

**AN ANALYSIS OF GRAMMATICAL COHESION ERRORS
IN THE FIRST GRADE STUDENTS' DESCRIPTIVE WRITING
AT SMAN 6 PRABUMULIH**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get
A bachelor's degree of Sarjana Pendidikan (S.Pd)**

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di
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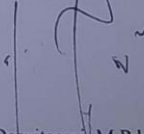
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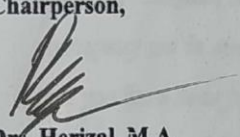
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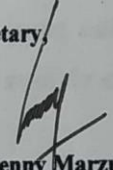
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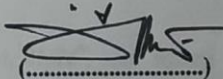
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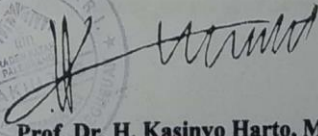
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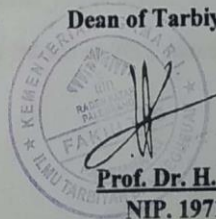

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MOTTO:

To Get a Success, Your Courage Must Be Greater Than Your Fear

DEDICATIONS

This thesis is dedicated to:

- *My God (Allah SWT) who always gives me His mercies, His bless and His answers toward my prayers.*
- *My beloved parents Mr. Mulkan. MS. and Mrs. Fitri Chairani, my beloved brother Fadeli Aria Peratama and my beloved sister Silvia Irani who always love, support, and pray for my success. Thanks for your struggle for me.*
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- *All of my friends at PBI, thanks for all your supports.*

STATEMENT PAGE

I hereby,

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with the guidance of my advisors
2. The thesis that I wrote is originally and has never been handed in another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day there is evidense of forgery in the above satetement, I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, November 28th, 2018



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All praises to the God, Allah SWT., I could finish writing my thesis. This thesis is written to fulfill of the requirements for obtaining Sarjana degree (S1) in English Education Study Program, Tarbiyah Faculty, UIN Raden Fatah Palembang.

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Cohesion

LIST OF DOCUMENTATION

1. FC Kartu Tanda Mahasiswa
2. FC Kwitansi Pembayaran Terakhir
3. FC Ijazah SMA
4. FC Sertifikat, OSPEK, BTA, Komputer dan KKN
5. FC Transkrip Nilai
6. FC SK Penunjukan Pembimbing Skripsi
7. FC SK Perubahan Judul
8. FC SK Izin Penelitian dari Fakultas
9. FC SK Izin Penelitian dari DINAS Pendidikan
10. FC SK Telah Melaksanakan Penelitian
11. FC Kartu Bimbingan Skripsi
12. FC Sertifikat TOEFL
13. FC SK Bebas Teori
14. FC Nilai Ujian Komprehensif
15. FC Nilai Ujian Skripsi
16. FC Kartu Bimbingan Revisi Skripsi

An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih

ABSTRACT

The objectives of the study were (1) to describe the types of grammatical cohesion error, (2) to find out the dominant type of grammatical cohesion error, and (3) to find out the factors influencing the grammatical cohesion error in the first grade students' descriptive writing at SMAN 6 Prabumulih. The design of this research was qualitative study by using errors analysis procedure. The descriptive writing written by twenty five students in the first grade students of SMAN 6 Prabumulih were analyzed by using error classification by Dulay, Burt, and Krashen (1982). This study revealed that (1) the students contributed the four types of errors in using grammatical cohesion, namely omission, addition, misformation, and misordering, (2) the dominant type of errors was misformation, and (3) the identified sources as factors which causes the students' errors in using grammatical cohesion were interlingual and intralingual factors. In interlingual factor, the students' errors were caused by the interference of mother tongue. Besides, in intralingual factor, the students' errors were caused by overgeneralization, incomplete application of rules, ignorance of rule restriction and false concept hypothesized.

Keywords: error analysis, error classification, grammatical cohesion

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

1. INTRODUCTION

1.1 Background

In Indonesia, English is considered as foreign language. According to Hamra and Syatriana (2010), English is the first foreign language in Indonesia. It is taught in schools, from junior high school up to senior high school. It has become a required subject that needs to be taught to all students. In addition, Komaria states that the 1989 law on the Indonesian educational system gives English a place as the first foreign language among others foreign languages used in Indonesia (as cited in Abrar et al, 2018, p. 129). In brief, English as foreign language in Indonesia and it is become a compulsory subject for the students.

In order to master English, the students should learn the four English skills namely, writing, reading, listening, and speaking. Harmer (2007) states that learning integrated English skills in language can make students easily to learn the language, because the four skills (writing, reading, listening, and speaking) are related to each other in learning language. In addition, Nunan (2009) revealed that to be successful in learning English, the four English language skills (reading, listening, speaking and writing) should be integrated in an effective way. Therefore, learners need to learn all of the four language skills to be fluent in English.

However, among the four English skills, some experts believe that writing is more important than the others. Gebhardt and Rodrigues (1989) state that writing is one of the most important things in written communication. Good writing skills take big proportion to determine the success of communication in written form. The society of Indonesia must be able to master writing skills. Then, they can communicate in English and get knowledge in getting any information, especially because much knowledge written in English. Besides, Harmer says that each part of aspect in people's life is written in English, such as in art, humanity, and social knowledge aspect (as cited in Astrid, 2011, p. 176). It means that one of steps to learn English successfully is by mastering writing skills.

Despite its vast importance, writing is still challenging to students. According to Choudhury (2013), from listening, speaking, reading and writing, writing is obviously the most difficult skill for second and foreign language learners to master. Writing is complex process that requires the students to master grammar, vocabulary, and punctuation. In addition, Rass mentions that writing is a difficult skill for native speakers and non active speakers alike, because students must balance multile issues such as vocabulary, punctuation, spelling and grammar (as cited in Iskandar, 2017, p. 52). It can be concluded that the students should consider many parts of English to have a good quality of writing.

One of students' difficulties in writing is grammatical cohesion. Hinkel explains that grammatical cohesion is considered as one of the most challenging aspect in writing for the students because has its own patterns (as cited in Ahmed, 2010, p. 212). Students are difficult to understand the grammatical cohesion since the pattern is complex. Besides, Connor and Johns revealed that pattern of

grammatical cohesion is complex and difficult to be understood by students (as cited in Tonder, 1999, p. 5). As the result, the lack of grammatical cohesion understanding is felt by many students because they encounter difficulties in using it due to the pattern of grammatical cohesion.

Grammatical cohesion is very necessary in learning language skills, especially writing. Halliday and Hasan state that grammatical cohesion is an important textual aspect to achieve qualified writing because grammatical cohesion is linking within a text or sentence that holds a text together and gives it meaning based on structural content (as cited in Hidayati, 2014, p. 130). If the use of grammatical cohesion is wrong, there may be appearing different understanding between writer and reader. By using correct grammatical cohesion, miscommunication will be ignored. In brief, grammatical cohesion is considered as important thing in writing in order to get qualified writing and avoid miscommunication between writer and reader.

Grammatical cohesion has four classifications, namely reference, substitution, ellipsis and conjunction. According to Halliday and Hasan, these four classifications of grammatical cohesion can help students easier to make relation between one element and another in a text (as cited in Bahaziq, 2016, p. 112). Grammatical cohesion can help the students to organize the idea smoothly. In addition, Henkel states that these four classifications of grammatical cohesion as a connectivity of ideas in discourse and sentences to organize the idea smoothly between the texts (as cited in Na, 2011, p. 745). It means, grammatical cohesion can help the students in creating the flow of information in a unified way. Due to

grammatical cohesion's complexity mentioned above, the students are likely to make errors during their writing.

Error is students' mistake that happened when they cannot correct it by themselves. To know students' ability in learning English, error analysis is needed to be done. Wu and Garza (2014) state that error analysis study are a must to be conducted in learning second or foreign language, especially English. These studies are important to be conducted because students' errors can provide knowledge about how the language is learned, and it can provide the information to teacher to revise their lessons. Therefore, error analysis is analyzing the flaw in studying foreign or second language.

Before doing this research, I did preliminary study by giving a small test of descriptive writing and an informal interview to the first grade students at SMAN 6 Prabumulih. There was some information gained. First, from the result of interview to the teacher, it was found out that, most of the students had low score in writing which was less than the minimum criterion standard of English subject (≤ 75). One of the reasons of them having low score was grammatical cohesion. Second, from the result of interview to the students proved that they did not comprehend deeply on how to use grammatical cohesion and made errors in using it since it has a complex pattern. Third, from the result of the test showed that the types of grammatical cohesion errors that occurred in students' descriptive writing were in the form of reference and conjunction. The errors consisted of forty three reference errors and six conjunction errors.

Some researchers have already conducted the studies having a close relationship with my current study. The first, Kusumaningrum (2013) found two

types of grammatical cohesion errors they were, reference and conjunction. The highest frequency of grammatical cohesion error was reference, they were personal reference (49.05%), demonstrative reference (49.01%), comparative reference (1.33%) and followed by conjunction, they were simple additive (37.03%) simple adversative (32.08%) simple causal (29.9%). The second, the study which done by Sesriyani (2017) showed the used of reference was the highest errors they were, personal reference (84.62%), demonstrative reference (15.38%) and followed by conjunction, they were simple additive (38.30%) simple adversative (46,81%) simple causal (14.89%). The third, the study which done by Na (2011) showed that the dominant errors of reference were the highest frequency than others (38.2%), followed by conjunction (31.68%), ellipsis (0.76%) and substitution (0.51%). The last, Ong (2011) found that the dominant error in using reference was personal reference (42.9%), followed by conjunction (29.3%).

Taking into consideration what I have documented above, I am interested in conducting the study entitled *An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih*.

1.2 Problems of the Study

Based on the background, the research problems are formulated in the following questions:

1. What are the types of grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih?
2. What is the dominant type of grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih?

3. What are the factors influencing the grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih?

1.3 The Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To describe the types of grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih.
2. To find out the dominant type of grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih.
3. To find out the factors influencing the grammatical cohesion errors in students' descriptive writing at SMAN 6 Prabumulih.

1.4 Significance of the Study

The results of this study are expected to give beneficial contributions for some sides. The first is for the students, the result of this study will help students to know what grammatical cohesion errors are often appeared in their writing. Students as prospective English teacher can prepare themselves more in understanding them. By recognizing some errors on grammatical cohesion, they will be more focus in learning those parts and avoid similar errors.

The second, this study is hoped will give information and recommendation to the teacher about the grammatical cohesion errors which is often made by students. Thus, in teaching material about grammatical cohesion, teacher can emphasize some parts that are considered as difficult part. By knowing the factors of grammatical cohesion error, teacher is able to find the way to teach them easily to be understood by students.

In addition, this research also will be useful reference for other researcher if they want to make a research relates to an analysis of grammatical cohesion error. This research also has beneficial for me to give more knowledge about grammatical cohesion in students writing and add my knowledge as a pre-service teacher to enlarge my understanding in using of grammatical cohesion.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) concept of error analysis, (3) concept of grammatical cohesion, (4) descriptive writing, and (5) previous related studies.

2.1 The Concept of Error

Error is quite different to mistake, it is as a fault in learning second or foreign language. Second or foreign language students not only make mistake, they have only an incomplete knowledge of the target language, and they are not always able to correct the mistakes that they make that is called by error (Amara, 2015). It is supported by Ellis (1997) who expresses that errors are the gaps in a learner's knowledge; they occur when the learner does not know what the correct one is, while mistakes reflect occasional lapses in performance; they occur when the learner is unable to perform what he or she knows. In other words, errors require further relevant learning to take place before they can correct the errors by themselves. According to James, an error cannot be self-corrected, while mistakes can be self-corrected by the speakers (as cited in Anantri, 2017, p.10). The learners are not aware of making the errors because they do not know correct form. In other words, errors require further relevant learning to take place before they can correct the errors by themselves. Thus, the learners' errors reflect a lack of underlying competence in the language that they are learning. In summary, error is a flaw that is done by students in learning second or foreign language which shows how far students' understanding in the material.

2.1.1 The Types of Error

Chomsky claims that grammatical sequences in terms of separate component that could comprise a sentence is called by surface structure (as cited in Brown, 2007, p.24). To analyze types of grammatical cohesion error, surface strategy taxonomy was used. Dulay, Burth and Krashen (1982), define surface strategy taxonomy as a classification of language errors based on how the surface structures are altered. Students may *omit* necessary items or *add* unnecessary one. They may *misform* items or *misorder* them. Analyzing errors from a surface strategy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie student's reconstruction of the new language. It also makes aware that student's errors are some logic. The types of these categories as follow.

2.1.1.1 Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterances. Content morphemes carry the referential meaning of a sentence (nouns, verbs, adjectives, adverbs). For example: *once upon a time, there lived a girl named snow white. She lived with her aunt and uncle because parents died.* (Omission of possessive adjective "her" before parents died)

2.1.1.2 Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stages of second language acquisition. For example: *that is the man who I saw him.* (addition of object him)

2.1.1.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or the structure. While in omission errors, the item is not supplied at all. In misformation error, the learner supplies something, although it is incorrect. For example: *one day, an invitation to the ball comed.* (the main verb comed should be came)

2.1.1.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *so, after the school, Pinocchio decided to go to the city. He asked someone the ingredients to bake a cake. During his walk, Pinocchio met there a little boy.* (The placement of adverbial demonstrative “there” should be Pinocchio met a little boy there)

2.1.2 The Sources of Error

Error comes from several possible general factors or sources. Endorgan argues that students do many kinds of different errors and they cannot be ignored and ask for sources of errors (as cited in Mardalena, 2017, p.24). In other word, the sources of errors made by learners come from different factors. In line with this, Richards (1980) describes two main sources of errors.

First, interlingual transfer is a significant source of error for all learners. Besides, Richard and Schmidt (2010) define interlingual errors as being the result of language transfer, which is caused by the learner’s first language. In addition, Richard (1980) states that if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual.

However, error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Endorgan states that interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexicosemantic elements of the native language into the target language (as cited in Ratnah, 2013, p. 163). In short, interlingual error is error from first language learners when they transfer language to the target language.

Second, intralingual errors is the resulted from faulty or partial learning of the target language rather than language transfer. According to Brown (2007), intralingual transfer (within the target language itself) is a major factor in second language learning. They may be caused by the influence of one target language item upon another. In addition, Richards (1980) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

2.1.2.1 Overgeneralization

Overgeneralization means that the learner creates a deviant structure on the basis of his experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structure for example, “*She will tries*”. The learner knows “*she plays, she wears, she sings, etc*”. However, for using –s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix –s that only used after the third person in simple present tense.

2.1.2.2 Ignorance of Rule Restrictions

Ignorance of rule restrictions means that the application of rules to context where they do not apply. An example is “*He made me to rest*” through extension of the pattern found with the majority of verb that takes infinitival complements. The learner ignores the use of *make* which is actually not followed by *to* and a verb. Here, the learner can make another sentence like: “*He asked/ wanted/ invited me to go*”.

2.1.2.3 Incomplete Application of the Rules

Incomplete application of the rules means that a failure to fully develop a structure. The common teaching device used is question. Typically, they are used not to find out something, but as means of eliciting sentences. Thus, learners of L2 English have been observed to use declarative word order in question, “*understand?*” In place of interrogative word order “*Have you understood?*” Or “*Do you understand?*” This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

2.1.2.4 False Concept Hypothesized

False concept hypothesized means that the source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* as a marker of past tense in “*One day it was happened*”. The form *is* may be understood to be the corresponding marker of the present tense; “*he is speaks French*”. Sometimes in narrative text can found the continuous form instead of the simple past: elsewhere it can be encountered confusion between *too*, *so*, and *very*, between *come* and *go*, and so on. These errors are sometimes due to poor gradation of teaching items.

2.2 The Concept of Error Analysis

Error analysis is as a process to analyze errors that make by students. Producing error can be perceived as a normal part of learning anything especially something as complex as a language, particularly, a foreign language. Error analysis is type of approach to analyze a second/foreign language learners' speech or written performance. Corder and Brown both highlights in studying second or foreign language, students' errors are important to study it show the state of the learners' knowledge (as cited in Wu and Garza, 2014, p.1256). Error analysis are not something to be eradicated, but rather can be important in and of themselves. Error analysis is errors that can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learners' errors (Brown, 2007). Positively, error analysis is needed in English teaching to investigate and measure how long students' understandings are.

2.3 Concept of Grammatical Cohesion

Cohesion is considered as a semantic concept that combines the various parts of text in smooth way and gives it meaning that sender aims to deliver; Halliday and Hasan (1976) define it as relations of meaning that exist within a text and that define it as a text. Grammatical Cohesion identifies the grammatical rules of a text or utterance. It refers to the various grammatical devices that can be used to make relations among sentences more explicit. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted. Halliday and Hassan (1976) classified grammatical cohesion into four categories are, reference, substitution, ellipsis and conjunction.

2.3.1 Types of Grammatical Cohesion

2.3.1.1 Reference

Reference is that items in a linguistic or situational text that enables a reader to interpret what a writer intended, by reference to another item in the same discourse. Yule (2006) defines reference as an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something. In other word, reference is the relation between words refers to the things. For example the word book has reference to a collection of stapled papers to write and read. In line with Halliday and Hasan (1976), there are three types of reference, personal reference, demonstrative reference and comparative reference.

2.3.1.1.1 Personal Reference

Personal reference is the linguistic element used as referring device; reference by means of function in the speech situation through the category of person (Halliday & Hasan 1976). Personal reference uses personal pronouns, such as '*I, me, you, we, they, he, she, it*', and possessive pronouns such as '*mine, yours, ours, theirs, his, hers*', and possessive determiners such as '*my, your, our, their, his, her*'.

2.3.1.1.2 Demonstrative Reference

Demonstrative reference it is reference to an item by the use of demonstrative determiners; reference by means of location on a scale of proximity (Halliday & Hasan 1976). It is attained by the use of proximity determiners such as '*this, these, that, those*' and adverbs like '*here, now, there, then*'.

2.3.1.1.3 Comparative Reference

Comparative reference it is a linguistic elements used to fulfill the function of comparison; indirect reference by means of identity or similarity (Halliday & Hasan 1976). It uses adjectives such as '*same, identical, equal, similar, additional, other, different, better, more, etc*' and adverbs like '*identically, so, such, similarly, likewise, differently, otherwise, less, equally*'.

2.3.1.2 Substitution

Substitution is the replacement of one item by another at a particular place in a structure. In English, the substitute may function as noun, as a verb, or as a clause. Some items commonly used in substitution include one, same, do and not. There are three types of substitution, nominal, verbal and clausal substitution.

2.3.1.2.1 Nominal Substitution

The substitution "one/ones" always functions as head of a nominal group and can substitute only for an item which is, it head of a nominal group. In the following example, "*This car is old and I will buy a new one*". (*one* substitutes *car*)

2.3.1.2.2 Verbal Substitution

Verbal substitution in English is "do/does" this substitution functions as head in the verbal group in the place that is occupied by the lexical verb, and its position is always final in the group. For example, "*Cinderella danced with the prince and her stepsisters did too*". (*do* substitutes to *danced*)

2.3.1.2.3 Clausal Substitution

Clausal substitution is not an element within the clause but the entire clause. The words used as substitute are "so and not". The example as follow,

“Her stepmother did not let her go to the ball, and her stepsisters said so”.

(so substitutes go to the ball)

2.3.1.1 Ellipsis

Ellipsis is a form of substitution in which the item is replaced by nothing, but reader or listener still can understand the meaning by looking back to the preceding item. There are three types of ellipsis as follow.

2.3.1.1.1 Nominal Ellipsis

The structure is as head with optional modification. The modifying element includes some, which precede the head and some, which follow it. The modifier is combined with another structure on the experiential dimension, which consist of element deictic, numerative, epithet, classifier, and qualifier. For example, *“One day, they hijacked to the rice field with only a cow. They used to use two”.*

2.3.1.1.2 Verbal Ellipsis

In the verbal group, there is only one lexical element that is the verb itself. It is defined as a verbal group whose structure does not fully express its systematic features. The following example is, *“I have done the housework and they have”.*

2.3.1.1.3 Clausal Ellipsis

The clause in English is considered as the expression of the previous speech functions, such as statement, question, response, and so on has two parts structure consisting of modal element and propositional element. For example, *“My mother is searching a novel and my father is”.*

2.3.1.3 Conjunction

Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other. According to Halliday and Hasan, conjunctions express the ‘logical-semantic’ relation between sentences rather than between words and structures (as cited in Bahaziq 2016, p. 114). There are four types of conjunction namely, additive, adversative, causal, and temporal.

