriate language features to define intent, and develop text content.

a. Language Features In Several Text

Each text has its own language features.⁴¹ Language features from one text to another cannot be exactly the same, but there are some similarities, or there are several language feature components that are the same in several types of text, and the following are language features in other types of text:

1) Language features of narrative text

Derewianka that narrative text has several components of language features: the use of past tense, adverbial of time, adjective, and noun phrase.⁴²

a) Use Simple Past Tense

The simple past is used to describe activities or situations that started and ended in the past. Simple past tense is one of the important components for building a sentence in the past. Narrative texts often tell events or stories in

⁴⁰ Pollock, F. (2003), 50.

⁴¹ Kosasih, E. 2014. Jenis-jenis Teks: Analisis Fungsi, Struktur, dan Kaidah serta Langkah Penulisannya. Bandung: Yrama Widya., 71.

⁴² Derewianka, B. (2003). Trends and issues in genre-based approaches. RELC journal, 34(2), 133-145.

the past, so they use the past tense in writing. Using the past tense can create a sense of time and sequence in the story, which allows the reader to follow the plot and understand the development of events in the story.

b) Use Adverbial of Time

Adverbial of time tell us when something happens, as well as how long it takes and how often it happens. Adverbial of time are fixed and very general. In narrative texts, adverbial of time are often used to provide a clear structure and description of story development. These time expressions help the reader understand when the events being told are taking place, and how these events relate to one another and to the plot of the story as a whole. By providing context for a series of events, adverbial of time provide a clearer and more engaging reading experience for reading narrative texts.

c) Use Adjective.

Adjective is a word that functions to explain, describe, a pronoun or noun that is still common. Adjectives are usually placed after nouns. Adjectives are used to describe nouns or pronouns such as people, places, animals, objects or abstract concepts. In narrative text, adjectives help make a story more detailed and clear.

d) Use Noun Phrase

A noun phrase is a group of words that contains a noun and its modifiers, such as adjectives and adverbs, or other nouns that provide more information about the main noun. noun phrases allow creating detailed and clear descriptions in the text. In narrative text, noun phrases are used to provide an accurate description, highlight a particular part of a character or setting, or explain a complex idea succinctly.⁴³

⁴³ Derewianka, B. (2003). 145.

2) The Language Features of The Descriptive Text

There are several language features of descriptive text that make it different from other texts. Knapp and Watkins categorizes language features description text into four components as follows⁴⁴

a) Focus on Specific Participants

That is, descriptive text is focused describes a current participant, such as “My English Teacher”, “My Bird”, “My Favorite Guitar” and so on. To make the text easy to infer. This can help the reader to focus on one subject freely.

b) Simple Present Tense

Simple present tense is a type of tense that is used to talk about repeated or permanent actions or events, statements or things that are always true. The Simple Present is the most common type of tenses encountered when we read an English text. simple present tense is one of the commonly used tenses in writing descriptive text. This tense describes a habit activity. It is also used to explain general statements about the fact of action.

c) Auxiliary Verb

Auxiliary verb is a word as an aid to complete the main verb in a sentence. In addition to completing the main verb, the auxiliary verb also serves to clarify the main verb.⁴⁵ Use of auxiliary verbs it contains the use of possession such as has or have. Each subject uses differential ownership, has belongs to him, her, while have belongs to i, you, we, they. For example: "Wahyu has a big house".

⁴⁴ Knapp, P and Watkins, M. (2005), 98-100.

⁴⁵ Knapp, P and Watkins, M. (2005), 70.

d) Adjective

Adjective is a word used to describe a noun. Adjectives are usually placed after nouns, for example diligent, beautiful, strong and fast. Describing something will be easier to understand if the writer uses adjectives so that something the writer describes can be imagined more realistically. For example: lions are **nocturnal**, very day his appearance is **cool**.

3) The Language Features of The Procedure Text

According to Knapp and Watkins, There are four general types of language features in procedural text. They are simple present, imperative, action verb, adverbial, and connective.⁴⁶

a) Imperative (Simple Present Tense)

Simple present tense is used when someone wants to express an event or general fact that is currently happening. The simple present uses verbs in the base form (infinitive) either regular verbs or irregular verbs. The simple present is found in various types of text, one of them is procedure text. Because there are facts about a way making or doing something. Apart from that, the simple present is also needed to use imperative in compiling procedure text. For example:

- stir the dough properly
- use glue on each corner of the kite

b) Action Verb

Action Verb plays a very important role in forming a sentence in a text because without an Action Verb, a subject in a sentence doesn't have any meaning. Besides that action verbs can help us to know and describe the

⁴⁶ Knapp, P and Watkins, M. (2005), 156.

activities or actions carried out by the subject of the sentence clearly and precisely.⁴⁷ The action verb itself can be written in the past, present, future, or continuous form. Action verbs are active verbs that show an activity being carried out. Examples of action verbs used in Procedure Text as follows:

- Put the potato pieces in a bowl
- Boil 2 glass of water

c) Adverbial

Adverbial is a useful description function to provide additional information in a verb. Although it only act as description, adverbial structures do not consist of just one word. According to the explanation quoted in the Collins Dictionary, adverbials are not always just single words. The adverbial can also be composed of a collection of words that form phrases or clauses. More simply, adverbial are words that will explain the meaning of the verb in a sentence.⁴⁸ Adverbial in procedure text represent as time, amount, size, palce. For example:

- Steam the sweet potato pieces for 7 minutes
- put the cake on a plate

d) Connective

Connective are also known as words or phrases that function to create transitions or connect parts of words, phrases, clauses or sentences and even paragraphs.⁴⁹ In general, connective adverbials are often found in procedural text, it to connect each the steps in procedure text, so that the list of

⁴⁷ Knapp, P and Watkins, M. (2005), 71.

⁴⁸ Knapp, P and Watkins, M. (2005), 42.

⁴⁹ Knapp, P and Watkins, M. (2005), 157.

instructions is made coherent and easy to understand.⁵⁰ For example connective in procedure text are:

- first cut two potatoes into small pieces
- after that put it in a bowl

4. Procedure Text

One type of text that is learned by students in junior high school is procedure text. Writing procedure text is one of the basic competencies required in learning English for junior high school level. Procedure text is one of the texts in a genre-based approach. In this study, procedure text is writing that tells a direction to operate or make something using several steps.⁵¹ Examples of procedure text such as manual instruction of a tool, rules of games, cooking recipes, directions. However, the procedural text used in this research is manual steps in doing something, cooking recipes. In addition, there are two important components contained in text procedures that students must master. They are the generic structure and language features of procedure text. The generic structure of procedure text has three components, such as objectives, materials and steps. Goal in procedural text explains to tell the reader how to do or make something through the correct sequence of actions or steps, usually stated in the title of the text. Then material Contains materials and sometimes the tools needed to make an item or do something. Method or steps provide a series of steps or tips that must be done.

Procedure text is text that provides instructions, informs, or helps the reader on how to make or do something.⁵² Keraf state that procedure text is a text that contains the steps must be taken to achieve the desired goals and there is an explanation in these steps.⁵³ For example, you are looking for a way to blacken hair through the internet, now in the text of the article there will be a way or step on how to blacken hair. So if reader do this guide

⁵⁰ Knapp, P and Watkins, M. (2005), 156.

⁵¹ Ameliah, Mewa, et al. "Using picture media to enhance writing ability in procedure text." *Exposure Journal* 8.1 (2019): 48-59.

⁵² Knapp, P and Watkins, M. (2005), 157.

⁵³ Keraf, Gorys. 2004. *Komposisi: Sebuah Pengantar Kemahiran Bahasa*. Flores: Nusa Indah, 33.

he will produce black hair as he want. It also presented step by step sequentially so that the reader is able to following the guidelines presented. Based on the understanding of these experts, it can conclude that the procedure text is a guideline from the author, which is written regularly (in chronological order) so that it becomes a good set of guides.

The procedure text is a instructions (how to), this text explains how to make or do something, the manufacturing process is carried out clearly through a series of stages, the important thing that must be considered in the procedural text is a directional transition, a directional transition is a movement based on instructions, procedures or rules that apply. the clarity of delivery of how to carry out an activity greatly influences the understanding of the reader in applying the activities in this text.

The purpose of procedure text to explains someone wants to do or make something. Usually stated in the title text. Next is ingredients, are ingredients that must be present. Steps, provides a sequence of steps in the guide to achieve what is desired. Language features in procedure text are linguistic elements of a text related to grammar, including the action verb, imperative adverbial, and connective.⁵⁴ Procedure text is a text that guides how something is achieved through a series of actions or steps.

a. The Social Function of Procedure Text

The social function of procedure text is to inform the way or instructions to make or do something completely.

b. Advantages of Procedure Text

1. Students can distinguish and analyze the texts they have read whether procedure text or not.
2. Can increase students' vocabulary.
3. Students can know function components in procedural or other text.

⁵⁴ Anderson, Mark dan Kathy. 2003. Text Type In English. Australia : Macmilan Education, 67.

4. Students know the correct way or steps to make or do something and so that writer do not make errors.

c. Components of Procedure Text

1. Language Features of Procedure Text

Each type of language features is related to each other. If the writer can use all language features consistently, it will produce a good procedure text. According to Knapp and Watkins, There are four general types of language features in procedure text. They are imperative (simple present tense), action verb, adverbial , and connective.⁵⁵

a) Imperative(Simple Present Tense)

Imperative is a type of sentence that tells someone what to do. It's like giving an order. For example, "Please, stand up."⁵⁶ Apart from that, the uniqueness of this sentence is that it may not have a subject or personal pronoun in it. Imperative sentences can be just warning words without mentioning who the target person is.⁵⁷

Imperative is found in various types of text, one of them is procedure text. This is because procedure text contains factual. Simple present is also found in imperative sentences in procedure text. This is based on the fact that someone cannot order other in the past.⁵⁸ It is indicated by the use of the basic form of the action verb at the beginning of imperative sentence. Knnap and Watkins also state that verbs are in the simple present tense to create a sense of timeless-ness. They are also stated that simple present as imperatives. So

⁵⁵ Knapp, P and Watkins, M. (2005), 156.

⁵⁶ Tenses Review. (2017). Indonesia: Gramedia Pustaka Utama,1.

⁵⁷ Tenses Review. (2017), 3.

⁵⁸ Knapp, P and Watkins, M. (2005), 156.

the imperative and the simple present are related to each other. If one is error then both will be error.⁵⁹

b) Adverbial

In conveying or expressing a sentence in English, sometimes we need an adverb or adverbial. It explains verbs, adjectives, and other words. An adverb is a word that describes or gives more information about a verb, adjective, other adverb, or phrase.⁶⁰ While adverbials, quoting from Collins Dictionary, are used when we want to add information about how, when, where, or to what extent something happened. But not always in the form of one word.⁶¹

The difference is, all adverb are adverbial, but not all adverbial are adverb. The best way to tell them apart is to remember that adverbial are often part of a clause or phrase. Adverbial are words that will explain or explain the meaning of the verb in a sentence.

The adverbial can be found in various types of text. Generally, you can find these adverbial in procedure text which contains an explanation of the steps to do something. Adverbial is one of several types of language feature in procedure text to represent time, size, weight, and so on. For example: 34 grams of flour, 15 minutes, in a bowl, etc.⁶²

c) Connective

Connective is identified as a conjunction. Halliday & Hassan Connective and conjunctions are two things that have something in common, namely as

⁵⁹ Knapp, P., & Watkins, M. (1994). Context, text, grammar. Broadway: Text Productions, 134.

⁶⁰ Delfitto, D. (2006). Adverb classes and adverb placement. The Blackwell companion to syntax, 30.

⁶¹ Delfitto, D. (2006), 45.

⁶² Knapp, P and Watkins, M. (2005), 156.

connecting words.⁶³ Even so, the difference between connective and conjunction is still exist. Conjunction is a connecting word that belongs to the type connectives. In other words, the conjunction is included in the connective, while the connective is not necessarily included in the type of conjunction. Connective has four types, namely temporal, casual, additive, and coordinating.

Connective are words or phrases that connect between clauses or sentences. Connective itself serves to connect between one sentence and another, as well as between one paragraph and the next paragraph.⁶⁴ Connective makes text more beautiful and helps readers understand the important points from one point to the next. The procedure text also uses connective, but generally uses temporal connective which aims to explain the sequence of steps doing or making something. For example words like "then, 1, 2, first, second, next".

d) Action Verb

Action verbs are verbs that are used to express the physical and mental activities of humans. Categories of verbs that can be classified as action verbs are physical activities, processes, and temporary activities.⁶⁵ Physical activity, for example, includes cut, listen, take, put, stir, and so on.

Most grammar experts say that a verb is an action verb that shows an action. The reason they say a verb is an action verb is because it denotes an action that is performed by the subject. whereas, not all verbs indicate an action. There are also verbs that show a subject condition. The verb that describes the action by the subject is called action verbs, while verbs that

⁶³ Haliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London/New York: Longman, 77.

⁶⁴ Knapp, P and M. Watkins(2005), page 49.

⁶⁵ Knapp, P and M. Watkins(2005), page 71.

express the state of the subject are called conditional verbs, or is called the verb *be*.⁶⁶

Action Verb plays an important role in forming a sentence in English because without an action Verb, a subject in a sentence does not have any meaning. Besides that Action Verbs can help us to know and describe activities or actions carried out by the subject of the sentence clearly and precisely. The action verb itself can be written in the present, past simple, past participle, and continuous.

Action verbs are found in various types of texts such as in procedure text which show a physical activity that must be done by the reader.⁶⁷

For examples:

- Stir the dough thoroughly.
- cut the tofu into two parts.
- steam for 5 minutes.

2. Generic Structures of Procedure Text

a) Aim/Goal

The purpose of a procedure text is to show or explain how to do something with sequential steps. The purpose of the procedure text will be contained in the title. For example, to explain how to make fried rice, the purpose will be written into the title "how to make fried rice"

b) Ingredients/Materials and Tools

In the procedure text there are materials and tools. Tools are items that are used such as oven, baking sheets, and other items, while materials needed to make or do something such as flour, eggs, and so on.

⁶⁶ Risdiyanto, F. (2010). Contextual English Grammar. Salatiga: STAIN Salatiga PRESS. Page 8.

⁶⁷ Knapp, P and Watkins, M. (2005), 156.

c) Steps/Methods

Contains about steps in making, doing, or operating something. This section is usually written sequentially (chronologically) using connective, starting from the first step to the last step until finally the goal of the procedure text is achieved.

B. Previous Study

The first research was conducted by Nur Jam'ah Hasibuan, entitled "*Errors Analysis in Students' Writing of Procedure text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium Uin Su Medan*". This study aims at analyzing the errors usage on students' writing of procedure text by using Corder's theory of types of errors. The research was conducted using qualitative descriptive. The subject of this research was eighth (VIII) grade students of Madrasah Tsanawiyah Laboratorium UIN SU Medan. The number of subjects was taken from two classes. It is VIII-1 and VIII-2 which consist of 60 students. This study uses two classes as research subjects. Class VIII-1 and VIII-2 which includes 60 students. This instrument for collecting data was writing procedure text. The results of the study showed that there were so many errors found in students' procedure writing. The analysis showed that the most common type of errors made by the students was omission (45.2%), from the data analysis that the main causes of errors in intralingual Transfers (59.6%).⁶⁸

The similarities in both the studies are the use of error analysis on the procedure text and the place where the research is carried out is also the same which is located at Madrasah Tsanawiyah. The differences in previous research are subject and place. Previous research is

⁶⁸ Hasibuan, N. J. A. (2019). *Errors Analysis in Students' Writing of Procedure Text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium UIN SU Medan*. A Skripsi. Faculty Tarbiyah and Teacher Training The State Islamic University of North Sumatera Medan (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara), 3.

more general in analyzing procedure text, while this research focuses more on the language features of procedure text.