Table 1. *Types of conjunction*

Types of conjunction			
Additive	Adversative	Causal	Temporal
<i>simple:</i> and, nor, or	<i>proper:</i> yet, but, however	<i>general:</i> so, because of, thus	<i>simple:</i> then, next, afterwards
<i>complex:</i> moreover, in addition, besides that, additionally	<i>contrastive:</i> but, on the other hand, actually, in fact, at the same time	<i>specific:</i> for this reason, as a result, for this purpose	<i>complex:</i> at once, this time, the last time, this moment, until then
<i>comparative:</i> likewise, similarly, on the other	<i>corrective:</i> instead, on the contrary, at least	<i>conditional:</i> then, under the circumstances	<i>sequential/ conclusive:</i> at first, in the end; finally, at last
<i>appositive:</i> I mean, in other words, for xample, thus	<i>dismissive:</i> in any case, anyhow, at any rate	<i>respective:</i> in this respect, with regard to this, otherwise	<i>here and now’/ summarizing:</i> up to now, up to this point; to sum up, briefly
From a marketing viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories. <i>And</i> isn’t that what any publisher wants?	The eldest son works on the farm, the second worked in the blacksmith’s shop <i>but</i> the youngest son left home to seek his fortune.	Chinese tea is becoming increasingly popular in restaurants, and even in coffee This is <i>because of</i> the growing belief that it has several health-giving properties.	The weather cleared just as the party approached the summit. <i>Until</i> <i>then</i> they had seen nothing of the panorama around them

(Source: Halliday and Hasan’s classification of conjunction)

In addition, additive conjunction can be characterized as simple, complex, comparative and appositive. Then, adversative conjunction is to introduce a contrary point to what has been said, it can be characterized as proper, contrastive, corrective and dismissive. Next, causal conjunction is a link between sentences that can be labeled as the cause consequence relation and the last is a temporal relation between sentences.

2.4 Descriptive Writing

Descriptive text is kind of writing text in order to describe something. Moreover, Oshima and Hogue express that descriptive text is a text that used to describe particular person, places, and thing. Descriptive text also describes how something looks, feels, smells, tastes, and sounds (as cited in Indriyastuti, 2017, p. 59). In addition, Kane (2000) states that descriptive text is a kind of text to describe the characteristic of a thing, animal or person. Furthermore, according to Tompkins (1994) descriptive text is as painting pictures with word. Thus, descriptive text is text which describe about something such as, person, animal, thing, place and etc.

In addition, descriptive text has generic structures. They are identification and description. Mulyono (2008) states that the generic structure of descriptive texts is consist of the *identification* that identifies the phenomenon and *description* that describes the parts, the qualities, and the characteristics of phenomenon. From the explanation above, it can be inferred that descriptive text is a text that is used to describe object such as person, places and things, which is identification and description as the generic structure.

2.5 Previous Related Studies

There were four previous related studies which related with my present study. The first was conducted by Kusumaningrum (2013). The result of this study found two types of grammatical cohesion errors they were, reference and conjunction. The highest frequency of grammatical cohesion error was reference, they were personal reference (49.05%), demonstrative reference (49.01%), comparative reference (1.33%) and followed by conjunction, they were simple additive (37.03%) simple adversative (32.08%) simple causal (29.9%). The purpose of this study was to find out the type of grammatical cohesion which often used by students.

The second study was done by Sesriyani (2017). The purpose of this study was to define and to describe the cohesive devices that were used by the students in their essay writing. The result of this study showed the used of reference was the highest errors they were, personal reference (84.62%), demonstrative reference (15.38%) and followed by conjunction, they were simple additive (38.30%) simple adversative (46,81%) simple causal (14.89%).

The third study was examined by Na (2011). The purpose of this study was to determine the specific differences and similarities in the uses of such cohesion devices. The aims of this study was to identified common features and errors produced by NNSs. The result of this study proved that, the errors of reference were the highest frequency than others, which was (38.2%), followed by conjunction (31.68%), ellipsis (0.76%) and substitution (0.51%).

The last study was done by Ong (2011). The purpose of this study was to illuminate the students' difficulties in using cohesion by examining the cohesive

errors quantitatively and qualitatively. The result of this study revealed that, students made errors in using reference was (42.9%) that personal reference as the dominant use, followed by conjunction (29.3%).

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) operational definitions, (3) subject of the study, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

3.1 Research Design

This study was used descriptive design with qualitative method because the problems of this research need to be investigated inductively. In addition, Fraenkel and Wallen (2009) state the quality of relationships, activities, situations, or materials are some elements that investigating in qualitative research. Descriptive data was provided in this qualitative research. In descriptive type of qualitative research, I summarized the analysis based on the facts that have been found, then a hypothesis or theory was based on the data. In other words, this study was qualitative since it relies on inductive reasoning processes to interpret and structure the meanings that can be derived from the data.

3.2 Operational Definitions

The title of this study was “An Analysis of Grammatical Cohesion Errors in the First Grade Students’ Descriptive Writing at SMAN 6 Prabumulih”. To avoid misconceptions and misunderstanding that would happen related to this study, I provided operational definitions of error analysis, grammatical cohesion and descriptive text.

Error analysis was the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated related to grammatical cohesion. Moreover, *grammatical cohesion*

identifies the grammatical rules of a text. It refers to the various grammatical devices that can be used to make relations among sentences more explicit. Grammatical cohesion has four classifications they are reference, ellipsis, substitution and conjunction. Besides, *descriptive text* is a kind of text to describe something such as, place, people, thing, etc in detail, which is identification and description as the generic structure.

3.3 Subject of the Study

This research was conducted in SMAN 6 Prabumulih by focusing on grammatical cohesion error in the first grade students' descriptive writing. To choose the subject involved in this study, I used purposeful sampling which select *information-rich cases* for in-depth study which classified the strategy into fourteen types, one of them is maximum variation sampling. For this study, maximum variation sampling strategy was used. According to Creswell (2012) maximum variation sampling is purposefully pick a wide range of cases to get variation on dimensions of interest, document uniqueness's or variations that have emerged in adapting to different conditions and identify important common patterns that cut across variations. In this study, maximum variation sampling was used to choose the students who had the lowest score in learning English in order to find out the students' descriptive writing error in using grammatical cohesion. Besides, the aim of this study was not for generalization. Instead, this study developed deep explorations from central phenomena. The best way to understand the phenomena was by choosing maximum variation sample. Since this study was qualitative research, I only want to focus on small community. It is supported by Abrar et al. (2018) who tell that about qualitative research, it is about the

emphasis is not on having a large number of participants, as the data collection process necessitates an in-depth study of human experience. Therefore, in SMAN 6 Prabumulih there were five classes for the first grade students and I took five students of each class which had the lowest score in learning English, which the total of participants in this study was twenty five students.

3.4 Data Collection

In collecting the data, in this study I used documentation. Documentation was used to know the students' errors in using grammatical cohesion and the factors influencing the students' error in using grammatical cohesion.

3.4.1 Documentation

Documentation was used in this study since qualitative research is in natural setting. Cohen, Manion and Morrison (2007) state that documentation consists of public and private records that qualitative researchers obtained about a site or participants in a study. These sources provided valuable information in helping researchers understand central phenomena in qualitative studies. Documentation in this research was the result of students' descriptive writing.

The processes of documentation were; firstly, I asked the English teacher in the first grade students at SMAN 6 Prabumulih to give me the result of students' descriptive writing who have low ability in learning English. Then, after I got the copies of it, I analyzed the data to check the students' errors in using grammatical cohesion and the factors influencing the students' error in using grammatical cohesion.

3.5 Data Analysis

In analyzing the data, I had three processes. The first process was to know the types of grammatical cohesion errors in students' descriptive writing. It used error analysis method, and it answered the first question of the research problems. The second process was to answer the second question of research problems for looking for the dominant type of grammatical cohesion error, and it answered the second question of the research problem. The third process was analyzing the factors influencing the grammatical cohesion errors and it answered the third question of research problems.

3.5.1 Analyzing the Types of Grammatical Cohesion Errors

In analyzing the types of error, the procedures were, identifying errors, describing errors, and explaining errors (Ellis, 1997). By the following steps, I did the several types bellow to analyze the data:

3.5.1.1 Identification of Error

After I got the copied of students' descriptive writing from the teacher, the errors were identified by underlining them.

3.5.1.2 Description of Error

After doing the identification of errors, I analyzed the errors and classified the types of error by using surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). In describing the grammatical cohesion errors and the types of error in students' descriptive writing, I applied two steps: I selected the sentences which contained grammatical cohesion errors in the students' descriptive writing, and then circling them. Next, I classified the types of grammatical cohesion errors using surface strategy taxonomy proposed by Dulay,

Burt, and Krashen (1982). There were categorized as, omission, addition, misformation and misordering.

3.5.1.3 Explaining the Errors

In this step, I explained the grammatical cohesion errors and the types of error in using grammatical cohesion in students' descriptive writing. Therefore, after the errors were described and explained, it was crosschecked by two coders of English lecturers of State Islamic University of Raden Fatah Palembang.

3.5.2 Analyzing the Dominant Type of Grammatical Cohesion Errors

After that, I determined the dominant type of grammatical cohesion errors and it answered the second research problems. I applied two steps: first, I counted the total of each type of errors in grammatical cohesion. Then, I counted the total number of all types of errors in grammatical cohesion. After that, I identified the most common errors made by the students. Finally, the result was explained in the interpretation form.

3.5.3 Analyzing the Factors Influencing the Students' Errors on Grammatical Cohesion

To analyze the factors influencing the students' errors on using grammatical cohesion, I classified the errors based on the sources of errors proposed by Richards (1980). There were two classifications of the factors, namely interlingual and intralingual factors.

Interlingual factor is the students' error which cause from the interference of their mother tongue or their first language. In addition, intralingual factor were the students' error which cause by overgeneralization, ignorance of rules restriction, incomplete application of the rules and false concept hypothesized.

Overgeneralization means that the student creates a deviant structure on the basis of his experience of other structures in the target language. Then, ignorance of rule restrictions means that the student made the application of rules to context where they do not apply. Next, incomplete application of the rules means that the student made a failure to fully develop a structure and false concept hypothesized means that the source of errors arises when the student does not fully comprehend a distinction in the target language.

3.6 Establishment of Trustworthiness

To build the trustworthiness of the data, I used an external auditor. Creswell (2014) states that external auditor is a method of verification employed which provide clear documentation of all research decisions and activities. External auditor is a procedure that is useful for determining the both dependability and conformability. It is a procedure whereby an independent third party can review the documents and records of the process and activities of this study. An external auditor examines both the process and the product, accessing accuracy and determining whether the findings, interpretation and conclusion are supported by the data.

In this study, to get an objective data I asked two lecturers of English Education Study Program of State Islamic University of Raden Fatah Palembang for rechecking the both dependability and conformability of the data gained from the research. After I have done the analysis of the data I asked two lecturers of State Islamic University of Raden Fatah Palembang to recheck the result of the data analysis for determine the dependability and conformability of the data. Then, I wrote the students' error in interpretation section based on the category.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) research findings, and (2) interpretation.

4.1 Findings

This finding section presents the grammatical cohesion errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in the academic year of 2018/2019. I identified all types of grammatical cohesion errors found in students' descriptive writing based on surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). There were one hundred and seventeen errors on grammatical cohesion made by twenty five students' descriptive writing in the first grade at SMAN 6 Prabumulih, which consisted of reference and conjunction items (See Appendix F).

Besides, the errors were categorized into each type of error by using surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982). They were omission, addition, misformation, and misordering error. First, in omission error, there were thirty six errors in which twenty errors were in the form of personal reference, seven errors were in demonstrative reference and nine errors were in additive conjunction. Second, in addition error, there were six errors in which three errors were in the form of personal reference and three errors were in demonstrative reference. Third, in misformation error, there were seventy four errors in which seventy errors were in the form of personal reference, three errors were in comparative reference and one error was in causal conjunction. The last, in misordering error, there was one error in the form of personal reference.

4.1.1 The Types of Grammatical Cohesion Errors in Students' Descriptive Writing

4.1.1.1 Omission

I found some errors of omission category on the use of grammatical cohesion in students' descriptive writing. Omission was indicated by the absence of an item that must be appeared in a sentence. They omitted some types of grammatical cohesion in their writing. The types of grammatical cohesion errors that occurred in students' descriptive writing were reference and conjunction. Between the two of them, the reference item was the highest error in term of omission.

The total errors of omission was thirty six errors in which sixteen errors were in the form of personal pronoun (*I, me, we, and he*), seven errors were in demonstrative pronoun (*there and the*) and nine errors were in additive conjunction.

4.1.1.1.1 Error on the Use of Personal Reference (I, me, we, he)

There were some errors of omission on the use of personal reference. The students omitted the subject within the text. A group of words could not be said as a sentence without a subject. A sentence minimally consisted of a subject and verb. Those errors can be seen in the table listed below.

Table 2. *Omission Errors in the Form of Personal Reference*

Students	Error	Error	Error
	Identification	Correction	Description
S-1	"...on the first day.....went to culinary tour a Dago Street.	"...on the first day <u>I and my family</u> went to culinary tour a Dago	Omitting

	<p><i>There were a lot of Street. There were a lot of culinary, raginang from of culinary, raginang Sunda culinary up to from Sunda culinary up Europe culinary. All to Europe culinary. All culinary very delicious culinary very delicious and we are very and we are very happy... ”</i></p>	<p>personal pronoun “I and My family”</p>	
	<p><i>“...on the last day,.....went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals...”</i></p>	<p><i>“...on the last day, <u>I and my family</u> went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals...”</i></p>	<p>Omitting personal pronoun “I and My family”</p>
S-2	<p><i>“...my hobby is swimming. Every holiday, Saturday monday.....always swimming in the river and in swimming pool...”</i></p>	<p><i>“...my hobby is swimming. Every holiday, Saturday Monday <u>I</u> always swimming in the river and in swimming pool...”</i></p>	<p>Omitting personal pronoun “I”</p>
	<p><i>“...when.....still SMP. I’m not very likes to swim...”</i></p>	<p><i>“...when <u>I</u> still SMP. I’m not very likes to swim...”</i></p>	<p>Omitting personal pronoun “I”</p>
S-3	<p><i>“...my grandmother is very good cook, she likes to give.....a delicious chicken soup and I eat until full...”</i></p>	<p><i>“...my grandmother is very good cook, she likes to give <u>me</u> a delicious chicken soup and I eat until full...”</i></p>	<p>Omitting personal pronoun “me”</p>
S-7	<p><i>“...I was so bored when.....was alone, so I am amusing myself by drawing...”</i></p>	<p><i>“...I was so bored when <u>I</u> was alone, so I am amusing myself by drawing...”</i></p>	<p>Omitting personal pronoun “I”</p>

S-11	<i>".....spent the rest of our week in Yogyakarta by in visiting some shopping malls..."</i>	<i>"... <u>we</u> spent the rest of our week in Yogyakarta by in visiting some shopping malls..."</i>	Omitting personal pronoun "we"
S-14	<i>"...this movie makes.....feel happy and I was laughing..."</i>	<i>"...this movie makes <u>me</u> feel happy and I was laughing..."</i>	Omitting personal pronoun "me"
	<i>"....Sully is a man like kingkong or gorilla..... has a big teeth and a lot of fur..."</i>	<i>"....Sully is a man like kingkong or gorilla. <u>He</u> has a big teeth and a lot of fur..."</i>	Omitting personal pronoun "he"
S-15	<i>"...from this hobby,.....can help to provide knowledge to others and my parent proud of me..."</i>	<i>"...from this hobby, <u>I</u> can help to provide knowledge to others and my parent proud of me..."</i>	Omitting personal pronoun "I"
S-16	<i>"...in cooking, I often make a cake. The first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it after the first time.....made.very interested to make it again..."</i>	<i>"...in cooking, I often make a cake. The first time <u>I</u> was interested in making a cake because <u>I</u> saw my mother making a cake and <u>I</u> tried to make it after the first time <u>I</u> made. <u>I</u> very interested to make it again..."</i>	Omitting personal pronoun "I"
	S-17	<i>"...my hobby is extraculliculer lecture of religion.....like it because my hobby can provide lighting to the crowd..."</i>	<i>"...my hobby is extraculliculer lecture of religion <u>I</u> like it because my hobby can provide lighting to the crowd..."</i>

S-18	<p>“...sometimes my mother not cooking and I disappointed. Because...like the food that is cook by my mother”.</p>	<p>“...sometimes my mother not cooking and I disappointed. Because <u>I</u> like the food that is cook by my mother”.</p>	<p>Omitting personal pronoun “I”</p>
S-20	<p>“I have brother and now...would like to tell about my brother...”</p>	<p>“I have brother and now <u>I</u> would like to tell about my brother...”</p>	<p>Omitting personal pronoun “I”</p>
S-22	<p>“...in hp...like to play garden home spaces, candy blast, subway surf, and mobile legend...”</p>	<p>“...in hp <u>I</u> like to play garden home spaces, candy blast, subway surf, and mobile legend...”</p>	<p>Omitting personal pronoun “I”</p>
S-23	<p>“...since SMP...like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.</p>	<p>“...since SMP <u>I</u> like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.</p>	<p>Omitting personal pronoun “I”</p>
	<p>“...because of that...really love basketball and I started playing basketball with my friends...”</p>	<p>“...because of that <u>I</u> really love basketball and I started playing basketball with my friends...”</p>	<p>Omitting personal pronoun “I”</p>
	<p>“...If we make a team and there is agreement of the player, ...want to join the race of basketball ...”</p>	<p>“...If we make a team and there is agreement of the player, <u>we</u> want to join the race of basketball ...”</p>	<p>Omitting personal pronoun “we”</p>

(Source: Students’ descriptive writing)

4.1.1.1.2 Error on the Use of Demonstrative Reference (there, the)

Other error found concerning with omission by the writer was demonstrative reference “there” and “the”. The table below contains error because there was no reference in the last sentence. There should be demonstrative reference as the reference to the previous sentence. Adverbial demonstrative consists of *there*, *here*, *then*, and *now*. Halliday and Hasan explained that adverbial demonstrative reference to refer to the location of a process in space or time.

I also found other error concerned with demonstrative reference “the”. It was the most error occurred in students’ descriptive text related to omission. “the” was definite article which was used to refer to a specific item, countable, and something that already mentioned. All of errors in the form of demonstrative reference can be seen in the table below.

Table 3. *Omission Errors in the Form of Demonstrative Reference*

Students	Error Identification	Error Correction	Error Description
S-1	“...in Bandung zoo, <u>are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	“...in Bandung zoo, <u>there are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	Omitting demonstrative reference “there”
	“...I try with my effort and prayer, and in <u>end</u> our gym teacher agreed...”	“...I try with my effort and prayer, and in <u>the end</u> our gym teacher agreed ...”	Omitting demonstrative reference “the”

S-2	<i>“in <u>end</u> I can get the highest score from my friend...”</i>	<i>“in <u>the end</u> I can get the highest score from my friend...”</i>	Omitting demonstrative reference “the”
S-5	<i>“...I love darkness, because in <u>dark</u> no one knows my sadness...”</i>	<i>“...I love darkness, because in <u>the dark</u> no one knows my sadness...”</i>	Omitting demonstrative reference “the”
	<i>“...in <u>dark</u> I like having my own world that other people can not bother...”</i>	<i>“...in <u>the dark</u> I like having my own world that other people can not bother...”</i>	Omitting demonstrative reference “the”
S-17	<i>“...my hobby can provide lighting to the crowd, at <u>first</u> I just saw a video. <u>video</u> which contains about religion then I try to tausiah,...”</i>	<i>“...my hobby can provide lighting to the crowd, at <u>the first</u> I just saw a video. <u>The video</u> which contains about religion then I try to tausiah,...”</i>	Omitting demonstrative reference “the”

(Source: Students’ descriptive writing)

4.1.1.1.3 Error on the Use of Additive Conjunction (and)

Based on the students’ descriptive writing, I also found the errors in the form of omitting additive conjunction “and”. In the table below, the underlined words come continually without any conjunction. According to Halliday and Hasan, the word “and” was the marker of structural relation that was used cohesively to link sentence to another. The coordination relation which was represented by the word “and” may obtain between pairs or among set of items in the structure of language. They might be noun or nominal groups, verbs or verbal groups, adverbs or adverbial prepositional groups, or they might be clauses.

Therefore, there should be “and” between the underlined words below. Those errors can be seen in the table listed below.

Table 4. *Omission Errors in the Form of Additive Conjunction*

Students	Error Identification	Error Correction	Error Description
S-2	“...my hobby is swimming, every holiday, <u>Saturday</u> <u>monday</u> I always swimming in the river...”	“...my hobby is swimming, every holiday, <u>Saturday</u> <u>and</u> <u>monday</u> I always swimming in the river...”	Omitting additive conjunction “and”
S-4	“...from I was a kid, I like reading <u>novels</u> <u>story books</u> ...”	“...from I was a kid, I like reading <u>novels</u> <u>and</u> <u>story books</u> ...”	Omitting additive conjunction “and”
S-7	“...drawing is <u>cool</u> <u>very fun</u> ...”	“...drawing is <u>cool</u> <u>and</u> <u>very fun</u> ...”	Omitting additive conjunction “and”
S-8	“...he is tall, <u>handsome</u> , <u>diligent</u> ...”	“...he is tall, <u>handsome</u> , <u>and</u> <u>diligent</u> ...”	Omitting additive conjunction “and”
S-13	“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr.</u> <u>Mohammed Salah</u> ...”	“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr.</u> <u>and</u> <u>Mohammed Salah</u> ...”	Omitting additive conjunction “and”
S-14	“...monster.inc characters are Sully, Mike, <u>Boo</u> , <u>Randal</u> ...”	“...monster.inc characters are Sully, Mike, <u>Boo</u> , <u>and</u> <u>Randal</u> ...”	Omitting additive conjunction “and”
S-17	“...I follow <u>the race</u> <u>alhamdulliah</u> I win...”	“...I follow <u>the race</u> <u>and</u> <u>alhamdulliah</u> I win...”	Omitting additive conjunction “and”

S-24	“...I love writing for example beautiful words, <u>like</u> <u>pearl</u> <u>word</u> , <u>love</u> <u>word</u> ...”	“...I love writing for example writing beautiful words, <u>like</u> <u>pearl</u> <u>word</u> , <u>and</u> <u>love</u> <u>word</u> ...”	Omitting additive conjunction “and”
	“...I like to read a short story like <u>dongeng</u> , <u>and</u> <u>dongeng</u> , <u>cartoon</u> ...”	“...I like to read a short story like <u>dongeng</u> , <u>and</u> <u>cartoon</u> ...”	Omitting additive conjunction “and”

(Source: Students’ descriptive writing)

4.1.1.1 Addition

Addition was the opposite of omission. It was characterized by the presence of an item, which was unnecessary. I found some errors of addition on the use of grammatical cohesion in students’ descriptive writing in term of reference.

I found some errors in addition category. They were three errors in personal reference (*me* and *it*) and three errors were in demonstrative reference (*the*) occurred in students’ descriptive writing. Therefore, the total errors of addition in using reference were six errors.

4.1.1.2.1 Error on the Use of Personal Reference (its, it)

Based on the students’ descriptive writing, the addition errors in the form of personal reference were listed in the table below.

Table 5. Addition Errors in the Form of Personal Reference

Students	Error Identification	Error Correction	Error Description
S-7	“...sometimes I also give my drawing <u>its</u> to my sister and my friend...”	“...sometimes I also give my drawing <u>Ø</u> to my sister and my friend...”	Adding personal pronoun “it”
S-17	“...there are many competitions including	“...there are many competitions including the	Adding personal pronoun “it”

<i>the tausiah, because tausiah, because tausiah</i>	
<i>tausiah <u>it</u> is my hobby..”</i>	<i>∅ is my hobby ...”</i>
<i>“...I follow the tausiah <u>it</u></i>	<i>“...I follow the tausiah <u>∅</u> Adding personal</i>
<i>alhamdulliah I win...”</i>	<i>alhamdulliah I win...”</i> pronoun “it”

(Source: Students’ descriptive writing)

In the sentence above, the mean object was “drawing” (no.7) and “tausiah” (no.17). Nevertheless, the student adds “it” in the sentence. It should omit “it” to make the sentence clear. Therefore, the sentence was classified as error in terms of addition because there was an unused item presents in the sentence.

4.1.1.2.2 Error on the Use of Demonstrative Reference (the)

I found error in the type of addition on the use of demonstrative reference (*the*). The examples were extracted from the texts number 3 and 19 and it can be seen in the table below.

Table 6. Addition Errors in the Form of Demonstrative Reference

Students	Error Identification	Error Correction	Error Description
S-3	<i>“...my grandfather from <u>the</u> my mother is already gone...”</i>	<i>“...my grandfather from <u>∅</u> my mother is already gone...”</i>	Adding demonstrative reference “the”
	<i>“...my grandfather has no tale according to <u>the</u> my mother story...”</i>	<i>“...my grandfather has no tale according to <u>∅</u> my mother story ...”</i>	Adding demonstrative reference “the”
S-19	<i>“...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father ...”</i>	<i>“...I prefer <u>∅</u> my mother rather than to <u>∅</u> my father because <u>∅</u> my father...”</i>	Adding demonstrative reference “the”

(Source: Students’ descriptive writing)

According Halliday and Hasan, article “the” should be added in front of the noun, which only one member of the class of object referred to. In the sentence above, article “the” was located in front of possessive adjective “my”, which to refer to the noun “mother”. Thus, article “the” should be omitted.

4.1.1.2 Misformation

I found some errors in misformation category, there were seventy four errors appear in students’ descriptive writing. The errors on the use of grammatical cohesion was categorized as reference and conjunction. The subtypes of reference was categorized as personal reference (*my, me, he, his, him, she, her, we, us*) which contained seventy errors and comparative reference (*more, and -er*) contained three errors. Whereas, the subtypes of conjunction was categorized as causal conjunction (*so*) which contained one error.

4.1.1.3.1 Error on the Use of Personal Reference

Based on the students’ descriptive writing, the misformation errors in the form of personal reference were listed in the table below.

Table 7. *Misformation Errors in the Form of Personal Reference*

Students	Error	Error	Error
	Identification	Correction	Description
S-1	“...we stayed with <u>I</u> Cousin at the Ciumbule, Bandung city...”	“...we stayed with <u>my</u> Cousin at the Ciumbule, in Bandung city...”	Misforming possessive adjective: use “I” instead of “my”

	<p>“...on the next day, <u>my</u> and my family went for shopping. Bandung is famous for shopping places...”</p>	<p>“...on the next day, <u>I</u> and my family went for shopping. Bandung is famous for shopping places...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>
S-2	<p>“...at the first time, <u>my</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”</p>	<p>“...at the first time, <u>I</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>
	<p>“...I was very afraid of the water and cannot swim, but my friend told <u>I</u> do not be afraid...”</p>	<p>“...I was very afraid of the water and cannot swim, but my friend told <u>me</u>, do not be afraid...”</p>	<p>Misforming object pronoun: use “I” instead of “me”</p>
S-3	<p>“...<u>I</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>I</u> father...”</p>	<p>“...<u>my</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>my</u> father...”</p>	<p>Misforming possessive adjective: use “I” instead of “my”</p>
	<p>“...my mother is more beautiful than me, <u>he</u> is good mother, <u>he</u> is tall, <u>he</u> has brown skin and short hair and <u>he</u> is hard worker...”</p>	<p>“...my mother is more beautiful than me, <u>she</u> is good mother, <u>she</u> is tall, <u>she</u> has brown skin and short hair and <u>she</u> is hard worker...”</p>	<p>Misforming subject pronoun: use “he” instead of “she”</p>
	<p>“...my grandmother is very good cook, <u>he</u> likes to give a</p>	<p>“...my grandmother is very good cook, <u>she</u> likes to give a</p>	<p>Misforming subject pronoun: use “he”</p>

	<i>delicious chicken delicious chicken soup and I eat until I feel full..."</i>	<i>delicious chicken soup and I eat until I feel full..."</i>	instead of "she"
	<i>"...my grandmother is a little fat, short hair and straight. He likes to give me money every time I want to go to school..."</i>	<i>"...my grandmother is a little fat, short hair and straight. She likes to give me money every time I want to go to school..."</i>	Misforming subject pronoun: use "he" instead of "she"
	<i>"...my mother is everything and I very love him..."</i>	<i>"...my mother is everything and I very love her..."</i>	Misforming object pronoun: use "him" instead of "her"
S-3	<i>"...I love to drink black coffee with father and I love to cook everything for he..."</i>	<i>"...I love to drink black coffee with father and I love to cook everything for him..."</i>	Misforming object pronoun: use "he" instead of "him"
	<i>"...I have a cousin Ø name is M. Eko Setiwan. She hobby is cooking especially cooking spicy fried rice..."</i>	<i>"...I have a cousin Ø name is M. Eko Setiwan. His hobby is cooking especially cooking spicy fried rice..."</i>	Misforming possessive adjective: use "she" instead of "his"
	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," she has characteristics features of fat, white, curly hair, and high. She is very happy to</i>	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," he has characteristics features of fat, white, curly hair, and high. He is very happy to</i>	Misforming subject pronoun: use "she" instead of "he"

	<i>hang out with family, especially with my father and mother....”</i>	<i>hang out with family, especially with my father and mother....”</i>	
	<i>“...I like reading novels, story books Ø my parents didn’t like that. They thought the most important thing and the best thing for <u>wew</u> was to get a good score...”</i>	<i>“...I like reading novels, story books Ø my parents didn’t like that. They thought the most important thing and the best thing for <u>me</u> was to get a good score...”</i>	Misforming object pronoun: use “we” instead of “me”
S-4	<i>“...I learn about the strange thing in the world that we had, such as human achievement, gigantic whales and other things of <u>your</u> world...”</i>	<i>“...I learn about the strange thing in the world that we had, such as human achievement, and other things of <u>our</u> world...”</i>	Misforming possessive adjective: use “your” instead of “our”
	<i>“...reading enables <u>I</u> to learn about so many things that I did not know...”</i>	<i>“...reading enables <u>me</u> to learn about so many things that I did not know...”</i>	Misforming object pronoun: use “I” instead of “me”
	<i>“...<u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto everyday...”</i>	<i>“...<u>I</u> really like anime because Naruto movie. <u>I</u> love to watch Naruto everyday...”</i>	Misforming subject pronoun: use “my” instead of “I”
S-5	<i>“...and then, my second cat was Ocimaru. I give this name to <u>him</u> because I want my cat clever ...”</i>	<i>“...and then, my second cat was Ocimaru. I give this name to <u>it</u> because I want my cat clever ...”</i>	Misforming object pronoun: use “him” instead of “it”

<p>“...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>she</u> is black like artist Caca Andika. If my cat Caca, <u>she</u> is almost old...”</p>	<p>“...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>it</u> is black like artist Caca Andika. If my cat Caca, <u>it</u> is almost old...”</p>	<p>Misforming subject pronoun: use “she” instead of “it”</p>
<p>“...but by walking time I so hate the darkness because <u>he</u> is all just a beautiful lie...”</p>	<p>“...but by walking time I so hate the darkness because <u>it</u> is all just a beautiful lie...”</p>	<p>Misforming subject pronoun: use “he” instead of “it”</p>
<p>“...to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>them</u>....”</p>	<p>“...to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>it</u>....”</p>	<p>Misforming object pronoun: use “them” instead of “it”</p>
<p>“...<u>my</u> felt so happy when my family said that the food that I cook was delicious...”</p>	<p>“...<u>I</u> felt so happy when my family said that the food that I cook was delicious...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>
<p>“...cooking can help <u>I</u> focus on my issue...”</p>	<p>“...cooking can help <u>me</u> focus on my issue...”</p>	<p>Misforming object pronoun: use “I” instead of “me”</p>
<p>“...cooking would give me great pleasure. Especially if <u>me</u> can managed to make recipes and received any positives</p>	<p>“...cooking would give me great pleasure. Especially if <u>I</u> can managed to make recipes and received any positives</p>	<p>Misforming subject pronoun: use “me” instead of “I”</p>

	<i>comments about my foods..."</i>	<i>comments about my foods..."</i>	
	<i>"...while in the kitchen, we talk and tell stories about our lives. When <u>me</u> get away from home..."</i>	<i>"...while in the kitchen, we talk and tell stories about our lives. When <u>I</u> get away from home..."</i>	Misforming subject pronoun: use "me" instead of "I"
	<i>"...my mom is an excellent cook, and I learn from <u>she</u>..."</i>	<i>"...my mom is an excellent cook, and I learn from <u>her</u>..."</i>	Misforming possessive adjective: use "she" instead of "her"
	<i>"...they will keep the result of my picture as <u>they</u> memories..."</i>	<i>"...they will keep the result of my picture as <u>their</u> memories..."</i>	Misforming possessive adjective: use "they" instead of "their"
S-7	<i>"...drawing at bored time really makes <u>us</u> happy, I often do when I am bored..."</i>	<i>"...drawing at bored time really makes <u>me</u> happy, I often do when I am bored..."</i>	Misforming object pronoun: use "us" instead of "me"
S-8	<i>"...I have mother, my mother is Arika Aspranevi, <u>he</u> is tall, beautiful ..."</i>	<i>"...I have mother, my mother is Arika Aspranevi, <u>she</u> is tall, beautiful..."</i>	Misforming subject pronoun: use "he" instead of "she"
	<i>"...my mother work at junior high school number ten Prabumulih, <u>he</u> is a teacher..."</i>	<i>"...my mother work at junior high school number ten Prabumulih, <u>she</u> is a teacher..."</i>	Misforming subject pronoun: use "he" instead of "she"
	<i>"...my mother like cooking, <u>he</u> is like to cook rendang, fried rice, chicken, soup, juice and others..."</i>	<i>"...my mother like cooking, <u>she</u> is like to cook rendang, fried rice, chicken, soup, juice and others..."</i>	Misforming subject pronoun: use "he" instead of "she"

	<p>“...I very like <u>he</u>, because he is my friend at home. I very love <u>he</u> and I very love my family...”</p>	<p>“...I very like <u>him</u>, because he is my friend at home. I very love <u>him</u> and I very love my family...”</p>	<p>Misforming object pronoun: use “he” instead of “him”</p>
	<p>“...my brother is 7 years old, <u>he</u> hobby is eat...”</p>	<p>“...my brother is 7 years old, <u>his</u> hobby is eat...”</p>	<p>Misforming possessive adjective: use “he” instead of “his”</p>
	<p>“...my hobby is cooking. Because it can make what <u>we</u> have not been able to learn and can make it...”</p>	<p>“...my hobby is cooking. Because it can make what <u>I</u> have not been able to learn and can make it...”</p>	<p>Misforming subject pronoun: use “we” instead of “I”</p>
S-9	<p>“...I often make a model and <u>my</u> can enjoy my cooking dishes...”</p>	<p>“...I often make a model and <u>I</u> can enjoy my cooking dishes...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>
	<p>“...my hobby is eating what <u>me</u> cook...”</p>	<p>“...my hobby is eating what <u>I</u> cook...”</p>	<p>Misforming subject pronoun: use “me” instead of “I”</p>
S-10	<p>“...I like drawing from junior high school. This hobby is when <u>me</u> still children...”</p>	<p>“...I like drawing from junior high school. This hobby is when <u>I</u> still children...”</p>	<p>Misforming subject pronoun: use “me” instead of “I”</p>
	<p>“...<u>me</u> like this hobby because by painting <u>me</u> can pour all my imagination ...”</p>	<p>“...<u>I</u> like this hobby because by painting <u>I</u> can pour all my imagination...”</p>	<p>Misforming subject pronoun: use “me” instead of “I”</p>
	<p>“...<u>my</u> like drawing from junior high school...”</p>	<p>“...<u>I</u> like drawing from junior high school...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>

S-11	<p>“...in the first morning we were still too tired after a long trip, so <u>our</u> decided to stay at home ...”</p>	<p>“...in the first morning we were still too tired after a long trip, so <u>we</u> decided to stay at home ...”</p>	<p>Misforming subject pronoun: use “our” instead of “we”</p>
	<p>“...on the second day, <u>our</u> went to Malioboro street...”</p>	<p>“...on the second day, <u>we</u> went to Malioboro street...”</p>	<p>Misforming subject pronoun: use “our” instead of “we”</p>
	<p>“...because of that, <u>our</u> decided to spend more time in Garuda airline...”</p>	<p>“...because of that, <u>we</u> decided to spend more time in Garuda airline...”</p>	<p>Misforming subject pronoun: use “our” instead of “we”</p>
	<p>“...we went there two days after <u>me</u> sister’s graduation ceremony in Semarang....”</p>	<p>“...we went there two days after <u>my</u> sister’s graduation ceremony in Semarang....”</p>	<p>Misforming possessive adjective: use “me” instead of “my”</p>
	<p>“...I walk around the neighborhood with <u>me</u> sister...”</p>	<p>“...I walk around the neighborhood with <u>my</u> sister...”</p>	<p>Misforming possessive adjective: use “me” instead of “my”</p>
S-12	<p>“...when we arrive in our plantation. <u>His</u> asked me to collect some dry wood ...”</p>	<p>“...when we arrive in our plantation. <u>He</u> asked me to collect some dry wood ...”</p>	<p>Misforming subject pronoun: use “his” instead of “he”</p>
	<p>“...when <u>my</u> already had enough worm, I brought it to my father...”</p>	<p>“...when <u>I</u> already had enough worm, I brought it to my father...”</p>	<p>Misforming subject pronoun: use “my” instead of “I”</p>
	<p>“...when I was in junior high school, my father invite <u>I</u> go to fishing...”</p>	<p>“...when I was in junior high school, my father invite <u>me</u> go to fishing...”</p>	<p>Misforming object pronoun: use “I” instead of “me”</p>
	<p>“...when \emptyset already had enough worms, I</p>	<p>“...when \emptyset already had enough worms, I</p>	<p>Misforming subject</p>

	brought <u>he</u> to my father..."	brought <u>it</u> to my father..."	pronoun: use "he" instead of "it"
	"...I always training because I <u>zero</u> to hero..."	"...I always training because training make <u>me zero</u> to hero..."	Misforming object pronoun: use "I" instead of "me"
	"... <u>my</u> have fans football club in Indonesia ..."	"... <u>I</u> have fans football club in Indonesia ..."	Misforming subject pronoun: use "my" instead of "I"
S-13	"... <u>I</u> parent said to stop this hobby because this hobby is danger..."	"... <u>my</u> parent said to stop this hobby because this hobby is danger..."	Misforming possessive adjective: use "I" instead of "my"
	"... <u>I</u> ever followed football tournament and we as the winner..."	"... <u>we</u> ever followed football tournament and we as the winner..."	Misforming subject pronoun: use "I" instead of "we"
	"...we got the first rank and <u>I</u> very happy ..."	"...we got the first rank and <u>we are</u> very happy..."	Misforming subject pronoun: use "I" instead of "we"
S-14	"... <u>my</u> favorite movie is monster.inc, the characters are colorful and <u>he</u> has a good story..."	"... <u>my</u> favorite movie is monster.inc, the characters are colorful and <u>it</u> has a good story..."	Misforming subject pronoun: use "he" instead of "it"
	"...in the movie Sully and Mike are roommates and work together, <u>they</u> job is to scare the kids..."	"...in the movie Sully and Mike are roommates and work together, <u>their</u> job is to scare the kids..."	Misforming possessive adjective: use "they" instead of "their"
S-15	"... <u>my</u> like to read about religion. <u>My</u> like to read the hadist ..."	"... <u>I</u> like to read about religion. <u>I</u> like to read the hadist ..."	Misforming subject pronoun: use "my" instead of "I"

S-16	<p>“...<u>comel</u> is one year old and <u>he</u> wants to get married but <u>he</u> has not found <u>his</u> partner and my second cat has a lot of problems on <u>his</u> body <u>he</u> has a very thin body because <u>he</u> has a fungal disease...”</p>	<p>“...<u>comel</u> is one year old and <u>it</u> wants to get married but <u>it</u> has not found <u>it</u> partner and my second cat has a lot of problems on <u>it</u> body <u>it</u> has a very thin body because <u>it</u> has a fungal disease...”</p>	<p>Misforming subject pronoun: use “he” instead of “it”</p>
	<p>“...<u>me</u> cats name is <u>comel</u> and <u>Pompom</u>...”</p>	<p>“...<u>my</u> cats name is <u>comel</u> and <u>Pompom</u>...”</p>	<p>Misforming possessive adjective: use “me” instead of “my”</p>
S-17	<p>“...when I stay at home, <u>me</u> often increase my knowledge...”</p>	<p>“...when I stay at home, <u>I</u> often increase my knowledge...”</p>	<p>Misforming subject pronoun: use “me” instead of “I”</p>
S-18	<p>“...my father name is <u>he</u> Mulia Sihombing, <u>he</u> job is farmer...”</p>	<p>“...my father name is <u>his</u> Mulia Sihombing, <u>his</u> job is farmer...”</p>	<p>Misforming possessive adjective: use “he” instead of “his”</p>
	<p>“...my brother so scary because he has big body and tall and <u>he</u> body is fat....”</p>	<p>“...my brother so scary because he has big body and tall and <u>his</u> body is fat....”</p>	<p>Misforming possessive adjective: use “he” instead of “his”</p>
	<p>“...I think <u>he</u> weight is 85 kg...”</p>	<p>“...I think <u>his</u> weight is 85 kg...”</p>	<p>Misforming possessive adjective: use “he” instead of “his”</p>
	<p>“...my brother name is <u>Michael</u> Sihombing”</p>	<p>“...my brother name is <u>Michael</u> Sihombing”</p>	<p>Misforming possessive adjective:</p>

	<i>and now <u>he</u> school is in UNSRI..."</i>	<i>and now <u>his</u> school is in UNSRI..."</i>	use "he" instead of "his"
S-19	<i>"...my father has a body that is not too high, <u>her</u> skin is white, <u>her</u> nose is flat, and <u>her</u> hair is curly..."</i>	<i>"...my father has a body that is not too high, <u>his</u> skin is white, <u>his</u> nose is flat, and <u>his</u> hair is curly..."</i>	Misforming possessive adjective: use "her" instead of "his"
S-20	<i>"...and I have two brothers, <u>he</u> is Rahmat and Prasetyo. <u>He</u> is tall, handsome ..."</i>	<i>"...and I have two brothers, <u>they</u> are Rahmat and Prasetyo. <u>They</u> are tall, handsome ..."</i>	Misforming subject pronoun: use "he" instead of "they"
	<i>"...<u>he</u> hobby is watching TV..."</i>	<i>"...<u>his</u> hobby is watching TV..."</i>	Misforming possessive adjective: use "he" instead of "his"
S-22	<i>"...I'm very proud of <u>I</u>body..."</i>	<i>"...I'm very proud of <u>my</u>body..."</i>	Misforming possessive adjective: use "I" instead of "my"
	<i>"...football is my hobby from <u>me</u> was kid..."</i>	<i>"...football is my hobby from <u>I</u> was kid..."</i>	Misforming subject pronoun: use "me" instead of "I"
S-23	<i>"...but we need a teacher or coach who can coordinate <u>his</u> team..."</i>	<i>"...but we need a teacher or coach who can coordinate <u>our</u> team..."</i>	Misforming possessive adjective: use "his" instead of "our"
	<i>"...that's all <u>me</u> short story".</i>	<i>"...that's all <u>my</u> short story".</i>	Misforming possessive adjective: use "me" instead of "my"

(Source: Students' descriptive writing)

4.1.1.3.2 Error on the Use of Comparative Reference

I also found the misformation errors in the form of comparative reference and the errors were listed in the table below.