The second research was conducted by Rina Mariani, entitled "An Error Analysis of Students' Writing on Procedure Text at Seventh-Grade Students SMP Negeri 5 Bintan". The main purpose of this study was to investigate the errors in the writing of procedure text and to find out the types of errors in the writing of procedure text mostly made by the seventh-grade students of SMP Negeri 5 Bintan. It was conducted by using the qualitative description. The subject of this research was seventh (VII) grade students of SMP Negeri 5 Bintan. The number of subjects was taken from one class. The data of this research come from procedure text written by 30 students. The analysis was carried out based on Heidi Dulay (1982), where errors are classified into four types: omission, addition, misformation, and misordering. Errors are classified into four types: omission, addition, misformation, and misordering. The results of the study showed that there were so many errors found in students' procedure writing. The analysis showed that students made errors in omission (133), addition (16), misformation (33), and misordering (2). The most common type of error made by students is omission. In this type of omission error, many students make mistakes by omitting one word for example of, and missing the letters -s and -ed from the word. The accuracy of writing is necessary so that there are no more errors in writing.⁶⁹

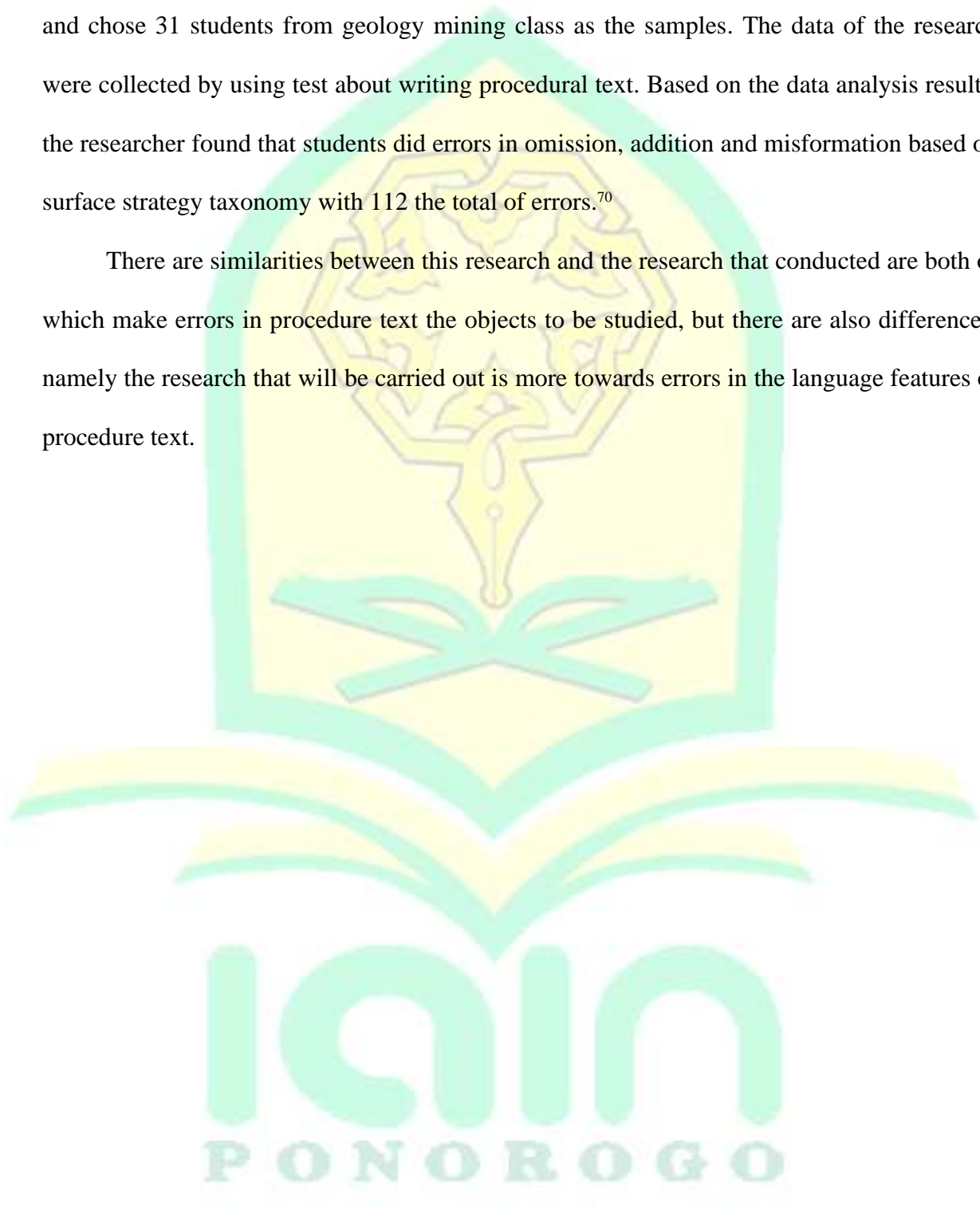
There are similarities and differences between the two studies. The similarity is that both of them study errors in procedure text, even the theory used to analyze types of errors is also the same. The differences are in location and participants

The third research was conducted by Selvina Handayani, entitled is "An Analysis Of Students' Errors In Writing Procedural Text At State Vocational High School 5 Pekanbaru". The aim of this research is to discover the types of errors on the students' procedural text writing and to find out the most students' common errors in writing procedure text at SMKN

⁶⁹ Mariani, Rina, Dewi Murni, and Gatot Subroto. An Error Analysis of Students' Writing on Procedure Text at Seventh-Grade Students SMP Negeri 5 Bintan. Diss. Universitas Maritim Raja Ali Haji, 2023, 7.

5 Pekanbaru by using Dulay's theory of the types of errors. This research was conducted using descriptive qualitative study with case study design as qualitative and quantitative data used. The population of this research is 715 students. Then, the researcher used cluster sampling and chose 31 students from geology mining class as the samples. The data of the research were collected by using test about writing procedural text. Based on the data analysis results, the researcher found that students did errors in omission, addition and misformation based on surface strategy taxonomy with 112 the total of errors.⁷⁰

There are similarities between this research and the research that conducted are both of which make errors in procedure text the objects to be studied, but there are also differences, namely the research that will be carried out is more towards errors in the language features of procedure text.



⁷⁰ Handayani, S. (2019). An Analysis of Students' Errors in Writing Procedural Text at State Vocational High School 5 Pekanbaru (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU), 9.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research use descriptive qualitative research, namely data collected in the form of words, pictures, not numbers. According to Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the phenomena being observed.⁷¹

According to Moleong, qualitative research is research that intends to understand phenomena about what is experienced by research subjects as a whole, and in a way description in the form of words, in a special natural context and by utilizing various scientific methods.⁷²

Qualitative research emphasizes quality not quantity and the data collected does not come from questionnaires but comes from interviews and observations directly and official documentation of the phenomenon. Qualitative research is also more concerned with the process aspect than the results obtained. This is caused by the relationship of the parts what is being studied will be much clearer if observed in the process.

Descriptive studies can be interpreted as a series of problem solving that is being investigated by describing how the truth of the object or phenomenon being studied. A form of research aimed at describing existing phenomena, both scientific phenomena and phenomenaman-made that can include activities, creativity, change, and differences in discoveries from one another. Creswell also stated that descriptive studies are designed to

⁷¹ Creswell, John W. "Mapping the field of mixed methods research." *Journal of mixed methods research* 3.2 (2009): 95-108, 6.

⁷² Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung, Pt. RemajaRosdakarya, 2005), 6.

obtain information about current phenomena.⁷³ So that by using a descriptive study, data about the phenomenon being studied will be displayed as clearly as possible.

Descriptive studies is a form of research aimed at describing existing phenomena, both natural and man-made phenomena. The purpose of the descriptive method is to analyze systematically, factually, and accurately regarding the facts of the phenomenon being studied.⁷⁴

The researcher used design of descriptive to display the obtained data from documentation and interviews. It is focused on analyzing the students' language feature errors in writing procedure text and the factors influenced students made errors in using language features. The researcher explained this phenomenon was discovered during the process of analyzing student learning outcomes using the language features in writing procedure text and interview with students and English teachers.

B. Researcher's Role

The research instrument of this study is the researcher himself, so the researcher must be directly involved as an interviewer and data collector. Creswell stated that the researcher is the main instrument in data collection and analysis.⁷⁵ That means, the researcher are also included as research participants. This study conducts research on the phenomenon that is currently happening by analyzing and collecting the required data.

It can be concluded that the researcher has a role as an interviewer who asks several questions about factors that influence students to make errors in using the language features of procedure text, as well as collecting data on errors in using language features in procedure text in class IX MTsN 2 Ponorogo students.

⁷⁴ Creswell, John W. (2009), 6.

⁷⁵ Creswell, John W. (2009), page 13.

C. Research Location

The research location is the place where the research is carried out. The determination of the research location is a very important stage in this research, because the determination of the research location means that the object and purpose have been determined, making it easier for the researcher to conduct research.

In this study the researcher chose MTsN 2 Ponorogo as a place to conduct research. This school is located on Jl. Ki Ageng Mirah No.79, Plampitan, Setono, Kec. Jenangan, Ponorogo Regency, East Java. This school is famous for its outstanding students. The school also has class programs that are very focused on teaching English such as international classes and accelerated classes. This program was established to equip students to have a lot of skills in future education.

The reason the researcher chose MTsN 2 Ponorogo school as the location for carrying out research, because of the consideration that researcher has made observations and conducted interviews with English teachers during Internship 2 at MTsN 2 Ponorogo. Therefore, the researcher already knows students' problems in learning procedure text and wants to analyze students' errors in using language features of procedure text in depth.

D. Data and Data Source

Data is received information about a reality or an empirical phenomenon in the form of numbers or in the form of expressions/words. While the data source is the subject from which the data can be obtained. The source of data in this research refers to the subject from which the data can be obtained. According to Sugiyono, the types of data source used in qualitative research are:⁷⁶

⁷⁶ Sugiyono, Metode Penelitian Pendidikan: Kualitatif dan R&D,(Bandung: Alfabeta, 2017, 23.

1. Primary Data

Primary data is a data source that directly provides data to data collectors. This primary data, the researcher gets from English teachers and students of MTsN 2 Ponorogo through test and interview.

2. Secondary Data

Secondary data is a source that does not directly provide data to data collectors, for example through other people or documents. In this case, the data was obtained indirectly through the media and other information related to MTsN 2 Ponorogo.

E. Technique of Data Collection

Data collection techniques are an important step in conducting research, because this research requires data to be analyzed. If researcher didn't know the data collection technique, the researcher will not get data that meets the data standards.⁷⁷

Sugiyono explains that data collection is a way to collect the necessary data, so that the final results of the research are able to provide valid and reliable information.⁷⁸ As for the data collection techniques used in research on student's errors using language feature in writing procedure texts:

1. Test

According to Sugiyono test is means of collecting information, but when compared to other tool this test is more formally because it is full restrictions.⁷⁹ According to him, has the dual function of a test that are measured the students and to measure the success of the teaching program. Test is part of the measurement. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. Test is a tool or procedure that can be used to know or measure something in some

⁷⁷Sugiyono, 224.

⁷⁸ Sugiyono, 225-226.

⁷⁹ Sugiyono, 177.

conditions, with the rules. Test is also defined as a way to organize evaluation in the form of tasks that must be done by the participant of the test.⁸⁰

The researcher will explain a little about procedure text before giving the test, especially about its language features, after finishing explaining the research will give a test, in the test students are asked to make a procedure text with a free theme, this is done to make it easier for students to write procedure texts. the results of students' procedure text writing will be used as data sources in this study.

2. Interview

Interview are one of the techniques used to collect research data. Interview are two-way communication to obtain information from relevant informants. according to Moleong, an interview is an event or process of interaction between the interviewer and the source of information or the person being interviewed through direct communication or asking directly about a phenomenon being studied.⁸¹

Interview are activities carried out in research that take place directly between two or more people face to face and listen directly to the information needed. Nasution states the Research method, the interview is a form of verbal communication so it is a kind of purposeful conversation get information.⁸²

Interview are divided into two, namely unstructured interview and structured interviews. Unstructured interviews are interviews that do not pay attention to the guidelines even though they have been made so that the roles given in the questions for this context feel more relaxed and in-depth. Meanwhile, structured interview are called standard interview, in which the statement structure has been pre-determined with

⁸⁰ Sugiyono, 178.

⁸¹ Moleong, 186.

⁸² Nasution, Metode Research Cet. Ke-13, (Jakarta: PT BumiAksara, 2012), 113.

answer choices that have also been provided, so that the list of questions given to the informants will not deviate from the research topic raised.

In this study, researcher used unstructured interview to obtain the data needed in this study. This technique was used by researcher to collect data by interviewing students and English teacher to find out the factors that influence students to made errors in language features in writing procedure text.

F. Technique of Data Analysis

After collecting the data, the researcher arrived to analyze it to answer the research questions. Qualitative data analysis is searching for and organizing data gathered through interviews and tests. the researcher used the error analysis method developed by Gass and Selinker's steps of error analysis.⁸³

1. Collect The Data

The researcher collected the data from students' procedure text writing and results of interview.

2. Identify The Errors

The collected data were identified in this step to reveal grammatical errors in students' writing.

3. Classify The Errors

After getting the primary data, the researcher classified the errors based on surface strategy taxonomy according to Corder. The grammatical errors found were classified according to their type.

4. Quantify The Errors

The grammatical error is calculated in this step. The errors were calculated after classifying all of the errors to the appropriate category. Calculating the errors revealed

⁸³ Dinamika, S. G., & Hanafiah, R. (2019). Syntactical error analysis on report text. *JOALL (Journal of Applied Linguistics and Literature)*, 4(2), 120-129

information on the total number of errors discovered as well as the percentage of errors.

The formula used as follow:

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

Where:

P = The errors presentage

F = Frequency of error occurred

N = Number of cases (total frequent /total individu)

5. Analyze Cause of Errors

The cause of the error was calculated by relating the error to the theory about the causes of errors and was confirmed by the interview results. The next step is to report the findings of the analysis. The final step is to reach a conclusion. Finally, a research conclusion was developed based on the findings of the analysis.

G. Checking Validity of Finding

Data validity is defined as a tool to measure what it claims to measure. Qualitative validity means the accuracy and precision between the data that occurs in the object of research and the data that has been analyzed by the researcher.⁸⁴

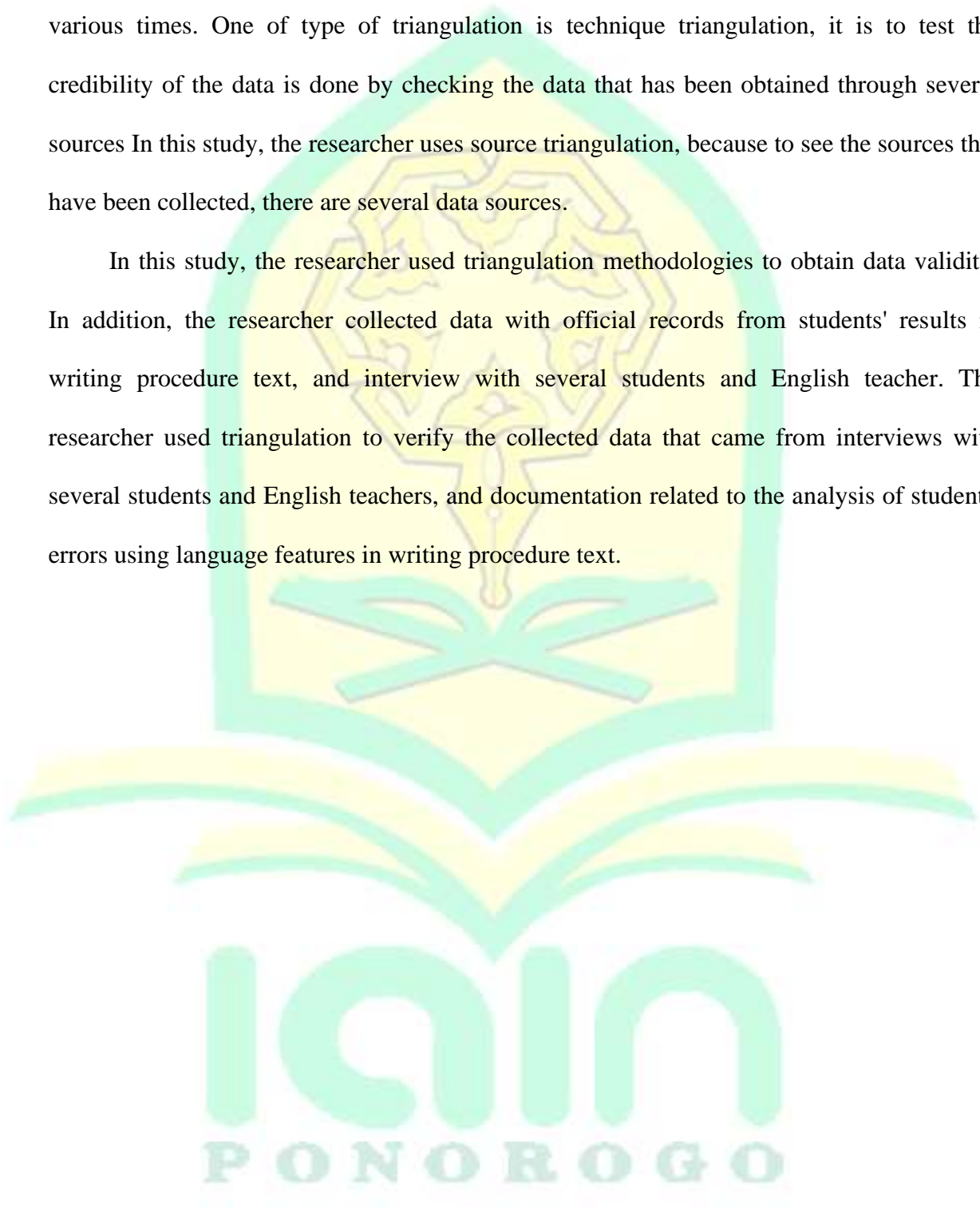
Data validity is a measure that indicates that the variable being measured is indeed a variable. meaning that the data does not differ between the data obtained by the researcher and the data that actually occurs on the object of research, so that the validity of the data that has been presented can be accounted for. the importance of measuring validity in conducting a study, this is because it affects the success of researchers and obtains data accurately. In this study, researchers used triangulation resources.⁸⁵

⁸⁴ Sugiyono 267-268.

⁸⁵ Sugiyono 269.

Triangulation is a technique of checking the validity of data using something else, outside the data for checking purposes or as a comparison to the data. Triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times. One of type of triangulation is technique triangulation, it is to test the credibility of the data is done by checking the data that has been obtained through several sources. In this study, the researcher uses source triangulation, because to see the sources that have been collected, there are several data sources.

In this study, the researcher used triangulation methodologies to obtain data validity. In addition, the researcher collected data with official records from students' results in writing procedure text, and interview with several students and English teacher. The researcher used triangulation to verify the collected data that came from interviews with several students and English teachers, and documentation related to the analysis of students' errors using language features in writing procedure text.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

1. Madrasah history

Madrasah Tsanawiyah Negeri 2 (MTsN 2) is located at Jl. Ki Ageng Mirah No.79, Plampitan, Setono, Jenangan District, Ponorogo Regency, East Java Ponorogo which is one of the second State Madrasah Tsanawiyah which was established in Ponorogo Regency since 1980 based on the Decree of the Minister of Religion of the Republic of Indonesia Number 27 of 1980 dated May 31, 1980, since the establishment of MTsN 2 Ponorogo until now has undergone a change the leadership of great figures as follows:

- a. Muslim, BA
- b. Drs. Abdullah
- c. Kustho, BA
- d. Drs. Sumardi Al Basyari
- e. Drs. H. Imam Asngari, SH, M.Pd
- f. Drs. H. Sutarto Kerim
- g. Drs. Moch Haris, M.Pd.I
- h. Drs. Tarib, M.Pd.I
- i. Mahmud, S.Pd.,M.Pd.I.

Under the leadership of the principal figures above, Madrasah Tsanawiyah Negeri 2 Ponorogo shows an increase in quality and its existence in religious character education. And we hope with increasing age, the more able to contribute the best for the spread of Islam and the advancement of science and technology.

This madrasah continues to make efforts to improve quality. One form of effort to improve the quality of education and teaching at Madrasah Tsanawiyah Negeri 2

Ponorogo is the development of facilities and infrastructures at Madrasah. With sharing quality improvement program, then Madrasah can improve their form educational services to all students, both regular, special intelligent and special talents, while at the same time being able to optimize all the potential possessed by students of Madrasah Tsanawiyah Negeri 2 (MTsN 2) Ponorogo.

2. The Students' The Types of Errors in Language Feature Errors in Using Language Features and The Factors Caused The Errors

In this chapter, the researcher categorized the data according the types of errors and the causes of errors. The data of this study was taken from the students' writing of procedure text in ninth grade students of junior high school and results of interview with several students and English teacher which will be used as the source of the data. There are 25 students who took part in the research. For the types of error, the researcher used the theory according to Corder they are: omission, addition, misformation, and misordering. Meanwhile, for the causes of errors, the researcher used the idea from endorgan, namely intralingual, and interlingual.

a. The Types of Language Features Errors Found by The Ninth Grade Students of MTsN 2 Ponorogo in Writing Procedure Text.

1) Imperative (Simple Present Tense)

Table 4.2 Percentage of Types of Errors in Imperative (Simple Present Tense)

| No | Types of Errors | Frequency | Percentage $P = \frac{F}{N} \times 100$ |
|----|-----------------|-----------|--|
| 1 | Misformation | 10 | 40,0% |
| 2 | Omission | 4 | 16,0% |

| | | | |
|---|-------------|----|-------|
| 3 | Addition | 11 | 44,0% |
| 4 | Misordering | 2 | 8,0% |
| | Total | 27 | 100% |

The table above shows that the total errors was 27 cases of errors, which consist of four types of errors, namely:

- a) 10 (40,0%) errors of Misformation.
- b) 4 (16,0%) errors of Omission.
- c) 11 (44,0%) errors of Addition as the dominant errors.
- d) 1 (4,0%) errors of Misordering.

Analyzed errors in this study are focused on types of errors in language features of procedure text namely imperative (simple present tense), it can be seen that error of Addition got the highest percentage, it means this types of error was most dominant occurs. Based on the errors classification, it was found that 27 errors was occurred.

a) Misformation

Misformation errors are those characterized by the use of the wrong form of the morpheme or structure. There are 10 (40,0%) cases of misformation. The researcher took some data of errors in wrong selection made by the students:

- Maked the purple jelly (make the purple jelly)
- prepare the carrots, potatoes and tomatoes, then add it to the pan (prepare the carrots, potatoes and tomatoes, then **put them** to the pan)

The example sentence is a misformation because the marker that states regular is placed in irregular forms, as in *goed* for *went*, *maked* for *made*.

This is a misformation error because he wrong in choice word. It explains more than one subject, the use of "them" is more appropriate for the sentence above.

b) Omission

The obtained data in students' procedure writing determined that students made errors in writing text itself. This type of omission, error of omission are characterized by the absence of an item that must be appear. There are 4 (16,0%) cases of omission. The researcher took some data of errors in omission made by the students.

- First__on the stove (first **turn** on the stove)
- Connet the end of the kite (**connect** the end of the kite)
- Spred with chocolate (**spread** with the chocolate)

The three sentences above are omissions because they are both omitted the elements that should be there, in the first sentence it is missing the action verb " turn" while for the second and thrid sentence it is missing the letter "c,a" in action verb at beginning of imperative.

c) Addition

Errors of addition means as the error that present some elements that should no be presented. In this study, the case of errors in addition about 11 (44,0%). The researcher took some data of errors in addition made by the students.

- Adding oil to the pan (**Add** oil to the pan)
- Keeping the jelly (**Keep** the jelly)

- Prepared a saucepan (**Prepare** a saucepan)
- Attach **ito** to the end of the kite (Attach to the end of the kite)
- Pour **in** 6 tablespoons of flour (Pour 6 tablespoons of flour)
- Find a boxs (Find a **box**)

From the several example sentences above, it can be seen that there are several elements that should not be present in imperative (simple present). Because the imperative (simple present) uses the basic/first form of the verb, the addition of "ing, ed" is not permitted in action verb at beginning of the imperative sentence. And there are several sentences that experience errors due to additional items in the sentence, such as in the fourth and fifth sentence.

d) Misordering

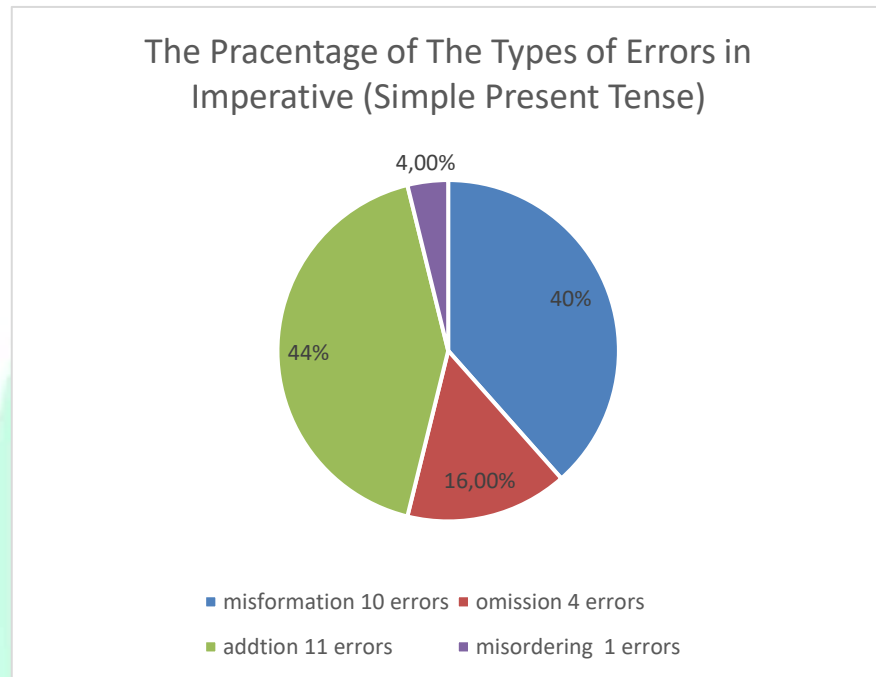
Corder explains that Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in a sentence. There are 2 (8,0%) cases of misordering For example:

- a 250ml glass of water to a boil (boil 250 ml glass of water)
- Adding the eggs scramble (Add **the scrambled eggs**)

This is because the writing of imperative sentences must begin with an action verb and then noun not adverbial.

And in the second sentence the sentence is reversed, the word "scrambled" should be placed at the beginning before the word "egg".

Figure 4.1 The Percentage of The Types of Errors in Imperative (Simple Present Tense)



2) Action Verbs

4.4 Percentage of Types of Errors in Action Verb

| No | Types of Errors | Frequency | Percentage |
|----|-----------------|-----------|------------------------------|
| | | | $P = \frac{F}{N} \times 100$ |
| 1 | Misformation | 10 | 45,0% |
| 2 | Omission | 3 | 10,0% |
| 3 | Addition | 10 | 45,0% |
| 4 | Misordering | 0 | |
| | Total | 23 | 100% |

The table above, it shows that the total errors was 23 cases of errors, which consist of four of errors, namely:

- a) 10 (43,4%) errors of Misformation as the dominant errors.
- b) 3 (13,0%) errors of Omission.
- c) 10 (43,4%) errors of Addition as the dominant errors.
- d) 0 (0%) errors of Misordering.

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of misformation and addition got the highest percentage, it means this types of error was dominantly occurred. Based on the errors classification, it was found that 23 errors was occurred.

a) Misformation

Misformation is any wrong form of certain morphemes or structures. There were 10 (43,4%) errors in total showing misformation. The researcher took some data of errors in addition made by the students.

- Maked the purple jelly (**make** the purple jelly)
- Making sure the left and right side (**Make** sure the left and right side)
- Run your finger or a wide-tooth bomb through the ends of your hair to wark in the conditioner (Run your finger or a wide-tooth bomb through the ends of your hair to **work** in the conditioner)
- Tran on the stove (**trun** on the stove)

This is because the marker that expresses regular form is placed in the irregular form, such as "maked" which should be "made" and because it uses the simple present, it must use the verb 1 "make". In second sentence

there is misformation errors in “making” this is because of student change the correct letter to the wrong letter, it should be written “make”.

Student made errors in letter selection, which was choosing the wrong letter to replace the correct letter. Like ‘wark, tran’ should be written ‘work, trun’.

b) Omission

Omission errors occur because there are missing elements in the use of action verbs in procedure text. There are 3 omission errors (13,0%) in action verbs. The researcher took some data of errors in omission made by the students.