Table 8. *Misformation Errors in the Form of Comparative Reference*

Students	Error Identification	Error Correction	Error Description
S-3	“...my mother is <u>beautifuler</u> than me, he is good mother...”	“...my mother is <u>more beautiful</u> than me, he is good mother...”	Misforming comparative degree: use “beautifuler” instead of “more beautiful”
S-19	“...I have <u>more high</u> body than my parents...”	“...I have <u>higher</u> body than my parents...”	Misforming comparative degree: use “more high” instead of “higher”
S-22	“...when I have <u>more</u> long space to kick the ball...”	“...when I have <u>longer</u> space to kick the ball...”	Misforming comparative degree: use “more long” instead of “longer”

(Source: Students’ descriptive writing)

4.1.1.3.3 Error on the Use of Causal Conjunction

In addition, the type of misformation errors in the form of causal conjunction were listed in table below.

Table 9. *Misformation Errors in the Form of Causal Cojunction*

Students	Error Identification	Error Correction	Error Description
	“...open facebook, whatsapp, and watch film <u>so</u> I very love my	“...open facebook, whatsapp, and watch film <u>and</u> I very love my	Misforming causal conjunction: use “so” instead of “and”

S-20 *family, which is family, which is everything for me, it everything for me, it was my little family.” was my little family..”*

(Source: Students’ descriptive writing)

The underlined word “so” functioned to conclude the statement. While, in the story line has added with another idea. It should use temporal conjunction, not causal conjunction.

4.1.1.3 Misordering

I found one error of misordering category in the form of personal reference in students’ descriptive writing. The error, which was characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, was called misordering.

4.1.1.4.1 Error on the Use of Personal Reference

The type of misordering error in the form of personal reference was listed in the table below.

Table 10. *Misordering Errors in the Form of Personal Reference*

Students	Error Identification	Error Correction	Error Description
S-11	<i>“...realized <u>we</u> that Yogyakarta turned out to be very warm during the day...”</i>	<i>“...<u>we</u> realized that Yogyakarta turned out to be very warm during the day...”</i>	Misordering of subject pronoun: use “realized we” instead of “we realized”

(Source: Students’ descriptive writing)

The underlined word was misordering error, because in the sentence should has subject and then verb. Meanwhile, the students put verb “realized” before subject “we”. It should be changed, subject and followed by verb “we realized that...”

4.1.2 The Dominant Type of Grammatical Cohesion Errors in Students' Descriptive Writing

From the classification of error above, the dominant type of grammatical cohesion errors were obtained. The four types of errors were found on grammatical cohesion made by students. Those are omission, addition, misformation, and misordering error. There were one hundred and seventeen errors found. From the result, misformation became the most frequent type of error on grammatical cohesion in students' descriptive writing with the total number of occurrence was seventy errors. It meant that misformation error was the dominant error on grammatical cohesion. Then, omission became the second dominant type of error on grammatical cohesion in students' descriptive writing with the total number of occurrence was thirty six errors. The third dominant type of error on grammatical cohesion in students' descriptive writing was addition with the total number of occurrence six errors. Furthermore, the least dominant type of error occurred on grammatical cohesion in students' descriptive writing was misordering with the total number of occurrence one error.

4.1.3 Factors Influencing the Students' Errors on Grammatical Cohesion

There are two factors or sources of error. According to Richards (1980), the sources of error were interlingual and intralingual factors. Interlingual factor is the result of English transfer which is caused by the learners' first language. It was because the students had been familiar to their first language. Another source is intralingual error. It is resulted from faulty or partial learning of the target language rather than language transfer. In this study, the students also made error in the form of both interlingual and intralingual factors.

4.1.3.1 Interlingual Error

Interlingual error appeared because of the interference of first language or mother tongue of the students, Bahasa Indonesia. Most of them made these errors because they imitated the first language rules, in the first language habitual utterances, and sometimes incorrect translation from first language to second language. There were some Interlingual errors made by students in descriptive writing focus on grammatical cohesion.

Table 11. *Interlingual Errors*

Students	Error Categorization	Error Identification	Error Description
S-1		"... <i>in Bandung zoo,....are animals like bears, dragons, ...</i> "	Mother Tongue Interference
S-2	OMISSION	"... <i>when,....still SMP. I'm not very likes to swim...</i> "	Mother Tongue Interference
S-3		"... <i>she likes to give,....a delicious chicken soup...</i> "	Mother Tongue Interference
S-7		"... <i>Sully is a man like kingkong or gorilla.has a big teeth,</i> "	Mother Tongue Interference
S-14	ADDITION	"... <i>I also give my drawing its to my sister...</i> "	Mother Tongue Interference
S-17		"... <i>because tausiah it is my hobby ...</i> "	Mother Tongue Interference
		"... <i>I follow the tausiah it alhamdulliah I win...</i> "	Mother Tongue Interference

(Source: Students' descriptive writing)

4.1.3.2 Intralingual Error

If Interlingual happened because of the interference of mother tongue, Intralingual errors happened mostly because the student unable to perform good sentence in second language during their low understanding of second language rules. Sometimes they overgeneralized the sentence by mixing two different rules in one utterance, then they ignorance the rule restriction which made the application of rules in context where they do not apply. Next, they made an incomplete application of the rules which means a failure to fully develop a structure and false concept hypothesized means that the source of errors arises when the student does not fully comprehend a distinction in the target language.

Table 12. *Intralingual Errors*

Students	Error	Error	Error
	Categorization	Identification	Description
S-1		<i>"...on the first day.....went to culinary tour a Dago Street..."</i>	Incomplete application of rules
	OMISSION	<i>"...on the first day.....went to culinary tour a Dago Street..."</i>	Incomplete application of rules
S-16		<i>"...the first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it ..."</i>	Incomplete application of rules
S-3		<i>"...my grandmother and my grandfather from <u>the</u> my mother is already gone..."</i>	Ignorance of rule restriction
	ADDITION		

S-9		<i>"...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father is a bit angry..."</i>	Ignorance of rule restriction
S-1		<i>"...we stayed with <u>I</u> Cousin at the Ciumbule, in Bandung city..."</i>	Ignorance of rule restriction
S-3		<i>"...<u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto..."</i>	Ignorance of rule restriction
S-13	MISFOR- MATION	<i>"...I very like <u>he</u>, because he is my friend at home. I very love <u>he</u> and I very love my family".</i>	Overgeneralization
S-11		<i>"...after a long trip from Semarang to Yogyakarta, so <u>our</u> decided to stay at home. On the second day, <u>our</u> went to Malioboro..."</i>	Ignorance of rule restriction
S-3		<i>"...my mother is <u>beautifuler</u> than me, he is good mother..."</i>	Overgeneralization
S-19		<i>"...I have <u>more high</u> body than my parents..."</i>	Overgeneralization
S-22		<i>"...football is my hobby from <u>me</u> was kid..."</i>	Ignorance of rule restriction
S-11	MIS- ORDERING	<i>"...<u>realized</u> we <u>that</u> Yogyakarta turned out to be very warm..."</i>	False concept hypothesis

(Source: Students' descriptive writing)

4.2 Interpretation

The finding showed that the first grade students of SMAN 6 Prabumulih in the academic year of 2018/2019 contributed two types of grammatical cohesion

errors, which were reference and conjunction. Additionally, those errors were categorized into surface strategy taxonomy, which were omission, addition, misformation, and misordering error.

Based on the findings of the study, it could be concluded that the types of grammatical cohesion errors made by students were omission, addition, misformation, and misordering error. First, in omission error, there were thirty six errors in which twenty errors were in the form of personal reference, seven errors were in demonstrative reference and nine errors were in additive conjunction. Second, in addition error, there were six errors in which three errors were in the form of personal reference and three errors were in demonstrative reference. Third, in misformation error, there were seventy four errors in which seventy errors were in the form of personal reference, three errors were in comparative reference and one error was in causal conjunction. The last, in misordering error, there was one error in the form of personal reference.

In addition, this study revealed that the dominant type of grammatical cohesion errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in the academic year of 2018/2019 was misformation with the total occurrence of seventy four errors in which seventy errors were in the form of personal reference, three errors were in comparative reference and one error was in causal conjunction. Misformation was marked by using a wrong form of the morpheme or structure.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

The result of this study based on the findings and the interpretations were concluded. I also offered some suggestions which were hopefully useful and helpful for the teachers and the students in teaching and learning English.

5.1 Conclusions

From this research, there was some important information that had been collected from the first grade students' descriptive writing in the academic year of 2018/2019 on grammatical cohesion errors using Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). Based on the findings and interpretation, it could be concluded that:

First, the first grade students at SMAN 6 Prabumulih in the academic year of 2018/2019 contributed two types of grammatical cohesion errors, they were reference and conjunction. All of errors were categorized into four types of error, namely, omission, addition, misformation, and misordering error. In omission error, there were thirty six errors in which twenty errors were in the form of personal reference, seven errors were in demonstrative reference and nine errors were in additive conjunction. Next, in addition error, there were six errors in which three errors were in the form of personal reference and three errors were in demonstrative reference. Then, in misformation error, there were seventy four errors in which seventy errors were in the form of personal reference, three errors were in comparative reference and one error was in causal conjunction. The last, in misordering error, there was one error in the form of personal reference.

Besides, in omission error, the students omitted personal pronoun (*I, me, we, he*), demonstrative reference (*there, the*), and additive conjunction (*and*). It was followed by addition errors, the students made error in using personal pronoun (*its, it*), and demonstrative reference (*the*). Then, in misformation error, the students were made mistake in selecting the correct personal reference as subject or object, comparative reference, and causal conjunction. The last, misordering error, all of the errors were misordering on the placement of the using personal reference as subject or object.

Second, this research revealed that the dominant type of grammatical cohesion errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in the academic year of 2018/2019 was misformation with the total of occurrence were seventy four errors consisted of personal reference were seventy errors, comparative reference were three errors and causal conjunction was one error. Misformation was marked by using a wrong form of the morpheme or structure (Dulay, Burt, & Krashen, 1982).

Third, the factors influencing grammatical cohesion errors in students' descriptive writing were interlingual and intralingual factors. Interlingual factor was the interference from mother tongue or students' first language. Furthermore, intralingual factor was the interference from overgeneralization, ignorance of rule restriction and incomplete application of rules. Thus, the students were expected to more practice on the using of grammatical cohesion especially in personal pronoun.

5.2 Suggestions

Considering the conclusion above, I would like to propose some suggestions, which hopefully will be useful for teachers, students, and other researchers.

Firstly, from the result of this study showed that the dominant type of grammatical cohesion errors made by students was misformation error in term of personal reference with the total occurrence were seventy three errors so it was expected for the teachers to give further correction and clear explanation toward students' errors during learning process in learning personal pronoun. Besides, since personal pronoun was the dominant error it was also important for the teacher to teach the students in using correct tenses and pay more attention on the teaching of personal pronoun.

In addition, this study also proved that the students' errors were caused by interlingual and intralingual factors. In interlingual, the students made error because of the interference of their mother tongue or their first language. Meanwhile, in intralingual errors were cause by overgeneralization, incomplete application of rule, ignorance of rule restriction and false concept hypothesis. Because of those reasons, the teacher was supposed to give the students more practice and exercise regarding the students' error on the using of grammatical cohesion especially in personal reference.

Secondly, it was expected for the students to practice more in English, especially on the use of grammatical cohesion. The students might do more exercises for making sure their comprehension on grammatical cohesion by using the correct formula. Meanwhile, it would be better for the students to know the

types of grammatical cohesion in accordance with their use and also the time signal of each grammatical cohesion. It could improve the students' knowledge and also their skill in selecting the appropriate types of grammatical cohesion when they construct their writing.

The last, from the result of this study, I hope the next researchers can analyze more deeply about grammatical cohesion in the other types of students' writing such as, narrative text, recount text, etc. Therefore, they can learn more about the various pattern of the text with more various types of errors on the use of grammatical cohesion.

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APPENDIX A

No. _____

Date: _____

Students' Descriptive Writing

Name: ulia citra

Class: X IPA 2

My hobby is cooking and playing games

In cooking I often make a cake. The first time was interested in making
 a cake because saw my mother making a cake and tried to make
 it after the first time made, very interested to make it again. In addition
 to cooking I also really liked beside cooking I also really like to eat. the food
 that I really like is sate packing. I like sate packing because its taste is
 very delicious and I also really like cheese because its taste a little
 salty so it is not boring if in eating continues to feed. When there
 is free time I also love to play game, because the game can make
 I become happy.

And I really like cat. I have two cats. Me cats name is comel and
 pompom, I get a comel from my cousin the age of three months I have
 been treating comel. Comel has a slightly strange body shape because
 he has short legs and a long body, comel has a body that is brown
 and white. Now comel is one year old and he wants to get married
 but he has not found his partner and my second cat has a lot
 of problems on his body he has a very tall and thin body
 because he has a fungal disease. That all my hobby.

75

1. My

7. His

13. His

2. First time made

8. His

3. My

9. His

4. My

10. I

5. I

11. His

6. His

12. His

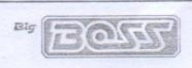
Mama: Hesti ana della arum
KIS : X IPA I

No. _____

Date: _____

<input type="checkbox"/>	my hobby
<input type="checkbox"/>	my hobby is cooking and I really like anime, I also
<input type="checkbox"/>	really like playing game online like mobile legends. in
<input type="checkbox"/>	Cooking I often make fried rice, because I really like
<input type="checkbox"/>	Fried rice and only make fried rice and ice cream
<input type="checkbox"/>	my really like anime because naruto movie. my love
<input type="checkbox"/>	watch naruto everyday. Almost is never enough for me
<input type="checkbox"/>	to watch naruto movie. But sometimes if there is
<input type="checkbox"/>	free time I will play online game like mobile legend
<input type="checkbox"/>	But I never do the game. Game only for stress.
<input type="checkbox"/>	I really like cat. I have two cats. Cats was name
<input type="checkbox"/>	Caca andika and Ochimaru. the name Caca was gives
<input type="checkbox"/>	by my mother because she is black like artis caca
<input type="checkbox"/>	andika and then my second cat was acimaru. I give
<input type="checkbox"/>	this name to him because I want my cat clever
<input type="checkbox"/>	as a snake and in fact it is true. caca andika is
<input type="checkbox"/>	black and cimaru is orange. If my cat caca he is
<input type="checkbox"/>	almost old white cimaru is still small. I often play
<input type="checkbox"/>	with cimaru when after school. Because cimaru is still
<input type="checkbox"/>	Very Funny
<input type="checkbox"/>	I love darkness, because in dark no one knows my
<input type="checkbox"/>	my sadness. in dark I like having my own word that
<input type="checkbox"/>	other people can't not bother. But by walking time
<input type="checkbox"/>	I so hate the darkness because he is all just a beauti
<input type="checkbox"/>	ful lie. That's all my hobby
<input type="checkbox"/>	1. my 7. He is
<input type="checkbox"/>	2. The
<input type="checkbox"/>	3. The
<input type="checkbox"/>	4. He
<input type="checkbox"/>	5. His
<input type="checkbox"/>	6. His

75



Name: Cindy Fatika Sari

No. _____

Kelas: X IPS 2.

Date: _____

My hobby

I like give tausiah a people. Soo my hobby is extraculliculer. lecture of religion. I like it because my hobby can provide lighthing to the crowd at first. Just saw a video that contains about tausiah. I am interested to see video to see video. Video which contains about religion. then I try to tausiah in front of class even though no one listen but my friend listen tausiah, I am very happy even though only three poeple who listen but this is step to go to crowd. When I stay at home me often increase my knowledge by watching video ust. Hannan Attaki, I, Ma.

A few weeks later my Village there will be a race. Inthe race there are many competitions including the tausiah race because tausiah it is my hobby soo I follow the race initially, I doubt hesitate in this race level of adolescent level at masjid bahburahman Village Petanang I follow the tausiah it alhamdulillah win the the champions. My hobby drove me to victory.

1. Religion like It....

4. Its

2. At Firsts

5. My ~~hobby~~

3. My

6. Its



APPENDIX B
CODER CONSULTATION FORM
Types of Grammatical Cohesion Errors
RATER 1

I. Classification of Error

This study aimed to find out the types of grammatical cohesion errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in academic year 2018/2019. This research used error classification proposed by Dulay, Burt, and Krashen (1982). There are four classifications, they are:

1. Omission errors are characterized by the absence of an item that must appear in a well-form utterance.

Example; Marry president new company.

2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Example; he doesn't *eats*.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example; The dog *eated* the chicken.

4. Misordering errors are characterized by the incorrect placement of a morpheme or group in an utterance.

Example; what *daddy is* doing?

II. Identified Sentences

Following table shows the identified sentences that I found from students' descriptive writing. I provide all of those sentences or phrases in the table below complete with the types of grammatical cohesion errors. The errors are classified

based on the Dulay's, Burt's, and Krashen's classification (1982). They are omission, addition, misformation, and misordering, please write right (V) or wrong (X) whether those sentences are identified as certain type of errors.

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	1. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...on the first day.....went to culinary tour a Dago Street. There were a lot of culinary, raginang from Sunda culinary up to Europe culinary. All culinary very delicious and we are very happy..."</i>	<i>"...on the first day <u>I and my family</u> went to culinary tour a Dago Street. There were a lot of culinary, raginang from Sunda culinary up to Europe culinary. All culinary very delicious and we are very happy..."</i>			
2		<i>"...on the last day,.....went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals..."</i>	<i>"...on the last day, <u>I and my family</u> went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals..."</i>			
3		<i>"...my hobby is swimming. Every holiday, saturday mondayalways swimming in the river and in swimming pool..."</i>	<i>"...my hobby is swimming. Every holiday, saturday monday <u>I</u> always swimming in the river and in swimming pool..."</i>			
4		<i>"...when.....still SMP. I'm not very likes to swim..."</i>	<i>"...when <u>I</u> still SMP. I'm not very likes to swim..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
5	1. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...I was so bored when.....was alone, so I am amusing myself by drawing...”	“...I was so bored when <u>I</u> was alone, so I am amusing myself by drawing...”			
6		“...from this hobby,.....can help to provide knowledge to others and my parent proud of me...”	“...from this hobby, <u>I</u> can help to provide knowledge to others and my parent proud of me...”			
7		“...in cooking, I often make a cake. The first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it after the first time.....made.very interested to make it again...”	“...in cooking, I often make a cake. The first time <u>I</u> was interested in making a cake because <u>I</u> saw my mother making a cake and <u>I</u> tried to make it after the first time <u>I</u> made. <u>I</u> very interested to make it again...”			
8		“...my hobby is extraculliculer lecture of religion.....like it because my hobby can provide lighting to the crowd...”	“...my hobby is extraculliculer lecture of religion <u>I</u> like it because my hobby can provide lighting to the crowd...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
9	1. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...sometimes my mother not cooking and I disappointed. Because..... like the food that is cook by my mother”.	“...sometimes my mother not cooking and I disappointed. Because <u>I</u> like the food that is cook by my mother”.			
10		“I have brother and now.....would like to tell about my brother...”	“I have brother and now <u>I</u> would like to tell about my brother...”			
11		“...in hp.....like to play garden home spaces, candy blast, subway surf, and mobile legend...”	“...in hp <u>I</u> like to play garden home spaces, candy blast, subway surf, and mobile legend...”			
12		“.....really love football but I’m not a very good football player...”	“ <u>I</u> really love football but I’m not a very good football player...”			
13		“...since SMP.....like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.	“...since SMP <u>I</u> like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
14	1. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...because of that.....really love basketball and I started playing basketball with my friends...”	“...because of that <u>I</u> really love basketball and I started playing basketball with my friends...”			
15		“...my grandmother is very good cook, she likes to give.....a delicious chicken soup and I eat until full...”	“...my grandmother is very good cook, she likes to give <u>me</u> a delicious chicken soup and I eat until full...”			
16		“...this movie makes.....feel happy and I was laughing...”	“...this movie makes <u>me</u> feel happy and I was laughing...”			
17		“.....spent the rest of our week in Yogyakarta ...”	“... <u>we</u> spent the rest of our week in Yogyakarta ...”			
18		“...If we make a team and there is agreement of the player,want to join the race of basketball in Prabumulih...”	“...If we make a team and there is agreement of the player, <u>we</u> want to join the race of basketball in Prabumulih...”			
19	“.....Sully is a man like kingkong or gorilla. has a big teeth and a lot of fur...”	“.....Sully is a man like kingkong or gorilla. <u>He</u> has a big teeth and a lot of fur...”				