- Spred with chocolate (**spread** with the chocolate)
- Connet the end of the kite (**connect** the end of the kite)
- First, _ on the stove (first, **turn** on the stove)

From the example sentences above, it can be understood that the missing letters in the action verb cause a defect in the action verb, and in the last sentence, the action verb is completely removed.

c) Addition

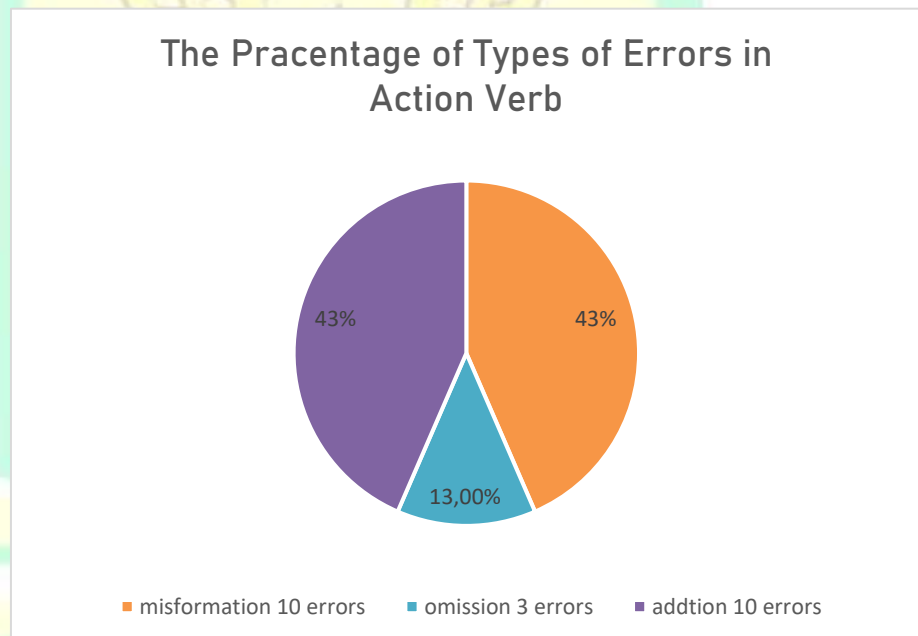
This type of error of addition is an error that add an item which should not be in a statement. At this level, the learners have acquired the grammatical rules of a second language, but they often misunderstand them. There were 10 errors in total showing addition (43,4%). The researcher took some data of errors in addition made by the students.

- Adding the eggs (**Add** the eggs)

- Preparing the ginger (**Prepare** the ginger)
- Taken a marker (**Take** a marker)
- Used low fire (**Use** low fire)
- Cutt along the dotted line (**Cut** along the dotted line)

From the sentence above there are additional letters "ed, d, ing". This is addition error because the imperative sentence requires the use of verb 1 in the action verb at the beginning of the sentence.

Figure 4.2 The Percentage of Types of Errors in Action Verb



3) Adverbial

4.6 Types of Errors in Adverbial

| No | Types of Errors | Frequency | Percentage |
|----|-----------------|-----------|------------------------------|
| | | | $P = \frac{F}{N} \times 100$ |
| 1 | Misformation | 4 | 14,2% |

| | | | |
|---|-------------|----|-------|
| 2 | Omission | 21 | 75,0% |
| 3 | Addition | 3 | 10,7% |
| 4 | Misordering | 0 | 0% |
| | Total | 28 | 100% |

The table above shows that the total errors was 28 cases of errors, which consist of three types of errors, namely:

- a) 4 (14,2%) errors of Misformation.
- b) 21 (75,0%) errors of Omission as the dominant errors.
- c) 3 (10,7%) errors of Addition.
- d) 0 (0%) errors of Misordering.

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of Omission got the highest percentage, it means this types of error was dominatly occured. Based on the errors classification, it was found that 28 errors was occured.

a) Misformation

The characteristic of this type of error is that there is an incorrect form in terms of morphemes and structure. There are 4 errors (14,2%) in misformation. The researcher took some data of errors in misformation made by the students.

- heat the oil and a pan (heat the oil **on** a pan)
- cook the on 5 minutes (cook the eggs **for** 5minutes)
- prepare the carrots, potatoes and tomatoes, then add it to the pan (prepare the carrots, potatoes and tomatoes, then put **them** to the pan)

- wait 2 minotes (wait for 2 **minutes**)

In the first sentence the student chooses the inappropriate word "and" which should be "on", because it states the place. And in the second sentence student chooses the inappropriate word too (on) should be used (for) to explain the duration take in cook the eegs.

This is a misformation error because he wrong in choice word. It explains more than one subject, the use of "them" is more appropriate for the example sentence above. And in the last sentence student has misformation because wrong in choose the letter in the sentence "minotes should be minutes.

b) Omission

This is a type of error where the learner omitted necessary parts of the sentence. Omission in short IS the removal of an element that should be present in a piece of writing. There are 21 errors (75,0%) in misformation.

The researcher took some data of errors in omission made by the students.

- Cut the onion and sausage into small piece (cut the onion and sausages into small **pieces**)
- add salt, sauce, and soya sauce (add **a pinch of salt, 3 tablespoons of sauce, 2 tablespoons of soy sauce.**
- put the rice into the pan (put **a bowl of rice** into the pan)

In the first sentence students should add "s" to "piece" because it explains the plural, which should be written as "pieces". And in the second and third sentences, students omitted information about the number of items used in the sentence. And in the second and third sentences,

students omitted information about the number of items used in the sentence.

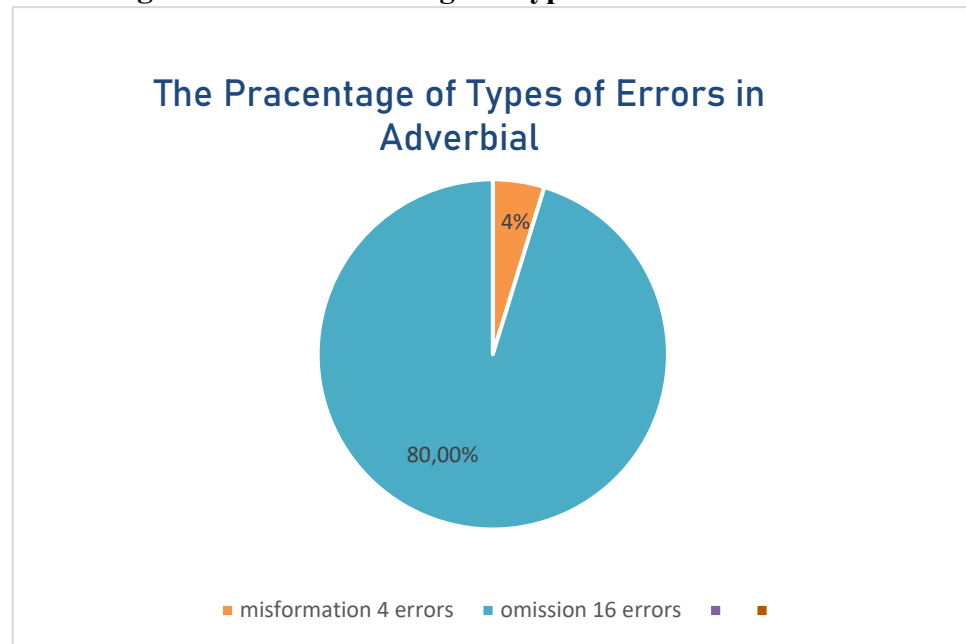
c. Addition

This type of error of addition is an error that add an item which should not be in a statement. At this level, the learners have acquired the grammatical rules of a second language, but they often misunderstand them. There were 3 errors in addition (10,7%). The researcher took some data of errors in addition made by the students.

- Cut the onion and sausage in into small pieces (Cut the onion and sausage into small pieces)
- Find a boxs (Find a **box**)
- Let it stay on your hair for an moment (Let it stay on your hair for **a** moment)

First sentence the student add a item that should not be present in sentence “in”.

In second and third sentence the students add letter that should be not present in sentence “a box, an moment” that should be “ a box, a moment”.

Figure 4.3 The Percentage of Types of Errors in Adverbial

4) Connective

4.8 Types of Errors in Connective

| No | Types of Errors | Frequency | Percentage $P = \frac{F}{N} \times 100$ |
|----|-----------------|-----------|--|
| 1 | Misformation | 2 | 4,7% |
| 2 | Omission | 40 | 95,2% |
| 3 | Addition | 0 | 0% |
| 4 | Misordering | 0 | 0% |
| | Total | 42 | 100% |

The table 1.1 shows that the total errors was 42 cases of errors, which consist of two of errors, namely:

- a) 2 (4,7%) errors of Misformation.
- b) 40 (95,2%) errors of Omission as the dominant errors.

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of omission got the highest percentage, it means this types of error was dominatly occured. Based on the errors classification, it was found that 5 errors was occurred.

a) Omission

This is a type of error where the learner omits necessary parts of a sentence. Omission in short is the removal of an element that should be present in a piece of writing. There are 40 errors ((95,2%) in omission. The researcher took some data of errors in omission made by the students.

- Fist, heat the oil (**first**, heat the oil)
- Now pass a pin through the center of the wall an into a wooden stick.
(Now pass a pin through the center of the wall **and** into a wooden stick)
- Step for, and also add salt, sauce, and soy sauce (Step **four**, and also add salt, sauce, and soy sauce)
- - maked the Purple jelly according to the instructions (**first**, make the Purple jelly according to the instructions)
- - Repeat the process with the green, yellow, orange and red jelly (**second**, repeat the process with the green, yellow, orange and red jelly)
- - keep the Jelly in the refrigerator for several hours (**third**, keep the Jelly in the refrigerator for several hours)

In the first, second, and third sentences student omitted latter in should be exist in the connective “fist, an, for” which should be “first, and, four”’.

From the fourth, fifth, and sixth sentences above it can be seen that they omitted connective to sequence and link each steps in the procedure text.

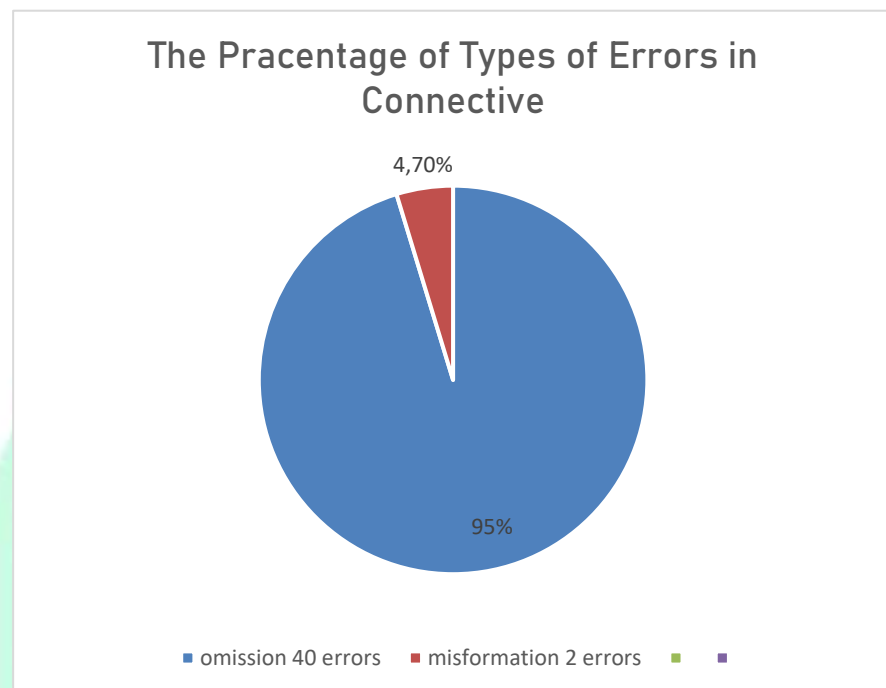
b. Misformation

Errors of wrong selection where the wrong item has been chosen in place of the right one. There are 2 errors (4,7%) in misformation. The researcher took some data of errors in misformation made by the students.

- 7. make a tassel using a ribbon ana then attach it to the end of the kite (make a tassel using a ribbon **and** then attach it to the end of the kite)
- Secand, stir fry the spices until fragrant then adding the eggs scramble, sasusage, meatballas and vegetables until wilted (**Second**, stir fry the spices until fragrant then adding the eggs scramble, sasusage, meatballs and vegetables until wilted)

Both sentence above include misformation because students use the wrong letters in writing their connective, they replce the correct letters with the wrong sentence “ana, secand” that should be “and, second”’.

Figure 4.4 The Percentage of Types of Errors in Connective



b. The Factors Caused The Ninth Grade Students of MTsN 2 Ponorogo Made Errors in Using Language Features in Writing Procedure Text

To analysis the factors caused students' errors the researcher used students' procedure text writing and result of interview with students and English teacher.

1) Test

Beside the types of errors, this study was also intended to find out the causes of errors which based on the concept of errors by Erdogan. He states that there are two causes of errors, they are intralingual and interlingual.

After analyzing the data taken from the twenty five text collected, the data were turned into percentage of causes errors shown in the following table:

Table 4.2 The Percentage of Data Analysis of the Errors' Causes in Texts

| No | Causes of Errors | Total (x) | Percentage $P = \frac{F}{N} \times 100$ |
|----|-----------------------|-----------|--|
| 1 | Intralingual transfer | 21 | 67,7% |
| 2 | Interlingual transfer | 10 | 32,2% |
| | Total | 31 | 100% |

From the table, total errors caused by intralingual and interlingual is 31 errors. It's can be seen that error caused by intralingual has the higher percentage than error caused by inerlingual. It's means that the cause of intralingual was dominatly occured in the students' texts. Based on the errors' causes, most of students' errors caused by intralingual.

a) Intralingual

If errors caused by influence of one target language item upon another, then it is called by intralingual transfer. This type of errors' causes had the highest total percentage of errors' causes in language features of procedure text there were 21 errors which were caused by intralingual transfer. Based on the analysis, here are some examples of errors which were caused by intralingual transfer.

- Maked the purple jelly (Make the purple jelly)
- Taken a marker (take a marker)
- wait until it boils while striring using a spoon (wait until it boils while striring using a spoon.
- Find a boxs (find a box)
- First, spread butter in a cups

This is caused students do not really understand the use form of verb. The complexity of the verb form make it difficult for students to use tenses. In procedure text using simple present, so that require to use verb 1 in action verb at beginning of imperative sentence. If students use other form verb except verb 1, then they will made errors in simple present.

In the third sentence student made a error in writing the verb “striring” which should be “stirring”. This is due to similarities in writing verbs in english so causing student to often make errors in writing them.

In the last sentence students’ errors include in interlingual error, because the complexity of English grammar. This can be seen in the last sentence, if students add “a/an” then the noun is singular, so there cannot be an additional “s” in behind the noun.

b) Interlingual Transfer

If errors affected by the learners’ first language then it call interlingual error. It occur at different levels such as transfer of phonological, grammatical and lexical semantic elements of the native language into the target language. Interlingual has the lowest total percentage of causes of errors in students' procedure text. There were 10 errors which were caused by interlingual transfer. Based on the analysis, here are some example of errors which were caused by interlingual transfer.