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	1. OMISSION 1.2 Error on the Use of Demonstrative Reference (there, the)	“...in Bandung zoo, <u>are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	“...in Bandung zoo, <u>there are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”			
2		“...I try with my effort and prayer, and in <u>end</u> our gym teacher agreed ...”	“...I try with my effort and prayer, and in <u>the end</u> our gym teacher agreed ...”			
3		“in <u>end</u> I can get the highest score from my friend...”	“in <u>the end</u> I can get the highest score from my friend...”			
4		“...I love darkness, because in <u>dark</u> no one knows my sadness...”	“...I love darkness, because in <u>the dark</u> no one knows my sadness...”			
5		“...in <u>dark</u> I like having my own world that other people can not bother...”	“...in <u>the dark</u> I like having my own world that other people can not bother...”			
6		“...my hobby can provide lighting to the crowd, at <u>first</u> I just saw a video. <u>video</u> which contains about religion then I try to tausiah, ...”	“...my hobby can provide lighting to the crowd, at <u>the first</u> I just saw a video. <u>The video</u> which contains about religion then I try to tausiah, ...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	"...every holiday, <u>saturday</u> <u>monday</u> I always swimming in the river..."	"...every holiday, <u>Saturday and monday</u> I always swimming in the river..."			
2		"...from I was a kid, I like reading <u>novels story books</u> ..."	"...from I was a kid, I like reading <u>novels and story books</u> ..."			
3		"...drawing is <u>cool very fun</u> ..."	"...drawing is <u>cool and very fun</u> ..."			
4		"...he is tall, <u>handsome, diligent</u> ..."	"...he is tall, <u>handsome, and diligent</u> ..."			
5		"...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr, Mohammed Salah</u> ..."	"...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr, and Mohammed Salah</u> ..."			
6		"...monster.inc characters are Sully, Mike, <u>Boo, Randal</u> ..."	"...monster.inc characters are Sully, Mike, <u>Boo, and Randal</u> ..."			
7		"...I follow <u>the race</u> <u>alhamdulliah</u> I win..."	"...I follow <u>the race and alhamdulliah</u> I win..."			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
8	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, love word...</u>"</i>	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, and love word...</u>"</i>			
9		<i>"...I like to read a short story like <u>dongeng, cartoon...</u>"</i>	<i>"...I like to read a short story like <u>dongeng, and cartoon...</u>"</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	2. ADDITION 2.1 Error on the Use of Personal Reference (its, it)	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>its</u> to my sister and my friend..."</i>	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>Ø</u> to my sister and my friend..."</i>			
2		<i>"...there are many competitions including the tausiah, because tausiah <u>it</u> is my hobby so, I follow the competition..."</i>	<i>"...there are many competitions including the tausiah, because tausiah <u>Ø</u> is my hobby so, I follow the competition..."</i>			
3		<i>"...I follow the tausiah <u>it</u> alhamdulillah I win..."</i>	<i>"...I follow the tausiah <u>Ø</u> alhamdulillah I win..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	2. ADDITION 2.2 Error on the Use of Demonstrative Reference (the)	<i>"...my grandmother and my grandfather from <u>the</u> my mother is already gone..."</i>	<i>"...my grandmother and my grandfather from <u>Ø</u> my mother is already gone..."</i>			
2		<i>"...my grandfather has no tale according to <u>the</u> my mother story he is not too old..."</i>	<i>"...my grandfather has no tale according to <u>Ø</u> my mother story he is not too old..."</i>			
3		<i>"...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father is a bit angry..."</i>	<i>"...I prefer <u>Ø</u> my mother rather than to <u>Ø</u> my father because <u>Ø</u> my father is a bit angry..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...we stayed with <u>I</u> Cousin at the Ciumbule, in Bandung city...”	“...we stayed with <u>my</u> Cousin at the Ciumbule, in Bandung city...”			
2		“... <u>I</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>I</u> father...”	“... <u>my</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>my</u> father...”			
3		“... <u>I</u> parent said to stop this hobby because this hobby is danger...”	“... <u>my</u> parent said to stop this hobby because this hobby is danger...”			
4		“...I’m very proud of <u>I</u> body...”	“...I’m very proud of <u>my</u> body...”			
5		“...on the next day, <u>my</u> and my family went for shopping. Bandung is famous for shopping places...”	“...on the next day, <u>I</u> and my family went for shopping. Bandung is famous for shopping places...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
6	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...at the first time, <u>my</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”	“...at the first time, <u>I</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”			
7		“... <u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto ...”	“... <u>my</u> really like anime because Naruto movie. <u>I</u> love to watch Naruto ...”			
8		“... <u>my</u> felt so happy when my family said that the food that I cook was delicious...”	“... <u>I</u> felt so happy when my family said that the food that I cook was delicious...”			
9		“...I often make a model and <u>my</u> can enjoy my cooking ...”	“...I often make a model and <u>I</u> can enjoy my cooking ...”			
10		“... <u>my</u> like drawing from junior high school...”	“... <u>I</u> like drawing from junior high school...”			
11		“...when <u>my</u> already had enough worm, I brought I to my father...”	“...when <u>I</u> already had enough worm, I brought I to my father...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
12	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>my</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”	“... <u>I</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”			
13		“... <u>my</u> like to read about religion. <u>My</u> like to read the hadist of hadist Al-Qur’an...”	“... <u>I</u> like to read about religion. <u>I</u> like to read the hadist of hadist Al-Qur’an...”			
14		“...but my friend told <u>I</u> do not be afraid...”	“...but my friend told <u>me</u> , do not be afraid...”			
15		“...cooking can help <u>I</u> focus on my issue...”	“...cooking can help <u>me</u> focus on my issue...”			
16		“...reading enables <u>I</u> to learn about so many things that I did not know...”	“...reading enables <u>me</u> to learn about so many things that I did not know...”			
17		“...when I was in junior high school, my father invite <u>I</u> go to fishing...”	“...when I was in junior high school, my father invite <u>me</u> go to fishing...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
18	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...I always training because training make <u>I</u> zero to hero...”	“...I always training because training make <u>me</u> zero to hero...”			
19		“...my mother is more beautiful than me, <u>he</u> is good mother, <u>he</u> is tall, <u>he</u> has brown skin and short hair and <u>he</u> is hard worker...”	“...my mother is more beautiful than me, <u>she</u> is good mother, <u>she</u> is tall, <u>she</u> has brown skin and short hair and <u>she</u> is hard worker...”			
20		“...my grandmother is very good cook, <u>he</u> likes to give a delicious chicken soup ...”	“...my grandmother is very good cook, <u>she</u> likes to give a delicious chicken soup ...”			
21		“...my grandmother is a little fat. <u>He</u> likes to give me money every time ...”	“...my grandmother is a little fat. <u>She</u> likes to give me money every time ...”			
22		“...I have mother, my mother is Arika Aspranevi, <u>he</u> is tall, beautiful, smart and diligent...”	“...I have mother, my mother is Arika Aspranevi, <u>she</u> is tall, beautiful, smart and diligent...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
23	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...my mother work at junior high school number ten Prabumulih, <u>he</u> is a teacher...”	“...my mother work at junior high school number ten Prabumulih, <u>she</u> is a teacher...”			
24		“...my mother like cooking, <u>he</u> is like to cook rendang, ...”	“...my mother like cooking, <u>she</u> is like to cook rendang,..”			
25		“...my mother is everything and I very love <u>him</u> ...”	“...my mother is everything and I very love <u>her</u> ...”			
26		“...I love to drink black coffee with father and I love to cook everything for <u>he</u> ...”	“...I love to drink black coffee with father and I love to cook everything for <u>him</u> ...”			
27		“...I very like <u>he</u> , because he is my friend at home. I very love <u>he</u> ...”	“...I very like <u>him</u> , because he is my friend at home. I very love <u>him</u> ...”			
28		“...I have a cousin Ø name is M. Eko Setiwan. <u>She</u> hobby is cooking especially cooking spicy fried rice...”	“...I have a cousin Ø name is M. Eko Setiwan. <u>His</u> hobby is cooking especially cooking spicy fried rice...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
29	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>she</u> has characteristics features of fat, white, curly hair, and high. <u>She</u> is very happy to hang out with family...."</i>	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>he</u> has characteristics features of fat, white, curly hair, and high. <u>He</u> is very happy to hang out with family...."</i>			
30		<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing for <u>we</u> was to get a good score..."</i>	<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing for <u>me</u> was to get a good score..."</i>			
31		<i>"...I learn about the strange thing in the world that we had, such as human achievement, gigantic whales and other things of <u>your</u> world..."</i>	<i>"...I learn about the strange thing in the world that we had, such as human achievement, and other things of <u>our</u> world..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
32	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...and then, my second cat was Ocimaru. I give this name to <u>him</u> because I want my cat clever as a snake and in fact it is true..."</i>	<i>"...and then, my second cat was Ocimaru. I give this name to <u>its</u> because I want my cat clever as a snake and in fact it is true..."</i>			
33		<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>them</u>...."</i>	<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>its</u>...."</i>			
34		<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>our</u> decided to stay at home..."</i>	<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>we</u> decided to stay at home ..."</i>			
35		<i>"...on the second day, <u>our</u> went to Malioboro street..."</i>	<i>"...on the second day, <u>we</u> went to Malioboro street..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
36	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...Yogyakarta turned out to be very warm during the day because of that, <u>our</u> decided to spend more time in Garuda airline...”	“...Yogyakarta turned out to be very warm during the day because of that, <u>we</u> decided to spend more time in Garuda airline...”			
37		“...my father parked the motorcycle under the tree. <u>His</u> asked me to collect some dry wood ...”	“...my father parked the motorcycle under the tree. <u>He</u> asked me to collect some dry wood ...”			
38		“...and my second cat has a lot of problems on <u>his</u> body...”	“...and my second cat has a lot of problems on <u>its</u> body...”			
39		“...my father has a body that is not too high, <u>her</u> skin is white, <u>her</u> nose is flat, and <u>her</u> hair is curly...”	“...my father has a body that is not too high, <u>his</u> skin is white, <u>his</u> nose is flat, and <u>his</u> hair is curly...”			
40		“...but we need a teacher or coach who can coordinate <u>his</u> team...”	“...but we need a teacher or coach who can coordinate <u>our</u> team...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
41	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>she</u> is black like artist Caca Andika. If my cat Caca, <u>she</u> is almost old..."</i>	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>it</u> is black like artist Caca Andika. If my cat Caca, <u>it</u> is almost old..."</i>			
42		<i>"...but by walking time I so hate the darkness because <u>he</u> is all just a beautiful lie..."</i>	<i>"...but by walking time I so hate the darkness because <u>it</u> is all just a beautiful lie..."</i>			
43		<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>he</u> has a good story..."</i>	<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>it</u> has a good story..."</i>			
44		<i>"...comel has a slightly strange body shape because <u>he</u> has short legs and a long body..."</i>	<i>"...comel has a slightly strange body shape because <u>it</u> has short legs and a long body..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
45	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<p>“...now Comel is one year old and <u>he</u> wants to get married but <u>he</u> has not found <u>his</u> partner and my second cat has a lot of problems on <u>his</u> body <u>he</u> has a very tall and thin body because <u>he</u> has a fungal disease...”</p>	<p>“...now Comel is one year old and <u>it</u> wants to get married but <u>it</u> has not found <u>it</u> partner and my second cat has a lot of problems on <u>it</u> body <u>it</u> has a very tall and thin body because <u>it</u> has a fungal disease...”</p>			
46		<p>“...when Ø already had enough worms, I brought <u>he</u> to my father and we went straight to the river...”</p>	<p>“...when Ø already had enough worms, I brought <u>it</u> to my father and we went straight to the river...”</p>			
47		<p>“...cooking would give me great pleasure. Especially if <u>me</u> can managed to make recipes and received any positives comments about my foods...”</p>	<p>“...cooking would give me great pleasure. Especially if <u>I</u> can managed to make recipes and received any positives comments about my foods...”</p>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
48	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...while in the kitchen, we talk and tell stories about our lives. When <u>me</u> get away from home...”	“...while in the kitchen, we talk and tell stories about our lives. When <u>I</u> get away from home...”			
49		“...my hobby is eating what <u>me</u> cook...”	“...my hobby is eating what <u>I</u> cook...”			
50		“...I like drawing from junior high school. This hobby is when <u>me</u> still children...”	“...I like drawing from junior high school. This hobby is when <u>I</u> still children...”			
51		“... <u>me</u> like this hobby because by painting <u>me</u> can pour all my imagination ...”	“... <u>I</u> like this hobby because by painting <u>I</u> can pour all my imagination ...”			
52		“...when I stay at home, <u>me</u> often increase my knowledge by watching video ust. Hannan Attaki, lc, Ma...”	“...when I stay at home, <u>I</u> often increase my knowledge by watching video ust. Hannan Attaki, lc, Ma...”			
53		“...football is my hobby from <u>me</u> was kid...”	“...football is my hobby from <u>I</u> was kid...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
54	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...my mom is an excellent cook, and I learn from <u>she</u> ..."	"...my mom is an excellent cook, and I learn from <u>her</u> ..."			
55		"...they will keep the result of my picture as <u>they</u> memories..."	"...they will keep the result of my picture as <u>their</u> memories..."			
56		"...Sully and Mike are roommates and work together, <u>they</u> job is to scare ..."	"...Sully and Mike are roommates and work together, <u>their</u> job is to scare ..."			
57		"...drawing makes <u>us</u> happy, I often do when I am bored..."	"...drawing makes <u>me</u> happy, I often do when I am bored..."			
58		"...my brother is 7 years old, <u>he</u> hobby is eat..."	"...my brother is 7 years old, <u>his</u> hobby is eat..."			
59		"...my father name is Mulia Sihombing, <u>he</u> job is farmer..."	"...my father name is Mulia Sihombing, <u>his</u> job is farmer..."			
60		"...my brother so scary because he has big body and <u>he</u> body is fat...."	"...my brother so scary because he has big body and <u>his</u> body is fat...."			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
61	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...I think <u>he</u> weight is 85 kg..."	"...I think <u>his</u> weight is 85 kg..."			
62		"...my brother name is Michael sihombing and now <u>he</u> school is in UNSRI..."	"...my brother name is Michael sihombing and now <u>his</u> school is in UNSRI..."			
63		"... <u>he</u> hobby is watching TV..."	"... <u>his</u> hobby is watching TV..."			
64		"...my hobby is cooking. Because it can make what <u>we</u> have not been able to learn and can make it..."	"...my hobby is cooking. Because it can make what <u>I</u> have not been able to learn and can make it..."			
65		"...we went there two days after <u>me</u> sister's graduation .."	"...we went there two days after <u>my</u> sister's graduation.."			
66		"...I walk around with <u>me</u> sister..."	"...I walk around with <u>my</u> sister..."			
67		"... <u>me</u> cats name is Comel and Pompom..."	"... <u>my</u> cats name is Comel and Pompom..."			
68		"....that's all <u>me</u> short story".	"....that's all <u>my</u> short story".			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
69	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>I</u> ever followed football tournament and we as the winner...”	“... <u>we</u> ever followed football tournament and we as the winner...”			
70		“...we got the first rank and <u>I</u> very happy because many people support our team...”	“...we got the first rank and <u>we are</u> very happy because many people support our team...”			
71		“...and I have two brothers, <u>he is</u> Rahmat and Prasetyo. <u>He is</u> tall, handsome and good...”	“...and I have two brothers, <u>they are</u> Rahmat and Prasetyo. <u>They are</u> tall, handsome and good...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	3. MISFORMATION 3.2 Error on the Use of Comparative Reference	"...my mother is <u>beautifuler</u> than me, he is good mother..."	"...my mother is <u>more beautiful</u> than me, he is good mother..."			
2		"...I have <u>more high</u> body than my parents..."	"...I have <u>higher</u> body than my parents..."			
3		"....when I have <u>more long</u> space to kick the ball..."	"....when I have <u>longer</u> space to kick the ball..."			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	3. MISFORMATION 3.3 Error on the Use of Causal Conjunction	<i>"...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>so</u> I very love my family, which is everything for me, it was my little family even though..."</i>	<i>"...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>and</u> I very love my family, which is everything for me, it was my little family even though..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	4. MISORDERING 4.1 Error on the Use of Personal Reference	<i>"...realized we ___ that Yogyakarta turned out to be very warm during the day..."</i>	<i>"...we realized that Yogyakarta turned out to be very warm during the day..."</i>			

Palembang, Oktober 2018

Rater 1

Janita Norena, S.Pd., M.Pd.

APPENDIX C
CODER CONSULTATION FORM
Types of Grammatical Cohesion Errors
RATER 2

I. Classification of Error

This study aimed to find out the types of grammatical cohesion errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in academic year 2018/2019. This research used error classification proposed by Dulay, Burt, and Krashen (1982). There are four classifications, they are:

1. Omission errors are characterized by the absence of an item that must appear in a well-form utterance.

Example; Marry president new company.

2. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Example; he doesn't *eats*.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example; The dog *eated* the chicken.

4. Misordering errors are characterized by the incorrect placement of a morpheme or group in an utterance.

Example; what *daddy is* doing?

II. Identified Sentences

Following table shows the identified sentences that I found from students' descriptive writing. I provide all of those sentences or phrases in the table below complete with the types of grammatical cohesion errors. The errors are classified

based on the Dulay's, Burt's, and Krashen's classification (1982). They are omission, addition, misformation, and misordering, please write right (V) or wrong (X) whether those sentences are identified as certain type of errors.

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	<p>2. OMISSION</p> <p>1.1 Error on the Use of Personal Reference (I, me, we, he)</p>	<p>“...on the first day.....went to culinary tour a Dago Street. There were a lot of culinary, raginang from Sunda culinary up to Europe culinary. All culinary very delicious and we are very happy...”</p>	<p>“...on the first day <u>I and my family</u> went to culinary tour a Dago Street. There were a lot of culinary, raginang from Sunda culinary up to Europe culinary. All culinary very delicious and we are very happy...”</p>			
2		<p>“...on the last day,.....went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals...”</p>	<p>“...on the last day, <u>I and my family</u> went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals...”</p>			
3		<p>“...my hobby is swimming. Every holiday, saturday mondayalways swimming in the river and in swimming pool...”</p>	<p>“...my hobby is swimming. Every holiday, saturday monday <u>I</u> always swimming in the river and in swimming pool...”</p>			
4		<p>“...when.....still SMP. I’m not very likes to swim...”</p>	<p>“...when <u>I</u> still SMP. I’m not very likes to swim...”</p>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
5	2. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...I was so bored when.....was alone, so I am amusing myself by drawing...”	“...I was so bored when <u>I</u> was alone, so I am amusing myself by drawing...”			
6		“...from this hobby,.....can help to provide knowledge to others and my parent proud of me...”	“...from this hobby, <u>I</u> can help to provide knowledge to others and my parent proud of me...”			
7		“...in cooking, I often make a cake. The first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it after the first time.....made.very interested to make it again...”	“...in cooking, I often make a cake. The first time <u>I</u> was interested in making a cake because <u>I</u> saw my mother making a cake and <u>I</u> tried to make it after the first time <u>I</u> made. <u>I</u> very interested to make it again...”			
8		“...my hobby is extraculliculer lecture of religion.....like it because my hobby can provide lighting to the crowd...”	“...my hobby is extraculliculer lecture of religion <u>I</u> like it because my hobby can provide lighting to the crowd...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
9	2. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...sometimes my mother not cooking and I disappointed. Because..... like the food that is cook by my mother”.	“...sometimes my mother not cooking and I disappointed. Because <u>I</u> like the food that is cook by my mother”.			
10		“I have brother and now.....would like to tell about my brother...”	“I have brother and now <u>I</u> would like to tell about my brother...”			
11		“...in hp.....like to play garden home spaces, candy blast, subway surf, and mobile legend...”	“...in hp <u>I</u> like to play garden home spaces, candy blast, subway surf, and mobile legend...”			
12		“.....really love football but I’m not a very good football player...”	“ <u>I</u> really love football but I’m not a very good football player...”			
13		“...since SMP.....like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.	“...since SMP <u>I</u> like to play basketball on holiday, I used to look for a new technique finger style in YouTube”.			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
14	4. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...because of that.....really love basketball and I started playing basketball with my friends...”	“...because of that <u>I</u> really love basketball and I started playing basketball with my friends...”			
15		“...my grandmother is very good cook, she likes to give.....a delicious chicken soup and I eat until full...”	“...my grandmother is very good cook, she likes to give <u>me</u> a delicious chicken soup and I eat until full...”			
16		“...this movie makes.....feel happy and I was laughing...”	“...this movie makes <u>me</u> feel happy and I was laughing...”			
17		“.....spent the rest of our week in Yogyakarta ...”	“... <u>we</u> spent the rest of our week in Yogyakarta ...”			
18		“...If we make a team and there is agreement of the player,want to join the race of basketball in Prabumulih...”	“...If we make a team and there is agreement of the player, <u>we</u> want to join the race of basketball in Prabumulih...”			
19	“.....Sully is a man like kingkong or gorilla. has a big teeth and a lot of fur...”	“.....Sully is a man like kingkong or gorilla. <u>He</u> has a big teeth and a lot of fur...”				

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	5. OMISSION 1.2 Error on the Use of Demonstrative Reference (there, the)	“...in Bandung zoo, <u>are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	“...in Bandung zoo, <u>there are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”			
2		“...I try with my effort and prayer, and in <u>end</u> our gym teacher agreed ...”	“...I try with my effort and prayer, and in <u>the end</u> our gym teacher agreed ...”			
3		“in <u>end</u> I can get the highest score from my friend...”	“in <u>the end</u> I can get the highest score from my friend...”			
4		“...I love darkness, because in <u>dark</u> no one knows my sadness...”	“...I love darkness, because in <u>the dark</u> no one knows my sadness...”			
5		“...in <u>dark</u> I like having my own world that other people can not bother...”	“...in <u>the dark</u> I like having my own world that other people can not bother...”			
6		“...my hobby can provide lighting to the crowd, at <u>first</u> I just saw a video. <u>video</u> which contains about religion then I try to tausiah, ...”	“...my hobby can provide lighting to the crowd, at <u>the first</u> I just saw a video. <u>The video</u> which contains about religion then I try to tausiah, ...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	“...every holiday, <u>saturday</u> <u>monday</u> I always swimming in the river...”	“...every holiday, <u>Saturday</u> <u>and</u> <u>monday</u> I always swimming in the river...”			
2		“...from I was a kid, I like reading <u>novels</u> <u>story books</u> ...”	“...from I was a kid, I like reading <u>novels</u> <u>and</u> <u>story books</u> ...”			
3		“...drawing is <u>cool</u> <u>very fun</u> ...”	“...drawing is <u>cool</u> <u>and</u> <u>very fun</u> ...”			
4		“...he is tall, <u>handsome</u> , <u>diligent</u> ...”	“...he is tall, <u>handsome</u> , <u>and</u> <u>diligent</u> ...”			
5		“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr</u> , <u>Mohammed Salah</u> ...”	“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr</u> , <u>and</u> <u>Mohammed Salah</u> ...”			
6		“...monster.inc characters are Sully, Mike, <u>Boo</u> , <u>Randal</u> ...”	“...monster.inc characters are Sully, Mike, <u>Boo</u> , <u>and</u> <u>Randal</u> ...”			
7		“...I follow <u>the</u> <u>race</u> <u>alhamdulillah</u> I win...”	“...I follow <u>the</u> <u>race</u> <u>and</u> <u>alhamdulillah</u> I win...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
8	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, love word...</u>"</i>	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, and love word...</u>"</i>			
9		<i>"...I like to read a short story like <u>dongeng, cartoon...</u>"</i>	<i>"...I like to read a short story like <u>dongeng, and cartoon...</u>"</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	6. ADDITION 2.1 Error on the Use of Personal Reference (its, it)	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>its</u> to my sister and my friend..."</i>	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>Ø</u> to my sister and my friend..."</i>			
2		<i>"...there are many competitions including the tausiah, because tausiah <u>it</u> is my hobby so, I follow the competition..."</i>	<i>"...there are many competitions including the tausiah, because tausiah <u>Ø</u> is my hobby so, I follow the competition..."</i>			
3		<i>"...I follow the tausiah <u>it</u> alhamdulillah I win..."</i>	<i>"...I follow the tausiah <u>Ø</u> alhamdulillah I win..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	5. ADDITION 2.2 Error on the Use of Demonstrative Reference (the)	<i>"...my grandmother and my grandfather from <u>the</u> my mother is already gone..."</i>	<i>"...my grandmother and my grandfather from <u>Ø</u> my mother is already gone..."</i>			
2		<i>"...my grandfather has no tale according to <u>the</u> my mother story he is not too old..."</i>	<i>"...my grandfather has no tale according to <u>Ø</u> my mother story he is not too old..."</i>			
3		<i>"...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father is a bit angry..."</i>	<i>"...I prefer <u>Ø</u> my mother rather than to <u>Ø</u> my father because <u>Ø</u> my father is a bit angry..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	6. MISFORMATION 3.1 Error on the Use of Personal Reference	“...we stayed with <u>I</u> Cousin at the Ciumbule, in Bandung city...”	“...we stayed with <u>my</u> Cousin at the Ciumbule, in Bandung city...”			
2		“... <u>I</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>I</u> father...”	“... <u>my</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>my</u> father...”			
3		“... <u>I</u> parent said to stop this hobby because this hobby is danger...”	“... <u>my</u> parent said to stop this hobby because this hobby is danger...”			
4		“...I’m very proud of <u>I</u> body...”	“...I’m very proud of <u>my</u> body...”			
5		“...on the next day, <u>my</u> and my family went for shopping. Bandung is famous for shopping places...”	“...on the next day, <u>I</u> and my family went for shopping. Bandung is famous for shopping places...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
6	7. MISFORMATION 3.1 Error on the Use of Personal Reference	“...at the first time, <u>my</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”	“...at the first time, <u>I</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...”			
7		“... <u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto ...”	“... <u>my</u> really like anime because Naruto movie. <u>I</u> love to watch Naruto ...”			
8		“... <u>my</u> felt so happy when my family said that the food that I cook was delicious...”	“... <u>I</u> felt so happy when my family said that the food that I cook was delicious...”			
9		“...I often make a model and <u>my</u> can enjoy my cooking ...”	“...I often make a model and <u>I</u> can enjoy my cooking ...”			
10		“... <u>my</u> like drawing from junior high school...”	“... <u>I</u> like drawing from junior high school...”			
11		“...when <u>my</u> already had enough worm, I brought I to my father...”	“...when <u>I</u> already had enough worm, I brought I to my father...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
12	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>my</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”	“... <u>I</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”			
13		“... <u>my</u> like to read about religion. <u>My</u> like to read the hadist of hadist Al-Qur’an...”	“... <u>I</u> like to read about religion. <u>I</u> like to read the hadist of hadist Al-Qur’an...”			
14		“...but my friend told <u>I</u> do not be afraid...”	“...but my friend told <u>me</u> , do not be afraid...”			
15		“...cooking can help <u>I</u> focus on my issue...”	“...cooking can help <u>me</u> focus on my issue...”			
16		“...reading enables <u>I</u> to learn about so many things that I did not know...”	“...reading enables <u>me</u> to learn about so many things that I did not know...”			
17		“...when I was in junior high school, my father invite <u>I</u> go to fishing...”	“...when I was in junior high school, my father invite <u>me</u> go to fishing...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
18	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...I always training because training make <u>I</u> zero to hero...”	“...I always training because training make <u>me</u> zero to hero...”			
19		“...my mother is more beautiful than me, <u>he</u> is good mother, <u>he</u> is tall, <u>he</u> has brown skin and short hair and <u>he</u> is hard worker...”	“...my mother is more beautiful than me, <u>she</u> is good mother, <u>she</u> is tall, <u>she</u> has brown skin and short hair and <u>she</u> is hard worker...”			
20		“...my grandmother is very good cook, <u>he</u> likes to give a delicious chicken soup ...”	“...my grandmother is very good cook, <u>she</u> likes to give a delicious chicken soup ...”			
21		“...my grandmother is a little fat. <u>He</u> likes to give me money every time ...”	“...my grandmother is a little fat. <u>She</u> likes to give me money every time ...”			
22		“...I have mother, my mother is Arika Aspranevi, <u>he</u> is tall, beautiful, smart and diligent...”	“...I have mother, my mother is Arika Aspranevi, <u>she</u> is tall, beautiful, smart and diligent...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
23	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...my mother work at junior high school number ten Prabumulih, <u>he</u> is a teacher...”	“...my mother work at junior high school number ten Prabumulih, <u>she</u> is a teacher...”			
24		“...my mother like cooking, <u>he</u> is like to cook rendang, ...”	“...my mother like cooking, <u>she</u> is like to cook rendang,..”			
25		“...my mother is everything and I very love <u>him</u> ...”	“...my mother is everything and I very love <u>her</u> ...”			
26		“...I love to drink black coffee with father and I love to cook everything for <u>he</u> ...”	“...I love to drink black coffee with father and I love to cook everything for <u>him</u> ...”			
27		“...I very like <u>he</u> , because he is my friend at home. I very love <u>he</u> ...”	“...I very like <u>him</u> , because he is my friend at home. I very love <u>him</u> ...”			
28		“...I have a cousin Ø name is M. Eko Setiwan. <u>She</u> hobby is cooking especially cooking spicy fried rice...”	“...I have a cousin Ø name is M. Eko Setiwan. <u>His</u> hobby is cooking especially cooking spicy fried rice...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
29	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>she</u> has characteristics features of fat, white, curly hair, and high. <u>She</u> is very happy to hang out with family...."</i>	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>he</u> has characteristics features of fat, white, curly hair, and high. <u>He</u> is very happy to hang out with family...."</i>			
30		<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing for <u>we</u> was to get a good score..."</i>	<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing for <u>me</u> was to get a good score..."</i>			
31		<i>"...I learn about the strange thing in the world that we had, such as human achievement, gigantic whales and other things of <u>your</u> world..."</i>	<i>"...I learn about the strange thing in the world that we had, such as human achievement, and other things of <u>our</u> world..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
32	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...and then, my second cat was Ocimaru. I give this name to <u>him</u> because I want my cat clever as a snake and in fact it is true..."</i>	<i>"...and then, my second cat was Ocimaru. I give this name to <u>its</u> because I want my cat clever as a snake and in fact it is true..."</i>			
33		<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>them</u>...."</i>	<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>its</u>...."</i>			
34		<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>our</u> decided to stay at home..."</i>	<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>we</u> decided to stay at home ..."</i>			
35		<i>"...on the second day, <u>our</u> went to Malioboro street..."</i>	<i>"...on the second day, <u>we</u> went to Malioboro street..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
36	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...Yogyakarta turned out to be very warm during the day because of that, <u>our</u> decided to spend more time in Garuda airline..."</i>	<i>"...Yogyakarta turned out to be very warm during the day because of that, <u>we</u> decided to spend more time in Garuda airline..."</i>			
37		<i>"...my father parked the motorcycle under the tree. <u>His</u> asked me to collect some dry wood ..."</i>	<i>"...my father parked the motorcycle under the tree. <u>He</u> asked me to collect some dry wood ..."</i>			
38		<i>"...and my second cat has a lot of problems on <u>his</u> body..."</i>	<i>"...and my second cat has a lot of problems on <u>its</u> body..."</i>			
39		<i>"...my father has a body that is not too high, <u>her</u> skin is white, <u>her</u> nose is flat, and <u>her</u> hair is curly..."</i>	<i>"...my father has a body that is not too high, <u>his</u> skin is white, <u>his</u> nose is flat, and <u>his</u> hair is curly..."</i>			
40		<i>"...but we need a teacher or coach who can coordinate <u>his</u> team..."</i>	<i>"...but we need a teacher or coach who can coordinate <u>our</u> team..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
41	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>she</u> is black like artist Caca Andika. If my cat Caca, <u>she</u> is almost old..."</i>	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>it</u> is black like artist Caca Andika. If my cat Caca, <u>it</u> is almost old..."</i>			
42		<i>"...but by walking time I so hate the darkness because <u>he</u> is all just a beautiful lie..."</i>	<i>"...but by walking time I so hate the darkness because <u>it</u> is all just a beautiful lie..."</i>			
43		<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>he</u> has a good story..."</i>	<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>it</u> has a good story..."</i>			
44		<i>"...comel has a slightly strange body shape because <u>he</u> has short legs and a long body..."</i>	<i>"...comel has a slightly strange body shape because <u>it</u> has short legs and a long body..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
45	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...now Comel is one year old and <u>he</u> wants to get married but <u>he</u> has not found <u>his</u> partner and my second cat has a lot of problems on <u>his</u> body <u>he</u> has a very tall and thin body because <u>he</u> has a fungal disease...”	“...now Comel is one year old and <u>it</u> wants to get married but <u>it</u> has not found <u>it</u> partner and my second cat has a lot of problems on <u>it</u> body <u>it</u> has a very tall and thin body because <u>it</u> has a fungal disease...”			
46		“...when Ø already had enough worms, I brought <u>he</u> to my father and we went straight to the river...”	“...when Ø already had enough worms, I brought <u>it</u> to my father and we went straight to the river...”			
47		“...cooking would give me great pleasure. Especially if <u>me</u> can managed to make recipes and received any positives comments about my foods...”	“...cooking would give me great pleasure. Especially if <u>I</u> can managed to make recipes and received any positives comments about my foods...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
48	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...while in the kitchen, we talk and tell stories about our lives. When <u>me</u> get away from home...”	“...while in the kitchen, we talk and tell stories about our lives. When <u>I</u> get away from home...”			
49		“...my hobby is eating what <u>me</u> cook...”	“...my hobby is eating what <u>I</u> cook...”			
50		“...I like drawing from junior high school. This hobby is when <u>me</u> still children...”	“...I like drawing from junior high school. This hobby is when <u>I</u> still children...”			
51		“... <u>me</u> like this hobby because by painting <u>me</u> can pour all my imagination ...”	“... <u>I</u> like this hobby because by painting <u>I</u> can pour all my imagination ...”			
52		“...when I stay at home, <u>me</u> often increase my knowledge by watching video ust. Hannan Attaki, lc, Ma...”	“...when I stay at home, <u>I</u> often increase my knowledge by watching video ust. Hannan Attaki, lc, Ma...”			
53		“...football is my hobby from <u>me</u> was kid...”	“...football is my hobby from <u>I</u> was kid...”			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
54	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...my mom is an excellent cook, and I learn from <u>she</u> ..."	"...my mom is an excellent cook, and I learn from <u>her</u> ..."			
55		"...they will keep the result of my picture as <u>they</u> memories..."	"...they will keep the result of my picture as <u>their</u> memories..."			
56		"...Sully and Mike are roommates and work together, <u>they</u> job is to scare ..."	"...Sully and Mike are roommates and work together, <u>their</u> job is to scare ..."			
57		"...drawing makes <u>us</u> happy, I often do when I am bored..."	"...drawing makes <u>me</u> happy, I often do when I am bored..."			
58		"...my brother is 7 years old, <u>he</u> hobby is eat..."	"...my brother is 7 years old, <u>his</u> hobby is eat..."			
59		"...my father name is Mulia Sihombing, <u>he</u> job is farmer..."	"...my father name is Mulia Sihombing, <u>his</u> job is farmer..."			
60	"...my brother so scary because he has big body and <u>he</u> body is fat...."	"...my brother so scary because he has big body and <u>his</u> body is fat...."				

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
61	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...I think <u>he</u> weight is 85 kg..."	"...I think <u>his</u> weight is 85 kg..."			
62		"...my brother name is Michael sihombing and now <u>he</u> school is in UNSRI..."	"...my brother name is Michael sihombing and now <u>his</u> school is in UNSRI..."			
63		"... <u>he</u> hobby is watching TV..."	"... <u>his</u> hobby is watching TV..."			
64		"...my hobby is cooking. Because it can make what <u>we</u> have not been able to learn and can make it..."	"...my hobby is cooking. Because it can make what <u>I</u> have not been able to learn and can make it..."			
65		"...we went there two days after <u>me</u> sister's graduation .."	"...we went there two days after <u>my</u> sister's graduation.."			
66		"...I walk around with <u>me</u> sister..."	"...I walk around with <u>my</u> sister..."			
67		"... <u>me</u> cats name is Comel and Pompom..."	"... <u>my</u> cats name is Comel and Pompom..."			
68		"....that's all <u>me</u> short story".	"....that's all <u>my</u> short story".			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
69	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...<u>I</u> ever followed football tournament and we as the winner..."</i>	<i>"...<u>we</u> ever followed football tournament and we as the winner..."</i>			
70		<i>"...we got the first rank and <u>I</u> very happy because many people support our team..."</i>	<i>"...we got the first rank and <u>we are</u> very happy because many people support our team..."</i>			
71		<i>"...and I have two brothers, <u>he is</u> Rahmat and Prasetyo. <u>He is</u> tall, handsome and good..."</i>	<i>"...and I have two brothers, <u>they are</u> Rahmat and Prasetyo. <u>They are</u> tall, handsome and good..."</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	3. MISFORMATION 3.2 Error on the Use of Comparative Reference	"...my mother is <u>beautifuler</u> than me, he is good mother..."	"...my mother is <u>more beautiful</u> than me, he is good mother..."			
2		"...I have <u>more high</u> body than my parents..."	"...I have <u>higher</u> body than my parents..."			
3		"....when I have <u>more long</u> space to kick the ball..."	"....when I have <u>longer</u> space to kick the ball..."			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	3. MISFORMATION 3.3 Error on the Use of Causal Conjunction	<i>“...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>so</u> I very love my family, which is everything for me, it was my little family even though...”</i>	<i>“...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>and</u> I very love my family, which is everything for me, it was my little family even though...”</i>			

No	Error Categorization	Error	Correct Form	Correct	Incorrect	Comment
1	8. MISORDERING 4.1 Error on the Use of Personal Reference	<i>"...realized we ___ that Yogyakarta turned out to be very warm during the day..."</i>	<i>"...we realized that Yogyakarta turned out to be very warm during the day..."</i>			

Palembang, Oktober 2018

Rater 2

Rizqy Dwi Amrina S.Pd., M.Pd.

APPENDIX D
CODER CONSULTATION FORM
Sources of Error
RATER 1

III. Classification of Error

This study aimed to find out the sources of errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in academic year 2018/2019. This research used sources of grammatical cohesion errors proposed by Richards (1980). There are two sources of errors they are, *interlingual error* and *intralingual error*.

1. Interlingual is a significant source of error for all learners which cause by the interference from mother tongue or students' first language.
2. Intralingual is the resulted from faulty or partial learning of the target language rather than language transfer. There are four sources of interlingual factors, namely:

2.1 Overgeneralization

Overgeneralization means that the learner creates a deviant structure on the basis of his experience of other structures in the target language, for example, "*She will tries*". The learner knows "*she plays, she wears, she sings, etc*". but for using -s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix -s that only used after the third person in simple present tense.

2.2 Ignorance of Rule Restrictions

Ignorance of rule restrictions means that the application of rules to context where they do not apply. An example is "*He made me to rest*"

through extension of the pattern found with the majority of verb that take infinitival complements. The learner ignores the use of *make* which is actually not followed *by* to and a verb. Here, the learner can make another sentence like: “*He asked/ wanted/ invited me to go*”.

2.3 Incomplete Application of the Rules

Incomplete application of the rules means that a failure to fully develop a structure. The common teaching device used is question. Typically, they are used not to find out something, but as means of eliciting sentences. Thus, learners of L2 English have been observed to use declarative word order in question, “*understand?*” In place of interrogative word order “*Have you understood?*” Or “*Do you understand?*” This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

2.4 False Concept Hypothesized

False concept hypothesized means that the source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* as a marker of past tense in “*One day it was happened*”. The form *is* may be understood to be the corresponding marker of the present tense; “*he is speaks French*”.

3. Identified Sentences

Following table shows the identified sentences that I found from students’ descriptive writing. I provide all of those sentences or phrases in the table below complete with the sources of errors. The errors are classified based on the sources of error from Richard (1980). Please, write right (V) or wrong (X) whether those sentences are identified as certain source of errors.