- Fry eggs until brown (fry **the** eggs until brown)
- Back dough (back **the** dough)
- close 10 minutes (close it **for** 10 minutes)
- Let it stay on your hair for an moment (Let it stay on your hair for **a** moment)

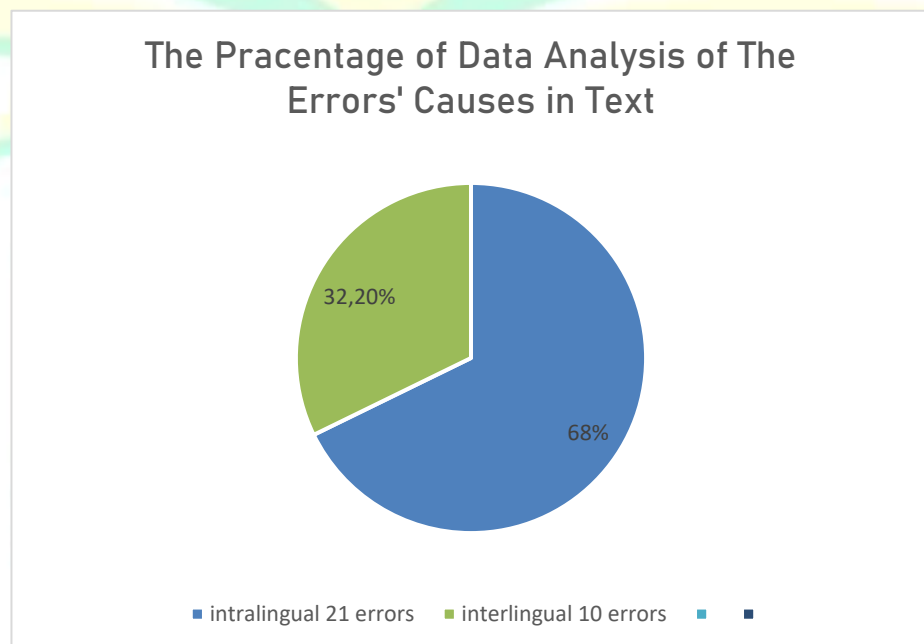
- Cut the onion and sausage into small piece (cut the onion and sausages into small **pieces**)

In English, when stating a noun, someone must use an affix, namely definite or indefinite, which is located before the noun. However, this does not exist in bahasa, so students often do not add definite or indefinite in writing nouns, such as the example above.

In English to indicate duration the writer have to use "for", but in bahasa it doesn't exist, therefore sometimes students don't write "for" to indicate duration in their writing, as in the example.

In the fifth sentence, students should add "s" to word "piece" because it explains the plural, which should be add "s" in end of word "pieces". This caused in bahasa there is no addition "s" in plural noun, so students still follow the petterns in their tongue language in writing the procedure text.

Figure 4.5 The Pracentage of Data Analysis on The Causes of Errors in The Use of Language Features in Procedure Text



2) Interview

This section presents the results of an interview with English teacher and some of students which was conducted on Monday, January 5, 2023. Students and English teachers were given questions related to writing the procedure text. In this interview the researcher focus on endorgan theory, namely intralingual and interlingual. Intralingua is a source of errors due to complexiy in the target language. Interlingual is errors that result from the influence of the first language on the target language.

Every student must have factors that cause them to make errors using language features in writing procedure text. Such as student named Abyan Ega Putra P. In action verb, he has difficulty memorizing new verbs to support he in writing the procedure text, this is because the verb in English has more than one meaning (Intralingual).

"He said, the types of language features that is difficult is action verbs in writing procedure texts, because he has to memorize a lot of verbs, and when memorizing those verbs, the verbs have many meanings."⁸⁶

The second students named Nasdhira Nasya Az Zahra, she said that, she has difficulty with action verbs, according to her there was a difference between writing and pronunciation of verbs in English, causing her difficulty in writing procedure texts (intralingual).

"She said that, she has difficulty with action verbs, because the English vocabulary is written and pronounced differently, that's what makes she confused and caused often make errors in writing procedure text."⁸⁷

Student named Oktavia Galuh Candra Kirana, she said that, she had difficulty in the simple present tense because of the verb (intralingual).

"She thought the simple present tense is an easier tense compared to other types of language features, but her often make errors in using it, because there are many verbs that need to be known to used in writing the simple present, while her verb still a little."

⁸⁶ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁸⁷ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

According to Febrina Desty A, imperative is a language features component of text procedures which is quite difficult, this is based on the difference between imperatives in bahasa and english. (Intralingual)

"She said that, she had a quite trouble using imperative, because she had ever compared imperatives in Indonesian and English, both have a quite striking difference, despite having the same function."⁸⁸

The student named Respati Resi Reinal Divo, he has difficulty with imperative sentences, this is because he still has difficulty using the vocabulary he has (Intralingual).

" He said, he had difficulty in imperative sentences in his procedure text, this was because he had difficulty writing the vocabulary, he knew the pronunciation of the vocabulary but he didn't know how to write it."

The English teacher for class IX G named Sri Harlik, S.pd has views on students' ability in writing procedure text.

" Mrs. Harlik said that, the students' ability to write procedure text was quite good, they knew the generic structure and language features of procedure text, but there are still difficulties faced by students when writing procedure text."⁸⁹

There are many kinds of factors that cause students to make errors in writing procedure text, one of is language features, language features of procedure text has components consisting of action verb, imperative (simple present tense), adverbials, and connective, each components have their own functions and rules that make students often make errors in writing procedure text.

" She said that, to components of procedure that often make students errors in writing procedure text is language features, this is because of the complex components contained in the Language features of procedure text, namely action verb, imperative, connective, and adverbial"⁹⁰

⁸⁸ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁸⁹ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁹⁰ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

Imperative is one of the language features of procedure text which students often errors in use it, Mrs. Sri Harlik stated that, this is because students are still confused in the form of verbs, especially in irregular verbs. (Intralingual)

" According to her the students had a lot of difficulty in choosing the action verb forms, she often saw that they are often confused about the 1st, 2nd, and 3rd verbs especially in irregular verbs. That is why students often make errors in writing imperative sentences." ⁹¹

According to Mrs. Harlik, students do not have much difficulty in action verbs, and the factor that influences them to make errors in action verbs is the lack of vocabulary (Intralingual).

"She said that, in action verbs, almost all students understand this component. There were only a few students who wrote down action verbs incorrectly, for the factor that caused them to make errors in action verbs was their lack of vocabulary." ⁹²

Students do not experience too much difficulty in connective. According to Mrs. Sri Harlik, factors that influence students to make errors in connective are because they forget, forget to use connective or replace it with something else (interlingual)

"She said that, she felt students don't have too much difficulty in connective, and the factor that most often causes students to make errors in using connective is forgetting, they often forget did not use connective and instead replace it with dashes and dots." ⁹³

Students have factors that cause them to make errors in using adverbial, which are uncountable nouns, and sometimes students also don't give adverbial to explain in their procedure text sentences, explained Mrs. Sri Harlik (Intralingual)

"She said, students often make errors in adverbials, when writing plural and singular nouns which must use the letter "s" for the plural, they often forget that the plural form is added with an "s" at the end of the

⁹¹ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁹² Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁹³ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

word, so they often make errors when using it in writing procedure text." ⁹⁴

From all the language features of procedure text above, Mrs. Harlik said that the imperative is the component that most often students made errors (Intralingual).

"She said that, imperative is language features that students often made error, they sometimes did not use simple present tense in their imperative sentences, maybe this is because they still have difficulties in vocabulary and grammar, and previous materials also taught various kinds of tenses, and before this procedure text material for class IX G the material was "Present Continuous, Past Continuous, Future Continuous. But, she thought it's still reasonable if they often make errors in the imperative." ⁹⁵

According to Mrs. Sri Harlik, students' errors in language features of text procedure is categorized as moderate.

"She said that, all of the students' errors in each component of the language features in the procedure text, were still classified as moderate." ⁹⁶

From the above statement, it can be understood that there are two sources of error, the first is intralingual and the second is interlingual. From the two sources of error, intralingual is the most dominant in causing students to make errors in using language features in writing the procedure text. This is in accordance with the information of students and English teachers, most of the students' errors are due to the complexity of the second language. And for interlingual, students are not too affected by interlingual.

⁹⁴ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁹⁵ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

⁹⁶ Look at Appendix 02/W/01-05/2023 of Interview Transcript.

B. Discussion

1. The Types of Language Features Errors Found by The Ninth Grade Students of MTsN 2 Ponorogo in Writing Procedure Text.

The types of errors found in language features of procedure (simple present tense-impertive, adverbial, connective, and action verb) are misformation, omission, addition, and misordering.

First in imperative (simple present tense) there are four types of errors namely misformation, omission, addition, and misordering. The total of all errors of the types of errors in simple present is 27 (100%) errors. Addition is the most dominant type of error with 11 (44%) cases of errors in imperative (simple present tense), this is due to the additional letters in the action verb in their procedure text such as "adding, preparing, making" which should be "add, prepare, make". The second dominant error type is misformation, there are 10 cases of errors (44%), this is because they write regular verbs that are placed in irregular verb forms such as "maked" which should be "made" and in present form "make". The next type of error is omission, there are 2 cases of error (8.0%), caused by omitted items that should be in imperative sentences such as "Connet the end of the kite" which should be "Connect the end of the kite". And the last type of error is misordering, there are 2 cases of error (8.0%), this is due to incorrect arrangement in imperative sentences such as "Adding the eggs scramble" which should be "Add the scrambled eggs".

Second is action verb, there are three types of errors, namely misformation, omission, and addition. The total of all errors in simple present is 23. There are two types of errors that dominate the most in action verb, the first is addition with 10 cases of errors (45.0%), this is because there are additional letters in action verbs in imperative sentences such as "adding, taken" which should be written "add, take". The second error type is misformation which has the same total error cases as addition

which is 10 error cases (45.0%), this is because they write irregular verbs like the regular verb "maked" which should be "make" and in the Present of verb "make". The last error type in action verb is omission with 3 cases of errors (10.0%), this is because there are some incomplete action verbs such as "spred, connet" which should be written "spread, connect".

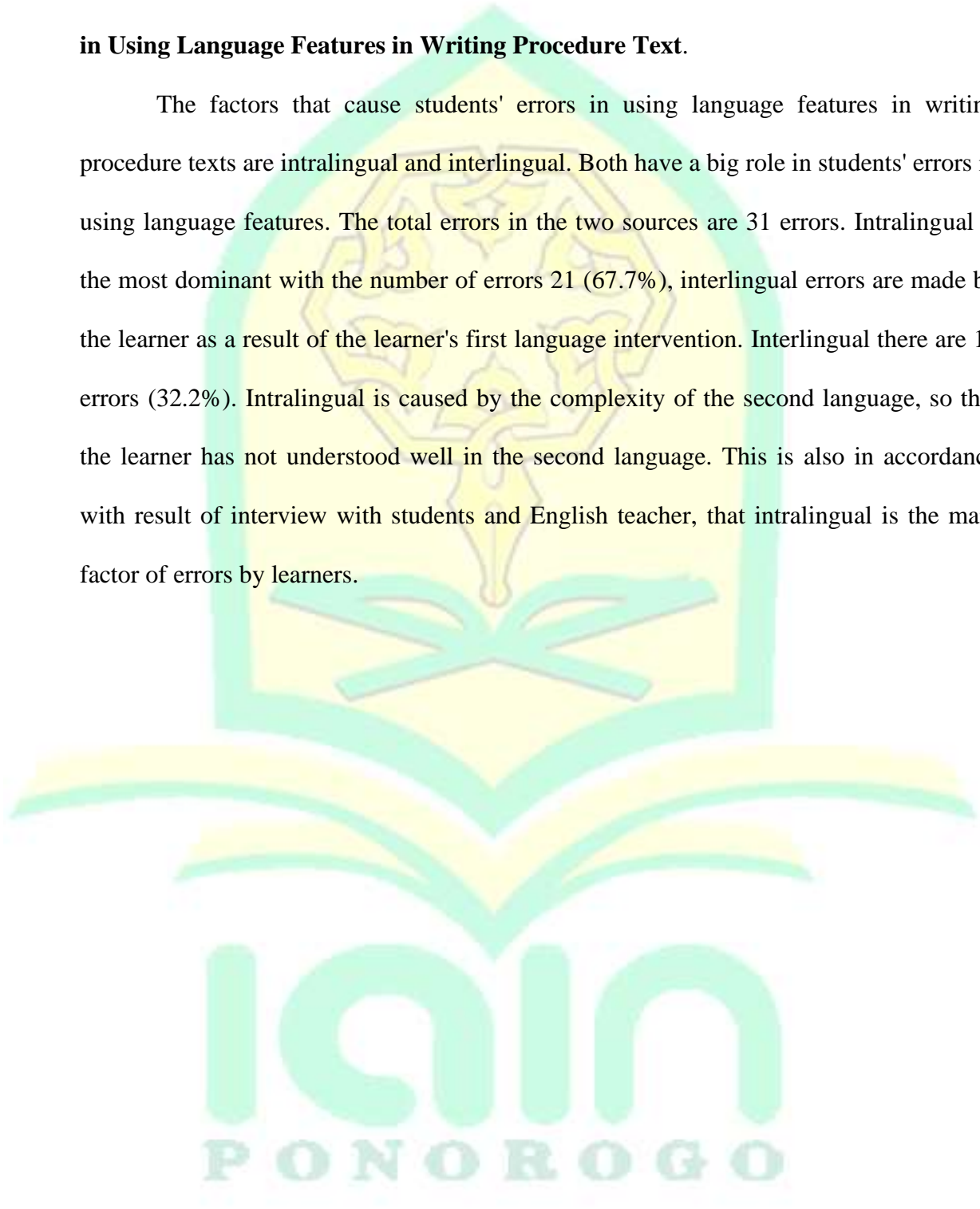
Third is adverbial, there are three types of errors, namely misformation, addition, and omission. The most dominant is omission with 21 cases of error (75.0%) this is because most students do not provide the information needed in their imperative sentence "add the rice along with seasoning", which should be given an adverbial to make it easier for readers to follow the directions in the text "add a bowl of rice along with seasoning". The second type of error is misformation with 4 cases of errors (14.2%) some students were wrong in choosing a word to explain place and time like "heat the oil and a pan (heat the oil **on** a pan) cook the on 5 minutes (cook the eggs **for** 5 minutes). The last types of errors is addition, there are 3 cases of errors (10.7%) this is because students add items that not needed in adverbials " Let it stay on your hair for an moment " that should be " Let it stay on your hair for **a** moment "

Fourth is connective, there are two types of errors, namely omission and misformation. The total of all errors of the types of errors in the connective is 42. Omission is type errors are the most dominant, around 40 cases of errors (95.2%), this is because it does not provide a connective in the imperative sentence to link between each step and each sentence and omitted letter should be exist in connective. " fist heat the oil on the pan, break 2 eggs " should be "**first** heat the oil on the pan, **second** break 2 eggs", The second error type is misformation with 2 cases of errors (4.7%) in connective, this is due to students change the correct letters to wrong letters "using a ribbon ana then attach it to the end of the kite, Secand stir fry the spices until fragrant",

should be “using a ribbon **and** then attach it to the end of the kite, **Second** stir fry the spices until fragrant”.

2. **The Factors Caused The Ninth Grade Students of MTsN 2 Ponorogo Made Errors in Using Language Features in Writing Procedure Text.**

The factors that cause students' errors in using language features in writing procedure texts are intralingual and interlingual. Both have a big role in students' errors in using language features. The total errors in the two sources are 31 errors. Intralingual is the most dominant with the number of errors 21 (67.7%), interlingual errors are made by the learner as a result of the learner's first language intervention. Interlingual there are 10 errors (32.2%). Intralingual is caused by the complexity of the second language, so that the learner has not understood well in the second language. This is also in accordance with result of interview with students and English teacher, that intralingual is the main factor of errors by learners.



CHAPTER V

CLOSING

A. Conclusion

Based on the analysis obtained in the research and the discussions, the researcher can conclude that:

1. From the data were analyzed previously, the research concluded that the types of errors in each language features of procedure are misformation, omission, addition, and misordering. In imperative (simple present) there are four types of errors, misformation there are 10 cases of errors (40,0%), omission there are 4 cases of errors (16.0%), addition there are 11 cases of errors (44.0%), misordering there is 2 cases of errors (8 .0%). In action verbs there are three types of errors, misformation there are 10 errors cases (45.0%), omission there are 3 errors cases (10.0%), addition there are 10 errors cases (45.0%). In adverbials there are three types of errors, misformation there are 4 errors cases (14.2%), omissions there are 21 errors cases (75.0%), addition there are 3 errors cases (10.7%). In connective there are two types of errors, misformation there are 2 errors cases (4.0%), omission there are 40 errors cases (95.2%).
2. There are two the factors caused students make errors in language features of procedure text, they are intralingual and interlingual. Intralingual there are 21 errors cases (67,7%), The factors that most influence students' errors in using language features, because students' lack of ability in forming a good structured of sentence by using English grammar. Interlingual also contributed to the errors, there were 10 cases of errors (45.1%), this is because students overgeneralize in writing in English as they write in bahasa.

B. Suggestion

The researcher provided many recommendations as follows in light of the research's findings and discussion:

1. For English Teachers

Many students have errors in writing English texts especially in procedure text, English teachers must always be innovative in finding ideas to deal with student's errors. Teachers can use a variety of strategies to make students more interested in writing. Teacher can provide fun media such as games that are carried out in the classroom. Games can make it easier for students to improve their memory of vocabulary and sensitivity to grammar so that it makes it easier for students to writing.

2. For students

Writing is a very important skill for students to learn, but writing is not easy to master, therefore students must practice writing intensively and continuously. Because students often make errors in the imperative in the use of the basic form of action verb at the beginning of imperative sentences, then they must often practice writing using basic verbs and also have to read often to add to vocabulary to make it easier for students to write.

3. For further researchers

This research is not optimal yet and needs additional explanation and development. it still needs elaboration from other researchers who are interested in studying errors in using language features of in writing procedure text, this is because of writing one of the important parts of the language, so it is required to know the errors that occur in writing. But of course in different genres of writing and data sources.

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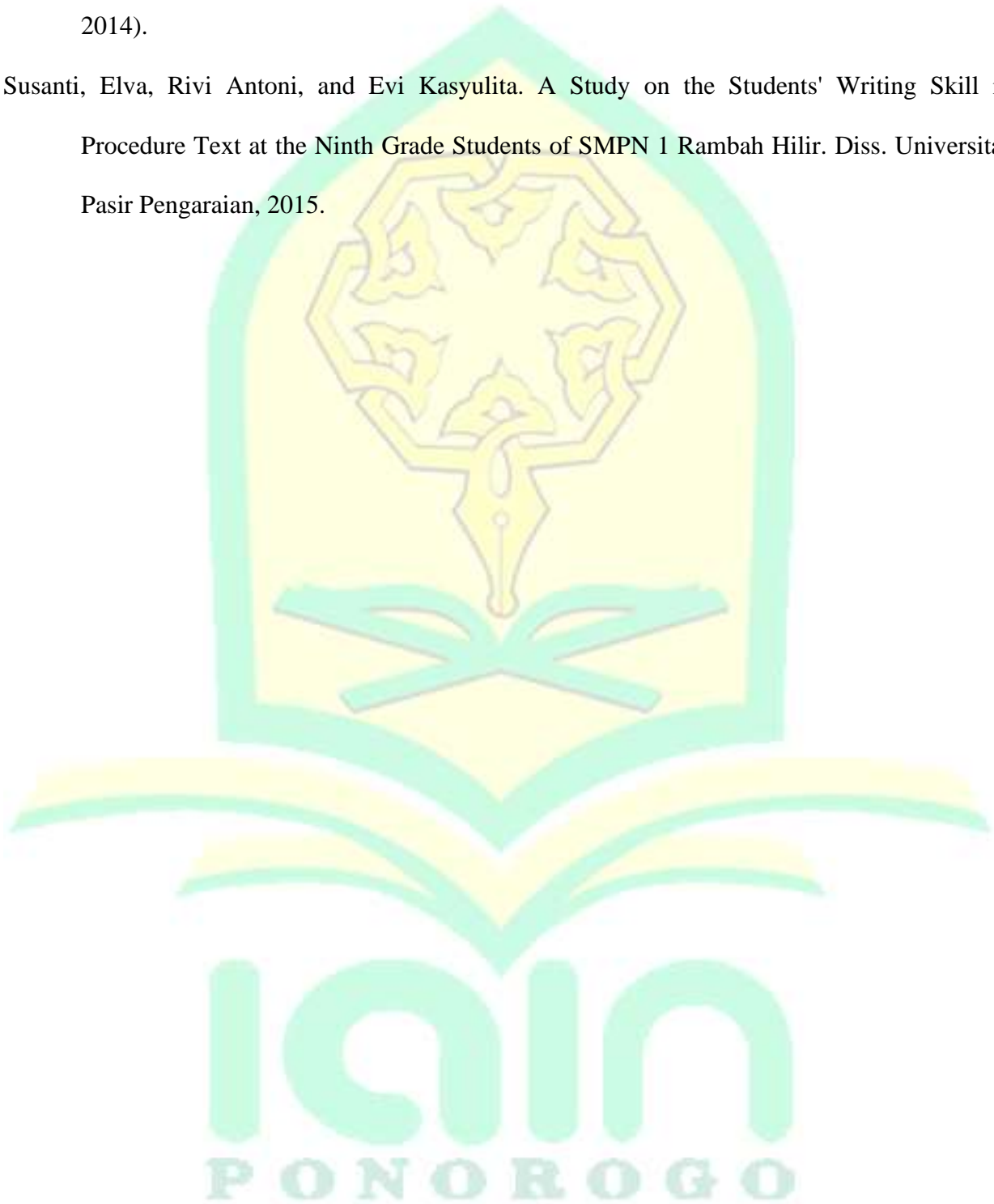
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APPENDICES

Appendix 1: Research Instrument

INSTRUMENT TEST

| | |
|-------------------|---|
| Field Note Number | : 01/D/01-05/2023 |
| Goal | : To Find Out The Types Of Language Feature Errors Found By The Ninth Grade Students Of Mtsn 2 Ponorogo In Writing Procedure Text |
| Respondents | : Class IX G Students |
| Time | : 02.30 p.m |

**AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO**

I. Data Respondent :

1. Name :
2. No :
3. Class :

II. Dokumentasi:

Please write a procedure text below here.



Students' Data :

Name : Abyan Eja Putra P

No : 1

Class : IXA

Please Write a Procedure Text Below Here.

* ~~Ingredients~~ Ingredients

- 1 egg
- Pan
- spatula
- Sauce
- Soy sauce
- onion
- onion red
- Salt
- knife
- Sausage

* Step by step

- step one

Cut the onion and sausage into small piece

- step two

adding oil to the pan and wait until it's hot

- Step three

adding sausage and onions that have cut into small piece

- step four

and also add salt, sauce, and soy sauce



AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE TEXT
OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name: : Aditya mandala Putra

No: : 2

Class: : IX G

Please Write a Procedure Text Below Here.

• Ingredients :

- yellow, orange, red, purple, blue, green jelly
- water
- clear glasses or cups
- refrigerator

• Steps :

- make the green jelly ~~are~~ according to the instructions on the box. Pour a small amount in the bottom of each clear glass.
- when the purple jelly has set, repeat using blue jelly.
- repeat the process with the orange, yellow and red jelly.
- keep the jelly in the refrigerator for several hours.
- rainbow jelly ready to be served

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Alvin raditya
No : 04
Class : IX 6

Please Write a Procedure Text Below Here:

How to make fried rice

Ingredients :

| | |
|--------------|---------------|
| - rice | - chili |
| - onion | - Sausage |
| - garlic | - Cooking oil |
| - Seasoning | - Soy sauce |
| - vegetables | |

Tools :

- Frying Pan
- Stove
- Spatulla
- Plate

Step by step

- first on the stove and wait until the oil hot.
- Once the oil is hot break the egg and put them in the pan.
- After the eggs are scrambled, add the onion, garlic and chili.
- After a few minutes then add vegetables and sausage.
- Then put the rice into the pan.
- Then put the seasoning and salt to the pan.
- add soy sauce to taste.
- Finally, fried rice is ready to be served.

INSTRUMENT DOCUMENTATION

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Aqila Farrah Mulyaefra SEDIAN

No : 5

Class : IX 6

Please Write a Procedure Text Below Here:

How to make rainbow cup

materials and ingredients:

1. red, orange, yellow, green, blue, and purple jelly
2. water
3. clear glasses
4. refrigerator

Steps:

1. make the purple jelly according to the instructions on the box. Pour a small amount in the bottom of each clear glass (about one sixth of the cup)
2. when the purple jelly has set (this will take hours), repeat using the blue jelly.
3. Repeat the process with the green, yellow, orange and red jelly.
4. keep the jelly in the refrigerator for several hours.
5. Rainbow jelly ready to be served.

STUD

ENTS' PROCEDURE TEXT WRITING 4

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE PERFORMANCE IN THE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Alhim Fakhri hani

No : 9

Class : IX G

Please Write a Procedure Text Below Here.

How to make toropok

Ingredients

- sugar
- liquid milk
- baking powder
- vanilla paste flavor
- 2 eggs
- selai chocolate
- flour
- 1 teaspoon
- 2 tablespoon
- receptacle

step by step

- break 2 eggs
- add 2 table spoon of sugar
- pour 1 teaspoon vanilla paste
- stir until evenly
- Pour in 2 table spoon of flour
- pour 1 teaspoon of baking powder
- stir until evenly
- add 2 table spoon of liquid milk
- stir until evenly
- close 10 minutes
- pour the dough
- used low fire
- wait 2 minutes
- suck dough
- spread with chocolate
- result 5

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Cherya bestiana putri
No : 10
Class : IX G

Please Write a Procedure Text Below Here.

How to apply hair conditioner

Ingredient

- Hair conditioner
- water
- Shampoo

- Step
1. First, wash your hair in the shower. Rinse out all the shampoo
 2. Second, use the amount of conditioner recommended on the bottle
 3. Third, spread it evenly on the ends of your hair. For long hair, spread it from chin level and down. Don't apply conditioner to your scalp.
 4. Run your finger or a wide-tooth comb through the ends of your hair to work in the conditioner
 5. Let it stay on your hair for a moment, following instruction on the label. This is typically 1 minute
 6. Thoroughly rinse off the conditioner

STUDENTS' PROCEDURE TEXT WRITING 6

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Chevara antiya gibran
No : 11
Class : IX G

Please Write a Procedure Text Below Here:
How to make a coffee

~~Ingredients:~~ ingredients:

1. water
2. Pan
3. coffee powder
4. sugar
5. glass

Steps

1. Prepare water in a pan
2. ~~turn~~ turn on the stove
3. Put the pan on the stove
4. wait until it boils
5. Prepare a glass and add coffee powder
6. add sugar
7. pour water into glass
- 8.

STUDENTS' PROCEDURE TEXT WRITING 7

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Choky Andrian

No : 12

Class : IX G

Please Write a Procedure Text Below Here.

How to make  Rainbow in a cup

→ Materials and ingredients

- red, orange, yellow, green, blue, and purple jelly
- water
- clear glasses
- refrigerator

→ steps

- make the purple jelly according to the instructions on the box. pour a small amount in the bottom of each clear glass (about one sixth of the cup)
- when the purple jelly has set (this will take hours), repeat using the blue jelly
- Repeat the process with the green, yellow, orange and red jelly
- Keep the jelly in the refrigerator for several hours
- rainbow jelly ready to be served

STUDENTS' PROCEDURE TEXT WRITING 8

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Fero Awalia S.
No : 15
Class : IX 6

Please Write a Procedure Text Below Here.

How To Make a Cap photo Frame

- Ingredients :
- a jar lid
 - cardboard
 - a photograph
 - paint
 - glue
 - scissors
 - a pencil or pen

Steps :

1. First, paint or decorate the jar lid in colourful designs for an extra nice touch.
2. Then trace a photograph or a drawing with your jar lid.
3. After that, ~~cut out the~~ picture and then glue it to the inside of the jar lid. Cut out the
4. Cut out an triangle shape from cardboard.

Students' Data :

Name : Febriana Dasty A

No : 16

Class : IX G

Please Write a Procedure Text Below Here.

* How to make a kite *

Kites are traditional toys, that are still fun to play today. Here's how to make kite

* Material :

- Bamboo slats measuring 90 cm
- Bamboo slats measuring 50 cm
- oil paper
- Eyes or markers
- paper glue
- tape & thread

* Tool :

- Scissor
- Knife
- Ruler

* Steps to make

1. First, make kite frame using the two bamboo blades that have been prepared earlier.
2. Place two bamboo slats across, making sure the left and right sides are the same length.
3. After that, tie the two bamboo slats with sewing thread, and split the ends of the bamboo to make it easier to tie the rope later.
4. Connect the ends of the kite frame with the thread provided.
5. Next, prepare parchment paper and stick it to the top of the bamboo slats.
6. Take a marker and make the appropriate pattern enough and then cut according to the pattern that has been drawn.
7. Make a tassel using a ribbon and then attach and then attach it to the end of the kite.
8. Use glue to glue the paper to the kite frame.
9. The kite is ready to be flown.

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Kharisma Andriana S.

No : 17

Class : IX G

Please Write a Procedure Text Below Here.

How to make Rainbow in a cup

* Materials and Ingredients :

- Red, orange, yellow, green, blue, and purple Jelly
- Water
- Clear glasses
- Refrigerator

Steps

- Make the purple jelly according to the instruction on the box.
- Pour a small amount in the bottom of each clear glass
- When the purple jelly has set
- Repeat using the blue jelly
- Repeat the process with the green, yellow, orange and red jelly
- Keep the jelly in the refrigerator for several hours
- Rainbow jelly ready to be served

STUDENTS' PROCEDURE TEXT WRITING 11

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS' AT MTSN 2 PONOROGO

Students' Data :

Name : Muhamad Nur Rifai

No : 18

Class : IXG

Please Write a Procedure Text Below Here.

How to make Rainbow in a Cup

materials and ingredients

- Red, Orange, Yellow, Green
- Water
- Clear glasses
- Refrigerator

Steps

- Maked the purple jelly according to the instructions on the box
- Pour a small amount in the bottom of each clear glass (about one sixth of the cup)
- When the purple jelly has set
- Repeat the process with the green, orange, yellow, red
- Keep the jelly in the refrigerator for several hours
- Rainbow jelly ready to be served

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Nurdhwa Anisya As Zahra

No : 19

Class : IX G

Please Write a Procedure Text Below Here:

How to play Pianica

> Pianica is portable form of piano that can be carried anywhere. This musical instrument is often used to learn before plunging into learning the piano. If you are curious about how to play it, consider the following information.

> Materials :

• Pianica

• Songs with notes

> Steps :

1. First, attach the hose to the side of the Pianica.

2. Then prepare the song and the notes.

3. Press the button on the pianica according to the note of the song while blowing the interval when pressing the button.

STUDENTS' PROCEDURE TEXT WRITING 13

PONOROGO

TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Natwa Hafsyah Azzahra

No : 21

Class : IX G (sembilan G)

Please Write a Procedure Text Below Here.

How to Make pencil Box

Materials

1. Box
2. Scissors
3. Glue
4. paint Marker

Steps

1. find a boxes
2. peel off any labels
3. cut new labels from clean sheets of construction paper. Glue them on your box using a glue stick.
4. Use decorative papers, stickers, paint markers, or hand drawn designs to embellish your box.
5. fill the box and you're done!