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	3. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...on the first day.....went to culinary tour a dago street. there were a lot of culinary, raginang from sunda culinary up to europe culinary. all culinary very delicious and we are very happy..."</i>	Incomplete application of rules			
2		<i>"...on the last day,.....went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals..."</i>	Incomplete application of rules			
3		<i>"...my hobby is swimming. Every holiday, saturday mondayalways swimming in the river and in swimming pool..."</i>	Incomplete application of rules			
4		<i>"...when.....still SMP. I'm not very likes to swim..."</i>	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
5	1. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...I was so bored when.....was alone, so I am amusing myself by drawing...”	Mother tongue			
6		“...from this hobby,.....can help to provide knowledge to others and my parent proud of me...”	Mother tongue			
7		“...in cooking, I often make a cake. The first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it after the first time.....made.very interested to make it again...”	Incomplete application of rules			
8		“...my hobby is extraculliculer lecture of religion.....like it because my hobby can provide lighting to the crowd...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
9	3. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...sometimes my mother not cooking and I disappointed. Because..... like the food that is cook by my mother".</i>	Incomplete application of rules			
10		<i>"I have brother and now.....would like to tell about my brother..."</i>	Incomplete application of rules			
11		<i>"...in hp.....like to play garden home spaces, candy blast, subway surf, and mobile legend..."</i>	Incomplete application of rules			
12		<i>".....really love football but I'm not a very good football player..."</i>	Incomplete application of rules			
13		<i>"...since SMP.....like to play basketball on holiday, I used to look for a new technique finger style in YouTube".</i>	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
14	7. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...because of that.....really love basketball and I started playing basketball with my friends..."</i>	Incomplete application of rules			
15		<i>"...my grandmother is very good cook, she likes to give.....a delicious chicken soup and I eat until full..."</i>	Mother tongue			
16		<i>"...this movie makes.....feel happy and I was laughing..."</i>	Incomplete application of rules			
17		<i>".....spent the rest of our week in Yogyakarta ..."</i>	Incomplete application of rules			
18		<i>"...If we make a team and there is agreement of the player,want to join the race of basketball in Prabumulih..."</i>	Incomplete application of rules			
19		<i>".....Sully is a man like kingkong or gorilla. has a big teeth and a lot of fur..."</i>	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	9. OMISSION 1.2 Error on the Use of Demonstrative Reference (there, the)	“...in Bandung zoo, <u>are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	Mother tongue			
2		“...I try with my effort and prayer, and in <u>end</u> our gym teacher agreed that the practice will be done...”	Incomplete application of rules			
3		“in <u>end</u> I can get the highest score from my friend...”	Incomplete application of rules			
4		“...I love darkness, because in <u>dark</u> no one knows my sadness...”	Incomplete application of rules			
5		“...in <u>dark</u> I like having my own world that other people can not bother...”	Incomplete application of rules			
6		“...my hobby can provide lighting to the crowd, at <u>first</u> I just saw a video. <u>video</u> which contains about religion then I try to tausiah, ...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	“...my hobby is swimming, every holiday, <u>saturday monday</u> I always swimming in the river...”	Incomplete application of rules			
2		“...I was interested this hobby started from I was a kid, I like reading <u>novels story books</u> ...”	Incomplete application of rules			
3		“...drawing is <u>cool very fun</u> ...”	Incomplete application of rules			
4		“...he is tall, <u>handsome, diligent</u> ...”	Incomplete application of rules			
5		“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr, Mohammed Salah</u> ...”	Incomplete application of rules			
6		“...monster.inc characters are Sully, Mike, <u>Boo, Randal</u> ...”	Incomplete application of rules			
7		“...I follow <u>the race</u> <u>alhamdulliah</u> I win...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
8	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, love word...</u>"</i>	Incomplete application of rules			
9		<i>"...I like to read a short story like <u>dongeng, cartoon...</u>"</i>	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	10. ADDITION 2.1 Error on the Use of Personal Reference (its, it)	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>its</u> to my sister and my friend..."</i>	Mother tongue			
2		<i>"...there are many competitions including the tausiah, because tausiah <u>it</u> is my hobby so, I follow the competition..."</i>	Mother tongue			
3		<i>"...I follow the tausiah <u>it</u> alhamdulillah I win..."</i>	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	8. ADDITION 2.2 Error on the Use of Demonstrative Reference (the)	<i>"...my grandmother and my grandfather from <u>the</u> my mother is already gone..."</i>	Ignorance of rules restriction			
2		<i>"...my grandfather has no tale according to <u>the</u> my mother story he is not too old..."</i>	Ignorance of rules restriction			
3		<i>"...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father is a bit angry..."</i>	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	9. MISFORMATION 3.1 Error on the Use of Personal Reference	“...we stayed with <u>I</u> Cousin at the Ciumbule, in Bandung city...”	Ignorance of rules restriction			
2		“... <u>I</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>I</u> father...”	Ignorance of rules restriction			
3		“... <u>I</u> parent said to stop this hobby because this hobby is danger...”	Ignorance of rules restriction			
4		“...I’m very proud of <u>I</u> body...”	Ignorance of rules restriction			
5		“...on the next day, <u>my</u> and my family went for shopping. Bandung is famous for shopping places...”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
6	11. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>at the first time, <u>my</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...</i> ”	Ignorance of rules restriction			
7		“... <i><u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto ...</i> ”	Ignorance of rules restriction			
8		“... <i><u>my</u> felt so happy when my family said that the food that I cook was delicious...</i> ”	Ignorance of rules restriction			
9		“... <i>I often make a model and <u>my</u> can enjoy my cooking ...</i> ”	Ignorance of rules restriction			
10		“... <i><u>my</u> like drawing from junior high school...</i> ”	Ignorance of rules restriction			
11		“... <i>when <u>my</u> already had enough worm, I brought I to my father...</i> ”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
12	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>my</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”	Ignorance of rules restriction			
13		“... <u>my</u> like to read about religion. <u>My</u> like to read the hadist of hadist Al-Qur’an...”	Ignorance of rules restriction			
14		“...I was very afraid of the water, but my friend told <u>I</u> do not be afraid...”	Ignorance of rules restriction			
15		“...cooking can help <u>I</u> focus on my issue...”	Ignorance of rules restriction			
16		“...reading enables <u>I</u> to learn about so many things that I did not know...”	Ignorance of rules restriction			
17		“...when I was in junior high school, my father invite <u>I</u> go to fishing...”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
18	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>I always training because training make <u>I</u> zero to hero...</i> ”	Ignorance of rules restriction			
19		“... <i>my mother is more beautiful than me, <u>he</u> is good mother, <u>he</u> is tall, <u>he</u> has brown skin and short hair and <u>he</u> is hard worker...</i> ”	Overgeneralization			
20		“... <i>my grandmother is very good cook, <u>he</u> likes to give a delicious chicken soup ...</i> ”	Overgeneralization			
21		“... <i>my grandmother is a little fat, short hair and straight. <u>He</u> likes to give me money ...</i> ”	Overgeneralization			
22		“... <i>I have mother, my mother is Arika Aspranevi, <u>he</u> is tall, beautiful, smart and diligent...</i> ”	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
23	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...my mother work at junior high school number ten Prabumulih, <u>he</u> is a teacher...”	Overgeneralization			
24		“...my mother like cooking, <u>he</u> is like to cook rendang ...”	Overgeneralization			
25		“...my mother is everything and I very love <u>him</u> ...”	Ignorance of rule restriction			
26		“...I love to drink black coffee with father and I love to cook everything for <u>he</u> ...”	Overgeneralization			
27		“...I very like <u>he</u> , because he is my friend at home. I very love <u>he</u> and I very love my family...”	Overgeneralization			
28		“...I have a cousin Ø name is M. Eko Setiwan. <u>She</u> hobby is cooking especially cooking spicy fried rice...”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
29	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>she</u> has characteristics features of fat, white, curly hair, and high. <u>She</u> is very happy"</i>	Ignorance of rule restriction			
30		<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing and the best thing for <u>we</u> was to get a good score..."</i>	Ignorance of rule restriction			
31		<i>"...I learn about the strange thing in the world that we had, such as human achievement, gigantic whales and other things of <u>your</u> world..."</i>	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
32	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...and then, my second cat was Ocimaru. I give this name to <u>him</u> because I want my cat clever as a snake and in fact it is true..."</i>	Overgeneralization			
33		<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>them</u>...."</i>	Overgeneralization			
34		<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>our</u> decided to stay at home ..."</i>	False concept hypothesis			
35		<i>"...on the second day, <u>our</u> went to Malioboro street..."</i>	False concept hypothesis			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
36	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>Yogyakarta turned out to be very warm during the day because of that, <u>our</u> decided to spend more time in Garuda airline...</i> ”	False concept hypothesis			
37		“... <i>my father parked the motorcycle under the tree. <u>His</u> asked me to collect some dry wood and dry grass ...</i> ”	Ignorance of rules restriction			
38		“... <i>and my second cat has a lot of problems on <u>his</u> body...</i> ”	Ignorance of rules restriction			
39		“... <i>my father has a body that is not too high, <u>her</u> skin is white, <u>her</u> nose is flat, and <u>her</u> hair is curly...</i> ”	Ignorance of rules restriction			
40		“... <i>but we need a teacher or coach who can coordinate <u>his</u> team...</i> ”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
41	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>she</u> is black like artist Caca Andika. If my cat Caca, <u>she</u> is almost old..."</i>	Ignorance of rules restriction			
42		<i>"...but by walking time I so hate the darkness because <u>he</u> is all just a beautiful lie..."</i>	Ignorance of rules restriction			
43		<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>he</u> has a good story..."</i>	Ignorance of rules restriction			
44		<i>"...comel has a slightly strange body shape because <u>he</u> has short legs, Comel has a body that is brown ..."</i>	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
45	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...now <i>Comel</i> is one year old and <u>he</u> wants to get married but <u>he</u> has not found <u>his</u> partner and my second cat has a lot of problems on <u>his</u> body <u>he</u> has a very tall and thin body because <u>he</u> has a fungal disease...”	Overgeneralization			
46		“...when Ø already had enough worms, I brought <u>he</u> to my father and we went straight to the river...”	Overgeneralization			
47		“...cooking would give me great pleasure. Especially if <u>me</u> can managed to make recipes and received any positives comments about my foods...”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
48	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>we talk and tell stories about our lives. When <u>me</u> get away from home...</i> ”	Ignorance of rule restriction			
49		“... <i>my hobby is eating what <u>me</u> cook...</i> ”	Ignorance of rule restriction			
50		“... <i>I like drawing from junior high school. This hobby is when <u>me</u> still children...</i> ”	Ignorance of rule restriction			
51		“... <i><u>me</u> like this hobby because by painting <u>me</u> can pour all my imagination through a small scratch from a pencil into an empty white paper...</i> ”	Ignorance of rule restriction			
52		“... <i>when I stay at home, <u>me</u> often increase my knowledge...</i> ”	Ignorance of rule restriction			
53		“... <i>football is my hobby from <u>me</u> was kid...</i> ”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
54	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...my mom is an excellent cook, and I learn from <u>she</u> ...”	False concept hypothesis			
55		“...they will keep the result of my picture as <u>they</u> memories...”	False concept hypothesis			
56		“...Sully and Mike are roommates, <u>they</u> job is to scare the kids...”	False concept hypothesis			
57		“...drawing at bored time really makes <u>us</u> happy, I often do when I am bored...”	Ignorance of rule restriction			
58		“...my brother is 7 years old, <u>he</u> hobby is eat...”	Ignorance of rule restriction			
59		“...my father name is Mulia, <u>he</u> job is farmer...”	Ignorance of rule restriction			
60	“...my brother so scary because he has big body and <u>he</u> body is fat....”	Ignorance of rule restriction				

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
61	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...I think <u>he</u> weight is 85 kg..."	Ignorance of rule restriction			
62		"...my brother name is Michael sihombing and now <u>he</u> school is in UNSRI..."	Ignorance of rule restriction			
63		"... <u>he</u> hobby is watching TV..."	Ignorance of rule restriction			
64		"...my hobby is cooking. Because it can make what <u>we</u> have not been able to learn and can make it..."	Ignorance of rule restriction			
65		"...we went there two days after <u>me</u> sister's graduation ceremony in Semarang...."	Ignorance of rule restriction			
66		"...I walk around with <u>me</u> sister..."	Ignorance of rule restriction			
67		"... <u>me</u> cats name is Comel and Pompom..."	Ignorance of rule restriction			
68		"....that's all <u>me</u> short story".	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
69	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>I</u> ever followed football tournament and we as the winner...”	Ignorance of rule restriction			
70		“...we got the first rank and <u>I</u> very happy because many people support our team...”	Ignorance of rule restriction			
71		“...and I have two brothers, <u>he is</u> Rahmat and Prasetyo. <u>He is</u> tall, handsome and good...”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	3. MISFORMATION 3.2 Error on the Use of Comparative Reference	"...my mother is <u>beautifuler</u> than me, he is good mother..."	Overgeneralization			
2		"...I have <u>more high</u> body than my parents..."	Overgeneralization			
3		"....when I have <u>more long</u> space to kick the ball..."	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	3. MISFORMATION 3.3 Error on the Use of Causal Conjunction	<i>“...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>so</u> I very love my family, which is everything for me, it was my little family even though...”</i>	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	12. MISORDERING 4.1 Error on the Use of Personal Reference	<i>"...realized we ____ that Yogyakarta turned out to be very warm during the day..."</i>	Ignorance of rule restriction			

Palembang, Oktober 2018

Rater 1

Janita Norena, S.Pd., M.Pd

APPENDIX E
CODER CONSULTATION FORM
Sources of Error
RATER 2

I. Classification of Error

This study aimed to find out the sources of errors in the first grade students' descriptive writing at SMAN 6 Prabumulih in academic year 2018/2019. This research used sources of grammatical cohesion errors proposed by Richards (1980). There are two sources of errors they are, *interlingual error* and *intralingual error*.

1. Interlingual is a significant source of error for all learners which cause by the interference from mother tongue or students' first language.
2. Intralingual is the resulted from faulty or partial learning of the target language rather than language transfer. There are four sources of interlingual factors, namely:

2.1 Overgeneralization

Overgeneralization means that the learner creates a deviant structure on the basis of his experience of other structures in the target language, for example, "*She will tries*". The learner knows "*she plays, she wears, she sings, etc*". but for using -s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix -s that only used after the third person in simple present tense.

2.2 Ignorance of Rule Restrictions

Ignorance of rule restrictions means that the application of rules to context where they do not apply. An example is "*He made me to rest*"

through extension of the pattern found with the majority of verb that take infinitival complements. The learner ignores the use of *make* which is actually not followed *by* to and a verb. Here, the learner can make another sentence like: “*He asked/ wanted/ invited me to go*”.

2.3 Incomplete Application of the Rules

Incomplete application of the rules means that a failure to fully develop a structure. The common teaching device used is question. Typically, they are used not to find out something, but as means of eliciting sentences. Thus, learners of L2 English have been observed to use declarative word order in question, “*understand?*” In place of interrogative word order “*Have you understood?*” Or “*Do you understand?*” This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

2.4 False Concept Hypothesized

False concept hypothesized means that the source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* as a marker of past tense in “*One day it was happened*”. The form *is* may be understood to be the corresponding marker of the present tense; “*he is speaks French*”.

3. Identified Sentences

Following table shows the identified sentences that I found from students’ descriptive writing. I provide all of those sentences or phrases in the table below complete with the sources of errors. The errors are classified based on the sources of error from Richard (1980). Please, write right (V) or wrong (X) whether those sentences are identified as certain source of errors.

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	4. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...on the first day.....went to culinary tour a dago street. there were a lot of culinary, raginang from sunda culinary up to europe culinary. all culinary very delicious and we are very happy..."</i>	Incomplete application of rules			
2		<i>"...on the last day,.....went for a refreshing on Bandung zoo. At the Bandung zoo, we saw many types of animals..."</i>	Incomplete application of rules			
3		<i>"...my hobby is swimming. Every holiday, saturday mondayalways swimming in the river and in swimming pool..."</i>	Incomplete application of rules			
4		<i>"...when.....still SMP. I'm not very likes to swim..."</i>	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
5	2. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...I was so bored when.....was alone, so I am amusing myself by drawing...”	Mother tongue			
6		“...from this hobby,.....can help to provide knowledge to others and my parent proud of me...”	Mother tongue			
7		“...in cooking, I often make a cake. The first time.....was interested in making a cake because.....saw my mother making a cake and.....tried to make it after the first time.....made.very interested to make it again...”	Incomplete application of rules			
8		“...my hobby is extraculliculer lecture of religion.....like it because my hobby can provide lighting to the crowd...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
9	4. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	<i>"...sometimes my mother not cooking and I disappointed. Because..... like the food that is cook by my mother".</i>	Incomplete application of rules			
10		<i>"I have brother and now.....would like to tell about my brother..."</i>	Incomplete application of rules			
11		<i>"...in hp.....like to play garden home spaces, candy blast, subway surf, and mobile legend..."</i>	Incomplete application of rules			
12		<i>".....really love football but I'm not a very good football player..."</i>	Incomplete application of rules			
13		<i>"...since SMP.....like to play basketball on holiday, I used to look for a new technique finger style in YouTube".</i>	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
14	10. OMISSION 1.1 Error on the Use of Personal Reference (I, me, we, he)	“...because of that.....really love basketball and I started playing basketball with my friends...”	Incomplete application of rules			
15		“...my grandmother is very good cook, she likes to give.....a delicious chicken soup and I eat until full...”	Mother tongue			
16		“...this movie makes.....feel happy and I was laughing...”	Incomplete application of rules			
17		“.....spent the rest of our week in Yogyakarta ...”	Incomplete application of rules			
18		“...If we make a team and there is agreement of the player,want to join the race of basketball in Prabumulih...”	Incomplete application of rules			
19		“.....Sully is a man like kingkong or gorilla. has a big teeth and a lot of fur...”	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	13. OMISSION 1.2 Error on the Use of Demonstrative Reference (there, the)	“...in Bandung zoo, <u>are animals</u> like bears, dragons, elephants, tigers, deer, camels, zebra and anymore...”	Mother tongue			
2		“...I try with my effort and prayer, and in <u>end</u> our gym teacher agreed that the practice will be done...”	Incomplete application of rules			
3		“in <u>end</u> I can get the highest score from my friend...”	Incomplete application of rules			
4		“...I love darkness, because in <u>dark</u> no one knows my sadness...”	Incomplete application of rules			
5		“...in <u>dark</u> I like having my own world that other people can not bother...”	Incomplete application of rules			
6		“...my hobby can provide lighting to the crowd, at <u>first</u> I just saw a video. <u>video</u> which contains about religion then I try to tausiah, ...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	“...my hobby is swimming, every holiday, <u>saturday monday</u> I always swimming in the river...”	Incomplete application of rules			
2		“...I was interested this hobby started from I was a kid, I like reading <u>novels story books</u> ...”	Incomplete application of rules			
3		“...drawing is <u>cool very fun</u> ...”	Incomplete application of rules			
4		“...he is tall, <u>handsome, diligent</u> ...”	Incomplete application of rules			
5		“...my favorite player footballs are Cristiano Ronaldo, Leonal Messi, <u>Neymar Jr, Mohammed Salah</u> ...”	Incomplete application of rules			
6		“...monster.inc characters are Sully, Mike, <u>Boo, Randal</u> ...”	Incomplete application of rules			
7		“...I follow <u>the race</u> <u>alhamdulliah</u> I win...”	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
8	1. OMISSION 1.3 Error on the Use of Additive Conjunction (and)	<i>"...I love writing for example writing a beautiful words, <u>like pearl word, love word...</u>"</i>	Incomplete application of rules			
9		<i>"...I like to read a short story like <u>dongeng, cartoon...</u>"</i>	Incomplete application of rules			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	14. ADDITION 2.1 Error on the Use of Personal Reference (its, it)	<i>"...from my picture usually I display in the room and sometimes I also give my drawing <u>its</u> to my sister and my friend..."</i>	Mother tongue			
2		<i>"...there are many competitions including the tausiah, because tausiah <u>it</u> is my hobby so, I follow the competition..."</i>	Mother tongue			
3		<i>"...I follow the tausiah <u>it</u> alhamdulillah I win..."</i>	Mother tongue			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	11. ADDITION 2.2 Error on the Use of Demonstrative Reference (the)	<i>"...my grandmother and my grandfather from <u>the</u> my mother is already gone..."</i>	Ignorance of rules restriction			
2		<i>"...my grandfather has no tale according to <u>the</u> my mother story he is not too old..."</i>	Ignorance of rules restriction			
3		<i>"...I prefer <u>the</u> my mother rather than to <u>the</u> my father because <u>the</u> my father is a bit angry..."</i>	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	12. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>we stayed with <u>I</u> Cousin at the Ciumbule, in Bandung city...</i> ”	Ignorance of rules restriction			
2		“... <i><u>I</u> Father come to home farming not necessarily sometimes depend on the weather. I love to go to the garden and take the pineapple to eat with <u>I</u> father...</i> ”	Ignorance of rules restriction			
3		“... <i><u>I</u> parent said to stop this hobby because this hobby is danger...</i> ”	Ignorance of rules restriction			
4		“... <i>I’m very proud of <u>I</u> body...</i> ”	Ignorance of rules restriction			
5		“... <i>on the next day, <u>my</u> and my family went for shopping. Bandung is famous for shopping places...</i> ”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
6	15. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>at the first time, <u>my</u> was nervous and scared but with the talk of my parents and friends, I excited to practice...</i> ”	Ignorance of rules restriction			
7		“... <i><u>my</u> really like anime because Naruto movie. <u>My</u> love to watch Naruto ...</i> ”	Ignorance of rules restriction			
8		“... <i><u>my</u> felt so happy when my family said that the food that I cook was delicious...</i> ”	Ignorance of rules restriction			
9		“... <i>I often make a model and <u>my</u> can enjoy my cooking ...</i> ”	Ignorance of rules restriction			
10		“... <i><u>my</u> like drawing from junior high school...</i> ”	Ignorance of rules restriction			
11		“... <i>when <u>my</u> already had enough worm, I brought I to my father...</i> ”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
12	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>my</u> have fans football club in Indonesia is Sriwijaya FC, if from euro I like FC Barcelona...”	Ignorance of rules restriction			
13		“... <u>my</u> like to read about religion. <u>My</u> like to read the hadist of hadist Al-Qur’an...”	Ignorance of rules restriction			
14		“...I was very afraid of the water, but my friend told <u>I</u> do not be afraid...”	Ignorance of rules restriction			
15		“...cooking can help <u>I</u> focus on my issue...”	Ignorance of rules restriction			
16		“...reading enables <u>I</u> to learn about so many things that I did not know...”	Ignorance of rules restriction			
17		“...when I was in junior high school, my father invite <u>I</u> go to fishing...”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
18	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>I always training because training make <u>I</u> zero to hero...</i> ”	Ignorance of rules restriction			
19		“... <i>my mother is more beautiful than me, <u>he</u> is good mother, <u>he</u> is tall, <u>he</u> has brown skin and short hair and <u>he</u> is hard worker...</i> ”	Overgeneralization			
20		“... <i>my grandmother is very good cook, <u>he</u> likes to give a delicious chicken soup ...</i> ”	Overgeneralization			
21		“... <i>my grandmother is a little fat, short hair and straight. <u>He</u> likes to give me money ...</i> ”	Overgeneralization			
22		“... <i>I have mother, my mother is Arika Aspranevi, <u>he</u> is tall, beautiful, smart and diligent...</i> ”	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
23	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“...my mother work at junior high school number ten Prabumulih, <u>he</u> is a teacher...”	Overgeneralization			
24		“...my mother like cooking, <u>he</u> is like to cook rendang ...”	Overgeneralization			
25		“...my mother is everything and I very love <u>him</u> ...”	Ignorance of rule restriction			
26		“...I love to drink black coffee with father and I love to cook everything for <u>he</u> ...”	Overgeneralization			
27		“...I very like <u>he</u> , because he is my friend at home. I very love <u>he</u> and I very love my family...”	Overgeneralization			
28		“...I have a cousin Ø name is M. Eko Setiwan. <u>She</u> hobby is cooking especially cooking spicy fried rice...”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
29	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...I have a cousin Ø name is M. Eko Setiwan. Ø hobby is cooking especially cooking spicy fried rice," <u>she</u> has characteristics features of fat, white, curly hair, and high. <u>She</u> is very happy"</i>	Ignorance of rule restriction			
30		<i>"...I like reading novels, story books Ø my parents didn't like that. They thought the most important thing and the best thing for <u>we</u> was to get a good score..."</i>	Ignorance of rule restriction			
31		<i>"...I learn about the strange thing in the world that we had, such as human achievement, gigantic whales and other things of <u>your</u> world..."</i>	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
32	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...and then, my second cat was Ocimaru. I give this name to <u>him</u> because I want my cat clever as a snake and in fact it is true..."</i>	Overgeneralization			
33		<i>"...she taught me that to make delicious food we do not need to add a lot of seasoning, as long as we could put it together in the right amount of <u>them</u>...."</i>	Overgeneralization			
34		<i>"...in the first morning we were still too tired after a long trip from Semarang to Yogyakarta, so <u>our</u> decided to stay at home ..."</i>	False concept hypothesis			
35		<i>"...on the second day, <u>our</u> went to Malioboro street..."</i>	False concept hypothesis			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
36	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>Yogyakarta turned out to be very warm during the day because of that, <u>our</u> decided to spend more time in Garuda airline...</i> ”	False concept hypothesis			
37		“... <i>my father parked the motorcycle under the tree. <u>His</u> asked me to collect some dry wood and dry grass ...</i> ”	Ignorance of rules restriction			
38		“... <i>and my second cat has a lot of problems on <u>his</u> body...</i> ”	Ignorance of rules restriction			
39		“... <i>my father has a body that is not too high, <u>her</u> skin is white, <u>her</u> nose is flat, and <u>her</u> hair is curly...</i> ”	Ignorance of rules restriction			
40		“... <i>but we need a teacher or coach who can coordinate <u>his</u> team...</i> ”	Ignorance of rules restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
41	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...cats were name Caca Andika and Ochimaru. The name Caca was given by my mother because <u>she</u> is black like artist Caca Andika. If my cat Caca, <u>she</u> is almost old..."</i>	Ignorance of rules restriction			
42		<i>"...but by walking time I so hate the darkness because <u>he</u> is all just a beautiful lie..."</i>	Ignorance of rules restriction			
43		<i>"...my favorite movie is monster.inc because it is funny, the characters are colorful and <u>he</u> has a good story..."</i>	Ignorance of rules restriction			
44		<i>"...comel has a slightly strange body shape because <u>he</u> has short legs, Comel has a body that is brown ..."</i>	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
45	3. MISFORMATION 3.1 Error on the Use of Personal Reference	<i>"...now Comel is one year old and <u>he</u> wants to get married but <u>he</u> has not found <u>his</u> partner and my second cat has a lot of problems on <u>his</u> body <u>he</u> has a very tall and thin body because <u>he</u> has a fungal disease..."</i>	Overgeneralization			
46		<i>"...when Ø already had enough worms, I brought <u>he</u> to my father and we went straight to the river..."</i>	Overgeneralization			
47		<i>"...cooking would give me great pleasure. Especially if <u>me</u> can managed to make recipes and received any positives comments about my foods..."</i>	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
48	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <i>we talk and tell stories about our lives. When <u>me</u> get away from home...</i> ”	Ignorance of rule restriction			
49		“... <i>my hobby is eating what <u>me</u> cook...</i> ”	Ignorance of rule restriction			
50		“... <i>I like drawing from junior high school. This hobby is when <u>me</u> still children...</i> ”	Ignorance of rule restriction			
51		“... <i><u>me</u> like this hobby because by painting <u>me</u> can pour all my imagination through a small scratch from a pencil into an empty white paper...</i> ”	Ignorance of rule restriction			
52		“... <i>when I stay at home, <u>me</u> often increase my knowledge...</i> ”	Ignorance of rule restriction			
53		“... <i>football is my hobby from <u>me</u> was kid...</i> ”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
54	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...my mom is an excellent cook, and I learn from <u>she</u> ..."	False concept hypothesis			
55		"...they will keep the result of my picture as <u>they</u> memories..."	False concept hypothesis			
56		"...Sully and Mike are roommates, <u>they</u> job is to scare the kids..."	False concept hypothesis			
57		"...drawing at bored time really makes <u>us</u> happy, I often do when I am bored..."	Ignorance of rule restriction			
58		"...my brother is 7 years old, <u>he</u> hobby is eat..."	Ignorance of rule restriction			
59		"...my father name is Mulia, <u>he</u> job is farmer..."	Ignorance of rule restriction			
60	"...my brother so scary because he has big body and <u>he</u> body is fat...."	Ignorance of rule restriction				