STUDENTS' PROCEDURE TEXT WRITING 14

PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Neva Farhah Ardella

No : 22

Class : IX G

Please Write a Procedure Text Below Here.

How to make a windmill

- Ingredients & material :

a sheet of paper

a compass

- scissors

a pin

a wooden stick

a fan

- steps :

1) Take a sheet of paper 30 cm x 30 cm in size.

2) find the centre by folding the paper diagonally.

3) Now, with the help of a compass, draw a circle of 10 cm radius.

4) cutt along the dotted lines using the scissors.

5) Bring one part of each of the edges to the center of the circle.

6) stick together with glue.

7) Now pass a pin through the center of the wheel an into a wooden stick.

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Oktavia Garuh Chandra Kironi
No : 23
Class : IX 6

Please Write a Procedure Text Below Here.

How to make a "egg omelete";

* Materials and ingredients

- 2 eggs
- 3 leaves of green mustard and leek
- noodle
- salt, seasoning, chicken stock, pepper
- 1 clove of garlic and red onion.
- 3 table spoons of oil
- a bowl
- a pan

* Steps

1. First step: crack 2 eggs into a bowl. add salt, pepper, seasoning, then stir / mix all by spoon
2. Cuting into thin the mustard green, garlic, onion, and put everything in a bowl then
3. Add the noodles, mix again
4. Turn on fire the stove. pour oil on it then pour the eggs into pan
5. Frying the eggs until brown and cooked inside and out.
6. Egg omelete is ready to be served, and the taste is so nice :)

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Patrick Tristan Pratomo
No : 24
Class : IXG

Please Write a Procedure Text Below Here.
how to make Rainbow in a cup

Materials and ingredients:

- red, orange, yellow, green, blue, and purple Jelly
- water
- clear glasses
- refrigerator

Steps:

- Make the purple Jelly according to the instructions on the box. Pour a small amount in the bottom of each clear glass (about one sixth of the cup)
- when the purple Jelly has set (this will take hours) repeat using the blue Jelly
- repeat the process with the green, yellow, orange and ^{red} Jelly
- keep the Jelly in the refrigerator for several hours
- Rainbow Jelly ready to be served

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PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Raditrya Ramadiansyah

No : 25

Class : 1 x 6

Please Write a Procedure Text Below Here.

* Ingredients :

- yellow, orange, red, purple, blue, green jelly.
- Water.
- clear glasses or cups
- refrigerator.

: Step:

- Mix the green jelly according to the instructions on the box. Pour a small amount in the bottom of each clear glass.
- When the purple jelly has set, repeat using blue jelly.
- repeat the process with the orange, yellow and red jelly.
- keep the jelly in the refrigerator for several hours.
- rainbow jelly ready to be served.

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MSN 2 PONOROGO

Students' Data :

Name : Peyton Ridho P.

No : 28

Class : IX G

Please Write a Procedure Text Below Here.

How to make fried rice

ingredients :

1. Red onions
2. Garlic
3. Chili
4. rice
5. eggs
6. Salt, flavoring, ketchup, tomato sauce
7. oil

How to make fried rice :

1. First, heat the oil and apan then pour the spices that have been mashed
2. Second, stir fry the spices until fragrant then adding the eggs scramble, sausage, meatballs and vegetables until wilted
3. Next, add the rice along with seasoning such as salt, pepper, flavoring until smooth and ingredients mixed together perfectly.
4. Fourth, after that fried rice is ready to be served and enjoyed

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : RHANIA RAHMA DEWI
No : 23
Class : IX 6

Please Write a Procedure Text Below Here.

Rainbow in a Cup

Materials and ingredients :

- ✓ red, orange, yellow, green, blue, and purple jelly
- ✓ water
- ✓ clear glasses
- ✓ refrigerator

Step :

1. Maked the purple jelly according to the instructions on the box. Pour a small amount in the bottom of each clear glass (about one sixth of the cup).
2. when the purple jelly has set (this will take hours), repeat using the blue jelly.
3. Repeat the process with the green, yellow, orange and red jelly.
4. keeps the jelly in the refrigerator for several hours.
5. Rainbow jelly ready to be served.

STUDENTS' PROCEDURE TEXT WRITING 20

MTsN
PONOROGO

AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING PROCEDURE
TEXT OF THE NINTH GRADE STUDENTS AT MTsN 2 PONOROGO

Students' Data :

Name : Resoni Rizki Rogmal P. No
No : 26
Class : 9G

Please Write a Procedure Text Below Here:

How to make Jazuke

Ingredients:

1. Boiled sweet corn
2. 1 stick of cheese
3. Sweetened condensed milk
4. butter

Steps

1. First spread butter in a cup
2. Step two put the corn in the cup
3. Step three mix all ingredients
4. Step four give enough milk
5. Step five grate cheese to top

STUDENTS' PROCEDURE TEXT WRITING 21

MTsN
PONOROGO

Appendix 2: research instrument

INTERVIEW TRANSCRIPT

| | |
|--------------------|---|
| Interview Number | : 01/W/01-05/2023 |
| Goals | : To know the factors that cause student of class IX G make errors using language features in writing procedure text. |
| Types of interview | : Unstructured Interview |
| Respondent | : English teacher of IX G Class MTsN 2 Ponorogo |
| Time | : 03.00 p.m |

| Name: Abyan Ega Putra P | |
|---|---|
| Pertanyaan | Jawaban |
| Dari komponen language feature of procedure text (action verb, imperative, connective, dan Adverbials) manakah menurut anda dari komponen language features tersebut yang paling sering anda mengalami kesalahan menggunakan nya dalam menulis teks prosedur dan faktor apa yang mempengaruhi anda sehingga sering melakukan kesalahan dalam menggunakan komponen language features tersebut? | kalau buat saya, komponen language features yang sulit itu action verbs dalam menulis procedure teks, karena saya harus menghafal banyak kata kerja, dan ketika menghafal kata kerja itu, kata kerja itu memiliki banyak arti." |
| Name: Nasdhira Nasya Az Zahra | |
| Pertanyaan | Jawaban |
| Dari komponen language feature of procedure text (action verb, imperative, connective, dan Adverbials) manakah menurut anda dari komponen language features tersebut yang paling sering anda mengalami kesalahan menggunakan nya dalam menulis teks | "Saya mengalami kesulitan dalam action verbs, karena penulisan dan pengucapannya berbeda, hal itu yang membuat saya sering bingung sehingga melakukan kesalahan saat menulis procedure text." |

| | |
|--|--|
| <p>prosedur dan faktor apa yang mempengaruhi anda sehingga sering melakukan kesalahan dalam menggunakan komponen language features tersebut?</p> | |
|--|--|

Name: Oktavia Galuh Candra Kirana

| Pertanyaan | Jawaban |
|--|--|
| <p>Dari komponen language feature of procedure text (action verb, imperative, connective, dan Adverbials) manakah menurut anda dari komponen language features tersebut yang paling sering anda mengalami kesalahan menggunakan nya dalam menulis teks prosedur dan faktor apa yang mempengaruhi anda sehingga sering melakukan kesalahan dalam menggunakan komponen language features tersebut?</p> | <p>Saya pikir bahwa simple present tense adalah tenses yang mudah dibandingkan dengan jenis language feature lainnya, namun malah saya sering melakukan kesalahan dalam menggunakan nya, karena banyak nya kata kerja yang dibutuhkan untuk menggunakan dalam menulis kanya, sedangkan saya kesulitan dalam menghafalkan kata kerja.</p> |

Name: Febrina Desty A

| Pertanyaan | Jawaban |
|--|---|
| <p>Dari komponen language feature of procedure text (action verb, imperative, connective, dan Adverbials) manakah menurut anda dari komponen language features tersebut yang paling sering anda mengalami kesalahan menggunakan nya dalam menulis teks prosedur dan faktor apa yang mempengaruhi anda sehingga sering melakukan kesalahan dalam menggunakan komponen language features tersebut?</p> | <p>“Menurut saya, imperatif itu komponen yang cukup sulit dalam menulis sebuah teks prosedur, saya telah membandingkan imperatif dalam bahasa Indonesia dan bahasa Inggris, keduanya memiliki perbedaan yang cukup mencolok, meskipun memiliki fungsi yang sama.”</p> |

Name: Respati Resi Reynal Divo

| Pertanyaan | Jawaban |
|---|---|
| Dari komponen language feature of procedure text (action verb, imperative, connective, dan Adverbials) manakah menurut anda dari komponen language features tersebut yang paling sering anda mengalami kesalahan menggunakan nya dalam menulis teks prosedur dan faktor apa yang mempengaruhi anda sehingga sering melakukan kesalahan dalam menggunakan komponen language features tersebut? | Saya kesulitan dalam menulis kalimat imperative dia prosedur teks saya, karena saya kesulitan dalam menuliskan kosakata saya, saya mengetahui pengucapan kosakata nya namun saya tidak tahu untuk menuliskanya. |



INTERVIEW TRANSCRIPT

| | |
|--------------------|---|
| Interview Number | : 02/W/01-05/2023 |
| Goals | : To know the factors that cause student of class IX G make errors using language features in writing procedure text. |
| Types of interview | : Unstructured Interview |
| Respondent | : Mrs.Sri Harlik, S.Pd. as English teacher of IX G Class. |
| Time | : 10.00 a.m |

| Name: Sri Harlik, S.pd | |
|------------------------|--|
| Pertanyaan | Jawaban |
| 1 | Menurut Bu Harlik bagaimana kemampuan siswa kelas IX G dalam menulis prosedur teks? |
| 2 | Pada komponen di procedure text, manakah komponen yang paling sering siswa mengalami kesalahan dalam menulis procedure teks? |
| 3 | Apakah siswa kesulitan dalam menggunakan imperatives dan apakah ada faktor yang menyebabkan siswa melakukan kesalahan menggunakan simple present dalam menulis procedure teks? |
| 4 | Apakah siswa kesulitan dalam |

Menurut saya, kemampuan siswa dalam menulis teks prosedur sudah cukup baik, mereka mengetahui generic structure dan language features teks prosedur, namun masih ada kesulitan yang dihadapi siswa saat menulis teks prosedur.

Untuk komponen procedure teks yang paling sering siswa melakukan kesalahan dalam menulis teks prosedur, adalah language features, komponene yang paling sering membuat siswa melakukan kesalahan dalam membuat prosedur teks. Hal ini dikarenakan language feature sangat kompleks yang terdapat action verbs, imperatives (simple present), connectives, dan adverbials.

siswa memiliki banyak kesulitan dalam memilih bentuk action verbs, yang sering saya lihat bahwa mereka sering bingung menggunakan kata kerja 1, 2, dan 3, terutama di kata kerja tidak beraturan, itulah sebabnya siswa sering melakukan kesalahan dalam menulis kalimat perintah.

kalau di dalam action verb, hampir semua

| | | |
|---|---|--|
| | menggunakan action verbs dan apakah ada faktor yang menyebabkan siswa melakukan kesalahan menggunakan imperative dalam menulis procedure teks? | siswa memahami komponen ini hanya beberapa siswa yang salah menuliskan kata kerja tindakan, untuk faktor tersebut yang menyebabkan mereka melakukan kesalahan dalam kata kerja tindakan adalah kurangnya kosa kata. |
| 5 | Apakah siswa kesulitan dalam menggunakan adverbial dan apakah ada faktor yang menyebabkan siswa melakukan kesalahan menggunakan adverbial dalam menulis procedure teks? | Pada adverbial siswa mengalami kesalahan dalam memberikan informasi tentang jumlah pada uncountable nouns, dan terkadang siswa tidak memberikan adverbial untuk menjelaskan jumlah yang dibutuhkan dalam procedure text mereka. saya sering melihat siswa menulis uncountable noun tetapi tidak memberikan tambahan untuk menunjukkan jumlahnya, seperti "add water", di mana harus ada kata tambahan seperti "add a glass of water." |
| 6 | Apakah siswa kesulitan dalam menggunakan connective dan apakah ada faktor yang menyebabkan siswa melakukan kesalahan menggunakan connective dalam menulis procedure teks? | Saya pikir siswa tidak terlalu kesulitan dalam connective, dan faktor yang paling sering menyebabkan siswa membuat kesalahan dalam menggunakan connective adalah lupa, mereka sering lupa tidak menggunakan penghubung dan malah menggantinya dengan tanda hubung dan titik. |
| 7 | Dari komponen language features prosedur teks manakah dari language features tersebut yang siswa paling sering melakukan kesalahan dalam menulis procedure teks? | Kalau dari pengamatan saya Imperatives adalah language features komponen yang siswa sering melakukan kesalahan, mereka terkadang mencampurkan berbagai jenis bentuk verb diawal kalimat imperatif, mungkin hal ini karena mereka masih kesulitan di vocab sama grammar, dan materi sebelumnya juga mengajar berbagai jenis tenses, dan sebelum materi procedure text, kelas IX G materinya adalah present continuous, past continuous, dan future continuous. Saya pikir masih wajar bila mereka sering melakukan Kesalahan di |

| | | |
|---|--|---|
| | | imperatives. |
| 9 | Bagaimana tanggapan bu harlik terhadap kesalahan siswa dalam mengguankan language features dalam menulis procedure teks? | Untuk semua kesalahan siswa disetiap komponen language features procedure text, menurut saya hal tersebut masih tergolong sedang. |



DOCUMENTATION TRANSCRIPT

| | |
|-------------------|---|
| Activity Goals | : To Know Types of Errors in Each Language Features of Procedure Text |
| Field Note Number | : :02/D/01-05/2023 |
| Object | : Students' Procedure Text |

Types of Errors in Simple Present Tense and Imperative

| NO | Error identification | Error correction | Types of Errors |
|----|--|--|-----------------|
| 1 | <u>Adding</u> oil to the pan | Add oil to the pan | Addition |
| 2 | <u>Adding</u> sausage | Add sausage | Addition |
| 3 | <u>Maked</u> the green jelly | Make the green jelly | Misformation |
| 4 | First__on the stove | Frist turn on the stove | Omission |
| 5 | <u>Prepareing</u> the ginger | Prepare the ginger | Addition |
| 6 | <u>Prepared</u> a saucepan | Prepare a saucepan | Addition |
| 7 | Pour <u>in</u> 6 tablespoons of flour | Pour 6 tablespoons of flour | Addition |
| 8 | <u>Used</u> low fire | Use low fire | Addition |
| 9 | <u>Spred</u> with chocolate | Spread with chocolate | Omission |
| 10 | <u>Tarn</u> on the stove | Turn on the stove | Misformation |
| 11 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 12 | <u>Making</u> sure the left and right side | Make sure the left and right side | Addition |
| 13 | <u>Connet</u> the end of the kite | Connect the end of the kite | Omission |

| | | | |
|----|---|--|--------------|
| 14 | <u>Taken</u> a marker | Take a marker | Omission |
| 15 | Attach <u>ito</u> to the end of the kite | Attach to the end of the kite | Addition |
| 16 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 17 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 18 | <u>Cutting</u> into thin the mustard | Cut into thin the mustard | Addition |
| 19 | <u>Frying</u> eggs until brown | Fry eggs until brown | Addition |
| 20 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 21 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 22 | <u>Keeping</u> the jelly | Keep the jelly | Addition |
| 23 | <u>Adding</u> the eggs <u>scramble</u> | Add the scrambled eggs | Misordering |
| 24 | <u>a 250ml glass of water</u> <u>to a boil</u> | boil 250 ml until it boils | Misordering |
| 25 | prepare the carrots, potatoes and tomatoes, then add <u>it</u> to the pan | prepare the carrots, potatoes and tomatoes, then add them to the pan | Misformation |
| 26 | close 10 minutes | close for 10 minutes | Addition |

Types of Errors in Action Verb

| NO | Error Identification | Errors Correction | Types of Errors |
|----|---|---|-----------------|
| 1 | <u>Adding</u> oil to the pan | Add oil to the pan | Addition |
| 2 | <u>Adding</u> sausage | Add sausage | Addition |
| 3 | <u>Maked</u> the green jelly | Make the green jelly | Misformation |
| 4 | First__on the stove | First turn on the stove | Omission |
| 5 | <u>Prepared</u> a saucepan | Prepare a saucepan | Addition |
| 6 | <u>Prepareing</u> the ginger | Prepare the ginger | Addition |
| 7 | <u>Spred</u> with chocolate | Spread with chocolate | Omission |
| 8 | <u>Tarn</u> on the stove | Turn on the stove | Misformation |
| 9 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 10 | <u>Making</u> sure the left and right side | Make sure the left and right side | Misformation |
| 11 | <u>Taken</u> a marker | Take a marker | Addition |
| 13 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 14 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 15 | <u>Cutting</u> into thin the mustard | Cut into thin the mustard | Addition |
| 16 | <u>Frying</u> eggs | Fry eggs | Addition |
| 17 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 18 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 19 | <u>Adding</u> the eggs | Add the eggs | Addition |
| 20 | <u>Stringing</u> using spon | Stir using spon | Addition |
| 21 | <u>Maked</u> the purple jelly | Make the purple jelly | Misformation |
| 22 | <u>Used</u> low fire | Use low fire | Addition |
| 23 | Run your finger or a wide-tooth bomb through the ends of your hair to | Run your finger or a wide-tooth bomb through the ends of your hair to | misformation |

| | | | |
|--|--------------------------------|--------------------------------|--|
| | <u>wark</u> in the conditioner | work in the conditioner | |
|--|--------------------------------|--------------------------------|--|

Types of Errors in Adverbial

| NO | Error Identification | Errors Correction | Types of Errors |
|----|--|--|-----------------|
| 1 | Cut <u>the onion and sausage</u> into small piece | Cut 3 onions and 3 sausages into small pieces | Omission |
| 2 | Adding <u>oil</u> to the pan and wait it is hot | Add 3 tablespoons of cooking oil to the pan and wait it is hot. | Omission |
| 3 | add salt, sauce, and soya sauce | add a pinch of salt, 3 tablespoons of sauce, 2 tablespoons of soy sauce. | Omission |
| 4 | break <u>the eggs</u> and put them in the pan | break 2 eggs and put them in the pan | Omission |
| 5 | added <u>the onion, garlic and chili</u> | add chopped onions, garlicks and chilis | Omission |
| 6 | add vegetables and sausage | add chopped vegetables and sausages | Omission |
| 7 | put <u>the rice into the pan</u> | put <u>a bowl of rice into the pan</u> | Omission |
| 8 | put the seasoning and <u>salt</u> to the pan | put the seasoning and a pinch of salt to the pan | Omission |
| 10 | add sliced ginger, brown sugar and <u>water cook until it boil</u> | add sliced ginger, brown sugar and a glass of water then cook ingredients until them boil. | Omission |
| 13 | back dough | back the dough | Omission |
| 14 | Prepare <u>water</u> in a pan | Prepare 2 glasses of water in a pan | Omission |
| 17 | add sugar | add two tablespoons of sugar. | Omission |
| 18 | Cuting into thin <u>the mustard green garlic, onion.</u> | 3 mustard greenes, 2 garlicks, 3 onions | Omission |
| 19 | Frying <u>eggs</u> until | Fry 2 eggs until brown | Omission |

| | | | |
|----|---|---|--------------|
| | brown | | |
| 20 | heat the oil <u>and</u> a pan then pour the spices that have been mashed | heat the oil on a pan, then pour the spices that have been mashed | Misformation |
| 21 | add <u>the rice</u> along with seasoning | add a bowl of rice along with seasoning | Omission |
| 22 | close 10 minutes | Close it for 10 minutes | Omission |
| 23 | cook the on 5 <u>minutes</u> | cook the eggs for 5 minutes | Misformation |
| 24 | wait 2 minotes | Wait 2 minutes | Misformation |
| 25 | prepare the carrots, potatoes and tomatoes, then add <u>it</u> to the pan | prepare the carrots, potatoes and tomatoes, then put them to the pan | Misformation |
| 26 | Cut the onion and sausage <u>in</u> into small pieces | Cut the onion and sausage into small pieces | Addition |
| 27 | Find a <u>boxs</u> | Find a box | Addition |
| 28 | Let it stay on your hair for <u>an</u> moment | Let it stay on your hair for a moment | Addition |

Types of Errors of Connective

| NO | Error Identification | Errors Correction | Types of Errors |
|----|------------------------------------|---|-----------------|
| 1. | - Maked the green jelly | First , make the green jelly | Omission |
| 2. | - When the purple jelly has set | Second , When the purple jelly has set | Omission |
| 3. | - repeat the process | Third , repeat the process | Omission |
| 4. | - keep the jelly | Fourth , keep the jelly | Omission |
| 5. | - rainbow jelly ready to be served | Finally , the rainbow jelly ready to be served | Omission |
| 6. | - add soy sauce to taste | After that , add soy sauce to | Omission |

| | | | |
|-----|------------------------------------|---|----------|
| | | taste | |
| 7. | <u>Fish</u> , turn on the stove | First , turn on the stove | Omission |
| 8. | - break 2 eggs | First , break 2 eggs | Omission |
| 9. | - add 2 tablespoons of sugar | Second , add 2 tablespoons of sugar | Omission |
| 10. | - pour 1 teaspoon vanilla paste | Third , pour a teaspoon vanilla paste | Omission |
| 11. | - stir until evenly | Fourth , stir the dough until evenly distributed | Omission |
| 12. | - add 2 tablespoons of liquid milk | Next , add 2 tablespoons of liquid milk | Omission |
| 13. | - close 10 minutes | Fifth , close it for 10 minutes | Omission |
| 14. | - pour the dough | Sixth , pour the dough | Omission |
| 15. | - used low fire | Seventh , use low fire | Omission |
| 16. | - wait it for 2 minutes | Eight , wait it for 2 minutes | Omission |
| 17. | - back dough | Ninth , back the dough | Omission |
| 18. | • Maked the green jelly | First , make the green jelly | Omission |
| 19. | • When the purple jelly has set | Second , when the purple jelly has set | Omission |
| 20. | • repeat the process | Third , repeat the process | Omission |
| 21. | • keep the jelly | Fourth , Keep the jelly | Omission |
| 22. | • rainbow jelly ready to be served | Fifth , rainbow jelly ready to be served | Omission |
| 23. | • maked the Purple jelly | First , make the Purple jelly | Omission |
| 24. | • when the purple Jelly has set | Second , when the purple Jelly has set | Omission |
| 25. | • repeat the process | Third , repeat the process | Omission |
| 26. | • keep the Jelly | Fourth , keep the Jelly | Omission |
| 27. | • rainbow jelly ready to be served | Fifth , rainbow jelly ready to be served | Omission |

| | | | |
|-----|---|---|----------|
| 28. | 2. Cuting into thin the mustard green garlic, onion, add put everything in a bowl | 2. Cuting into thin the mustard green garlic, onion, then add put everything in a bowl | Omission |
| 29. | add sliced ginger, brown sugar and water cook until it boil | add sliced ginger, brown sugar and a glass of water then cook ingredients until they boil. | Omission |

| | | | |
|----|--|--|--------------|
| 30 | • maked the Purple jelly | First , make the Purple jelly | Omission |
| 31 | • when the purple Jelly has set | Second , when the purple Jelly has set | Omission |
| 32 | • repeat the process | Third , repeat the process | Omission |
| 33 | • keep the Jelly | Fourth , keep the Jelly | Omission |
| 34 | • rainbow jelly ready to be served | Fifth , rainbow jelly ready to be served | Omission |
| 36 | <u>a 250ml glass of water to a boil then add the coffe grounds to the wate</u> | First , boil a 250ml glass of water, then add a tablespoon of cof ee grounds to the water. | Omission |
| 37 | wait until it boils while striring using a spoon. | Second, wait until it boils while stirring using a spoon. | Omission |
| 38 | when the water containing the coffe grounds has boiled then pour it into the glass that has been provided | Third , when the water containing the coffe grounds has boiled then pour it into the glass that has been provided | Omission |
| 39 | milk coffe is ready to be served | Fourth , milk coffe is ready to be served | Omission |
| 40 | make a tassal using a ribbon <u>ana</u> then attach it to the end of the kite | make a tassal using a ribbon and then attach it to the end of the kite | Misformation |
| 41 | <u>Secand</u> , stir fry the spices until fragrant then adding the eggs scramble, sasusage, meatballas and vegetables until wilted | Second , stir fry the spices until fragrant then adding the eggs scramble, sasusage, meatballas and vegetables until wilted | Misformation |

| | | | |
|----|---|--|----------|
| 42 | Step <u>for</u> , and also add salt, sauce, and soy sauce | Step four , and also add salt, sauce, and soy sauce | Omission |
|----|---|--|----------|



DOCUMENTATION TRANSCRIPT

| | |
|-------------------|------------------------------|
| Activity Goals | : Data Collection Activities |
| Field Note Number | : 02/D/01-05/2023 |
| Respondents | : The Ninth Gread G Students |



Student Data Collection Activities 1

IAIN
PONOROGO



Student Data Collection Activities 2



Student Data Collection Activities 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTsN 2 Ponorogo

Mata Pelajaran : Bahasa Inggris

Kelas/semester : IX Genap

Alokasi waktu : 1 X 45 Menit

Materi Pokok : Teks Prosedur

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar (KD) Dan Indikator Pencapaian Kompetensi (IPK)

| Kompetensi Dasar (KD) | Indikator Pencapaian Kompetensi (IPK) |
|---|---|
| 3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana. 3.3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait resep makanan/minuman. |
| 4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual | 4.3.1 Membuat teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana. 4.3.2 Mempresentasikan teks prosedur terkait dengan resep makanan/ minuman pendek dan sederhana. |
| 4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur lisan dan | |

| | |
|-------------------------------------|--|
| tulis, sangat pendek dan sederhana. | |
|-------------------------------------|--|

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan model pembelajaran Problem Based Learning:

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
2. Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur terkait dengan resep makanan/ minuman dengan tepat;
3. Peserta didik mampu membuat teks prosedur terkait resep makanan/ minuman pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.
4. Peserta didik mampu mempresentasikan teks prosedur terkait dengan resep makanan/minuman pendek dan sederhana sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.

D. Materi Pembelajaran

Terlampir: Teks Prosedur

E. Model, Pendekatan, dan Metode Pembelajaran

1. Model : Pembelajaran Berbasis Masalah (PBL)
2. Pendekatan : Pendekatan yang berpusat pada siswa, TPACK
3. Metode : Tanya-jawab, diskusi, pengugasan

F. Alat Pembelajaran dan Sumber Belajar

1. Alat Pembelajaran:
 - Laptop
 - LCD Projector
 - Speaker Audio
2. Sumber Belajar:

- Buku Peserta didik : Wachidah, Sitti.dkk. 2018. Bahasa Inggris Think Globally Act Locally. Jakarta: Kemendikbud.
- Buku Referensi : Saefurrahman. 2019. Pendalaman Materi Bahasa Inggris: EnglishFor Practical Use. Jakarta: Kemendikbud.

G. Langkah-Langkah Pembelajaran

| Pertemuan 2 x 40 Menit | |
|------------------------|---|
| Kegiatan | Deskripsi Kegiatan |
| Pendahuluan | <ul style="list-style-type: none"> • Guru mengucapkan salam dan berdo'a bersama • Guru mengecek kehadiran peserta didik • Guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Guru Menyampaikan cakupan materi dan penjelasan uraian kegiatan |
| Inti | <ul style="list-style-type: none"> • Guru Memberi brainstorming berupa pertanyaan mengenai text procedure agar peserta didik memiliki gambaran mengenai topik pembelajaran. • Guru memberikan contoh beberapa ungkapan yang dapat yang digunakan oleh siswa dalam procedure text. • Guru menjelaskan tentang generic structure pada procedure text. • Guru memberitahukan language features procedure text. • Guru memberikan kesempatan pada siswa untuk bertanya. • Guru meminta siswa untuk menulis sebuah procedure teks. • Guru memberikan kesimpulan tentang apa itu procedure text. |
| Penutup | <ul style="list-style-type: none"> • Peserta didik membuat rangkuman/simpulan berupa catatan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Guru memimpin berdoa dan mengucapkan salam. |

H. Penilaian

Penilaian sikap

: Jujur, percaya diri, mandiri, dan bertanggung jawab

Penilaian pengetahuan : Menulis teks prosedur

Penilaian keterampilan : Unjuk Kerja

Mengetahui

PONOROGO , 05 Januari, 2023

Guru Bahasa Inggris kelas IX G

Mahasiswa Praktek

Sri Harlik, S.Pd.
NIP. 196407171996022001

Wahyu Tri Prasetyawan
NIM. 204180074





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PONOROGO
MADRASAH TSANAWIYAH NEGERI 2

Jalan Ki Ageng Mirah Nomor 79 Japen Babaden Ponorogo Kode Pos 63491
Telepon (0352) 461227
Website : www.mtsn2ponorogo.sch.id ; e-mail: mtsn2ponorogo@gmail.com

SURAT KETERANGAN

Nomor : B-0068 /Mts.13.02.02/TL.00/11/2023

Yang bertanda tangan dibawah ini, kami :

Nama : Mahmud, S.Ag, M.Pd.I
NIP : 197405302007011013
Pangkat/ Gol : Pembina. IV/a
Jabatan : Kepala Madrasah
Unit Kerja : MTsN 2 Ponorogo
Menerangkan dengan sesungguhnya bahwa :
Nama : Wahyu Tri Prasetyawan
NIM : 204180074
Fakultas/ Jurusan : Tarbiyah / Tadris Bahasa Inggris

Bahwa nama Mahasiswa tersebut diatas telah melakukan penelitian di Madrasah Tsanawiyah Negeri 2 Ponorogo pada bulan Januari s/d Februari 2023 dalam rangka penulisan Skripsi dengan judul:

"An Error Analysis Of Language Features In Writing Procedure Text Of The Ninth Grade Students At MTsN 2 Ponorogo"

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Ponorogo, 1 November 2023

Kepala

Mahmud

PONOROGO

CURRICULUM VITAE

Wahyu Tri Prasetyawan was born in Ponorogo, March 09, 1999. He is the son of Edi Supanot and Suryati. He started formal education at SDN 2 Singosaren in 2006 and graduated in 2012. In the same year he continued his education at MTsN 2 Ponorogo and graduated in 2015. After that, he continued his education at MAN 1 Ponorogo, and graduated in 2018. Then, in 2018 he went to State Institute of Islamic Studies (IAIN) Ponorogo at English Education Department, Faculty of Tarbiyah and Teacher Training