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
61	3. MISFORMATION 3.1 Error on the Use of Personal Reference	"...I think <u>he</u> weight is 85 kg..."	Ignorance of rule restriction			
62		"...my brother name is Michael sihombing and now <u>he</u> school is in UNSRI..."	Ignorance of rule restriction			
63		"... <u>he</u> hobby is watching TV..."	Ignorance of rule restriction			
64		"...my hobby is cooking. Because it can make what <u>we</u> have not been able to learn and can make it..."	Ignorance of rule restriction			
65		"...we went there two days after <u>me</u> sister's graduation ceremony in Semarang...."	Ignorance of rule restriction			
66		"...I walk around with <u>me</u> sister..."	Ignorance of rule restriction			
67		"... <u>me</u> cats name is Comel and Pompom..."	Ignorance of rule restriction			
68		"....that's all <u>me</u> short story".	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
69	3. MISFORMATION 3.1 Error on the Use of Personal Reference	“... <u>I</u> ever followed football tournament and we as the winner...”	Ignorance of rule restriction			
70		“...we got the first rank and <u>I</u> very happy because many people support our team...”	Ignorance of rule restriction			
71		“...and I have two brothers, <u>he is</u> Rahmat and Prasetyo. <u>He is</u> tall, handsome and good...”	Ignorance of rule restriction			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	3. MISFORMATION 3.2 Error on the Use of Comparative Reference	"...my mother is <u>beautifuler</u> than me, he is good mother..."	Overgeneralization			
2		"...I have <u>more high</u> body than my parents..."	Overgeneralization			
3		"....when I have <u>more long</u> space to kick the ball..."	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	3. MISFORMATION 3.3 Error on the Use of Causal Conjunction	<i>"...open facebook, whatsapp, instagram, youtube, google, BBM, line, camer and watch film <u>so</u> I very love my family, which is everything for me, it was my little family even though..."</i>	Overgeneralization			

No	Error Categorization	Error	Factor of Errors	Correct	Incorrect	Comment
1	16. MISORDERING 4.1 Error on the Use of Personal Reference	<i>"...realized we ____ that Yogyakarta turned out to be very warm during the day..."</i>	Ignorance of rule restriction			

Palembang, Oktober 2018

Rater 2

Rizqy Dwi Amrina, S.Pd., M.Pd

APPENDIX F

The summarize of students' error in using grammatical cohesion

(Table 5: Omission Error)

No	Error Categorization	Type of Grammatical Cohesion Errors	The Total of Occurrences
1	OMISSION	Personal Reference	20
2		Demonstrative Reference	7
3		Additive Conjunction	9
TOTAL			36

(Table 6: Addition Error)

No	Error Categorization	Type of Grammatical Cohesion Errors	The Total of Occurrences
1	ADDITION	Personal Reference	3
2		Demonstrative Reference	3
TOTAL			6

(Table 7: Misformation Error)

No	Error Categorization	Type of Grammatical Cohesion Errors	The Total of Occurrences
1	MISFORMATION	Personal Reference	70
2		Comparative Reference	3
3		Causal Conjunction	1
TOTAL			74

(Table 8: Misordering Error)

No	Error Categorization	Type of Grammatical Cohesion Errors	The Total of Occurrences
1	MISORDERING	Personal Reference	1
TOTAL			1



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TELAH DIPERIKSA KEBENARANNYA
DAN SESUAI DENGAN ASLINYA
DI PALEMBANG, ... 20...
/Un.09/4.1/PP.09/1... 20...
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UNIVERSITAS : 0009 UIN RADEN PATIAR
NOMOR : 14259064
NAMA MAHASISWA : NORA OLGA SARI
PEROLEHAN BAYAR : 157 1-2
SEMESTER BAYAR : GANJIL
TAHUN AKHIR : 2019
JENJUR : ILMU TARBIYAH DAN Keguruan
JENJUR : Pendidikan Bahasa Indonesia
NOMOR LOKUS : 14259064
DETAIL PEMBAYARAN :

NO. BUKU : 1,400,000.00
Reference Code :
Nilai Transaksi : Rp. 1,400,000.00
Biaya Suku : Rp. .00
Total Pembayaran : Rp. 1,400,000.00

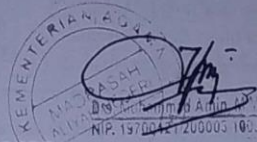


Detail tagihan :
BANK SUMSEL BABEL UIN RADEN PATIAR

-- Universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah --
----- Bila Ada Keluhan Hub Call Center 0261-5224080 Ext. 7337 -----
----- BERSAMA SAMA MELAKUKAN TRANSFORMASI -----



KEMENTERIAN AGAMA
REPUBLIK INDONESIA



IJAZAH

MADRASAH ALIYAH
PROGRAM ILMU PENGETAHUAN ALAM
TAHUN PELAJARAN 2013/2014

Nomor : MA.007/06.08/PP.01.1/035/2014

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri
Prabumulih menerangkan bahwa :

nama : MIRA OKTA SARI
tempat dan tanggal lahir : Prabumulih, 25 Oktober 1996
nama orang tua/wali : Mulkan
nomor induk siswa nasional : 9962808240
nomor peserta ujian nasional : 3-14-11-04-500-035-6
madrasah asal : MAN Prabumulih

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Madrasah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Prabumulih, 20 Mei 2014

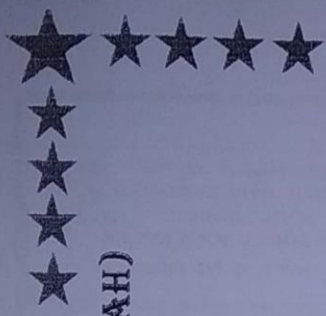
Kepala Madrasah,



Des. MUHAMMAD AMIN, MM
NIP. 19700421200031003

MA 060001143





MERDEKA
 (MASA PERKENALAN AKADEMIK FAKULTAS TARBIYAH)
 DAN SERTIFIKAT

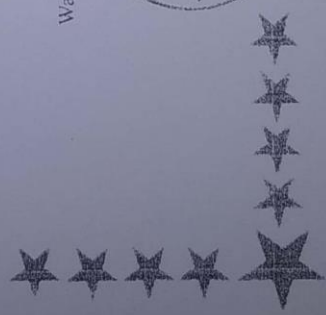
No : 020/Pan-Pel/DEMAF TARBIYAH/IAIN RE/III/2014

Diberikan Kepada :

MIRA OKTA SARI

SEBAGAI PESERTA DALAM KEGIATAN MASA PERKENALAN AKADEMIK
 FAKULTAS TARBIYAH DAN KEGIATAN MERDEKA 2014
 INSTITUT AGAMA ISLAM NEGERI ADEN FAKULTAS TARBIYAH
 DAN SERTIFIKAT

"MERDEKA dalam mencetak generasi bangsa yang KREKNIS (Kritis, Religius, Energik, dan Nasionalisme)
 Melalui kampus sedukaiti dan himmah
 Mengenal



Wakil Dekan UPT Fakultas



Sekretaris Pelaksana



Cholikhul Niswah, M. Ag
 Nip. 1963071996032002

Intan Permata Sari
 NIP. 198502250057

**KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBIAH DAN KEGURUAN**

JL. Prof.KH. Zainal Abidin Fikri KM 3,5 30126 Palembang
Telp : (0711)354668

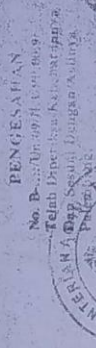


SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 2325 / 2015
Diberikan Kepada

Mira okta sari
14250064

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munagqosyah Berdasarkan SK Rektor No : IN:03/1.1/Kp.07.6/266/2014



Mengetahui



Dr.H.Kasinyo Harto, M.Ag
NIP : 197109111997031004

Palembang, 27 Juli 2015
Ketua Program BTA,



H. Mukmin, Lc., M.Pd.I
NIP : 197806232003121001



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 040 / 2015

Diberikan kepada :

MIRA OKTA SARI
NIM : 14250064

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatmah pada Semester I dan Semester II Tahun Akademik 2014-2015

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
------------------	-------	-----------------

Microsoft Word 2007	A	
---------------------	---	--

Microsoft Excel 2007	A	
----------------------	---	--

A

Palembang, 06 Juli 2015
Kepala Upti,



[Signature]
NIP. 19750522 201101 1 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
KULIAH KERJA NYATA (KKN) ANGKATAN 68 TAHUN 2018

Dengan Nama Allah SWT

Sertifikat

Nomor: B-0192/Un.09/PP.06/04/2018
Diberikan kepada:

Mira Okta Sari

Tempat/Tgl Lahir : Prabumulih, 25 Oktober 1996
NIM : 14250064
Fakultas/Prodi : Ilmu Tarbiyah & Keguruan/Pendidikan Bahasa Inggris

Telah Melaksanakan Program Kuliah Kerja Nyata (KKN) Angkatan 68 Tahun 2018
Tema "KKN Berbasis Riset dan Pengembangan Potensi Lokal Berkarakter"
Dari Tanggal 20 Februari 2018 s/d 5 April 2018 di Kabupaten Muara Enim dan Prabumulih
dan 21 Februari 2018 s/d 6 April 2018 di Kabupaten Banyuwasin.

Lulus dengan Nilai :A

Kepadanya Diberikan Hak Sesuai dengan Peraturan yang Berlaku.

Palembang, 23 April 2018
Ketua,

[Signature]

Dr. Syefriyeni, M.Ag.

Palembang, 15 Oktober 2018
Rektor : B.122/Un.09/PP.06/04/2018
Foto Copy Ujian & Hasil Akhir :
Mira Okta Sari
KKN 68
Kasubag. Tata Usaha
[Signature]
Istiqomah Sidiq, S.S.
NIP. 137806273001037001



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln Prof. KH Zeinal Abidin Fikri KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: ftarbiyahdankeguruan_uin@radenfatah.ac.id

TRANSKRIP NILAI SEMENTARA

NAMA : MIRA OKTA SARI
TEMPAT, TANGGAL LAHIR : prabumulih, 25 October 1996
NIM : 14250064
PROGRAM STUDI : S1 Pendidikan Bahasa Inggris

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Bobot	Mutu
1	INS 101	PANCASILA DAN KEWARGANEGARAAN	2	A	4.00	8
2	INS 102	BAHASA INDONESIA	2	B	3.00	6
3	INS 104	BAHASA ARAB I	2	A	4.00	8
4	INS 110	METODOLOGI STUDI ISLAM	2	B	3.00	6
5	INS 204	BAHASA ARAB II	2	B	3.00	6
6	INS 208	FIQH	2	B	3.00	6
7	INS 304	BAHASA ARAB III	2	A	4.00	8
8	INS 617	PEMBEKALAN KKN	2	A	4.00	8
9	INS 801	KKN	2	A	4.00	8
10	INS 802	SKRIPSI	6	A	4.00	24
11	PBI 101	LISTENING I	2	A	4.00	8
12	PBI 102	SPEAKING I	4	B	3.00	12
13	PBI 1022	STRUCTURE I	2	B	3.00	6
14	PBI 103	READING I	2	B	3.00	6
15	PBI 104	WRITING I	2	B	3.00	6
16	PBI 106	PRONUNCIATION PRATICE	2	B	3.00	6
17	PBI 107	VOCABULARY	2	B	3.00	6
18	PBI 201	LISTENING II	2	B	3.00	6
19	PBI 202	SPEAKING II	2	B	3.00	6
20	PBI 203	READING II	2	B	3.00	6
21	PBI 204	WRITING II	2	B	3.00	6
22	PBI 205	STRUCTURE II	2	A	4.00	8
23	PBI 206	INTRODUCTION TO LINGUISTICS	2	B	3.00	6
24	PBI 301	LISTENING III	2	A	4.00	8
25	PBI 302	SPEAKING III	2	B	3.00	6
26	PBI 303	READING III	2	A	4.00	8
27	PBI 304	WRITING III	2	B	3.00	6
28	PBI 305	STRUCTURE III	2	A	4.00	8
29	PBI 306	MORPHOLOGY	2	B	3.00	6
30	PBI 307	PHONOLOGY	2	B	3.00	6
31	PBI 401	LISTENING IV	2	A	4.00	8
32	PBI 402	SPEAKING IV	2	B	3.00	6
33	PBI 403	READING IV	2	A	4.00	8
34	PBI 404	WRITING IV	2	A	4.00	8
35	PBI 405	STRUCTURE IV	2	C	2.00	4
36	PBI 406	SOCIOLINGUISTICS	2	A	4.00	8
37	PBI 409	PRAGMATICS	2	B	3.00	6
38	PBI 410	SEMANTICS	2	A	4.00	8
39	PBI 501	SPEECH	2	A	4.00	8
40	PBI 502	EXTENSIVE READING	2	B	3.00	6
41	PBI 503	SYNTAX	2	A	4.00	8
42	PBI 504	INSTRUCTIONAL DESIGN	2	A	4.00	8
43	PBI 505	TEFL METHODOLOGY	2	A	4.00	8



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln Prof. KH Zainal Abidin Fikri KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: ftarbiyahdankeguruan_uin@radenfatah.ac.id

44	PBI 507	CURRICULUM DEVELOPMENT	2	A	4.00	8
45	PBI 508	MATERIAL DEVELOPMENT	2	A	4.00	8
46	PBI 509	TEACHING ENGLISH TO YOUNG LEARNERS	2	A	4.00	8
47	PBI 511	APPLIED LINGUISTICS	2	A	4.00	8
48	PBI 512	INTRODUCTION TO LITERATURE	2	B	3.00	6
49	PBI 513	RESEARCH IN TEFL I	2	A	4.00	8
50	PBI 514	LANGUAGE EVALUATION	2	B	3.00	6
51	PBI 601	STATISTICS	2	A	4.00	8
52	PBI 602	TRANSLATION	2	B	3.00	6
53	PBI 603	PSYCHOLINGUISTICS	2	A	4.00	8
54	PBI 604	RESEARCH IN TEFL II	2	A	4.00	8
55	PBI 605	SEMINAR ON LANGUAGE TEACHING	2	A	4.00	8
56	PBI 606	DISCOURSE ANALYSIS	2	B	3.00	6
57	PBI 607	SEMINAR ON RESEARCH PROPOSAL	2	A	4.00	8
58	TAR 101	ILMU PENDIDIKAN	2	A	4.00	8
59	TAR 201	PSIKOLOGI PENDIDIKAN	2	B	3.00	6
60	TAR 301	ADMINISTRASI PENDIDIKAN	2	A	4.00	8
61	TAR 302	HADIST TARBAWI	2	A	4.00	8
62	TAR 303	TAFSIR TARBAWI	2	A	4.00	8
63	TAR 405	SAINS DAN ISLAM	2	A	4.00	8
64	TAR 504	KEWIRAUSAHAAN	2	A	4.00	8
65	TAR 613	PPL I	2	A	4.00	8
66	TAR 702	FILSAFAT PENDIDIKAN ISLAM	2	A	4.00	8
67	TAR 713	PPLK II	4	A	4.00	16
			JUMLAH:	142		508

Indeks Prestasi Kumulatif (IPK) : 3,58
Predikat Kelulusan : Pujian

Palembang, 14 Dec 2018
Ka. Prodi

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001



UNIVERSITAS ISLAM NEGERI (UIN) RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-659/Un.09/II.1/PP.009/1/2018

Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa tersebut dalam rangka penyelesaian skripsinya.
 2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat
1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
 2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengekatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil.
 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
 7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
 8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
 10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri.

MEMUTUSKAN

Menetapkan
PERTAMA Menunjuk Saudara 1. Dr. Dian Erlina, M.Hum NIP. 197301Q2 199903 2 001
2. Deta Desvitasari, M.Pd NIK.

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara

Nama Mira Okta Sari
NIM 14250064
Judul Skripsi *An Analysis of Grammatical Cohesion in Term of Reference Written by The First Grade Students of SMAN 6 Prabumulih*

- KEDUA Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas
- KETIGA Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 30 Januari 2018

Dekan

Prof. Dr. H. Kasinyo Harto, M.Ag. NIP. 19710911 199703 1 004

Tembusan

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126
Telp. (0711) 353276 website: www.tarbiyah.radenfatah.ac.id





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-7204/Un.09/II.1/PP.009/8/2018

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-659/Un.09/II.1/PP.009/1/2018, Tanggal 30 Januari 2018, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Mira Okta Sari
NIM : 14250064
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang
Program Studi : Pendidikan Bahasa Inggris

Knowledge, Quality & Integrity

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama : *An Analysis of Grammatical Cohesion in Term of Reference Written by The First Grade Students of SMAN 6 Prabumulih*
Judul Baru : *An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih.*

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 03 Agustus 2018
A.n. Dekan
Ketua Prodi PBI,

Hj. Lenny Marzulina, M.Pd
NIP. 19710101 201101 2 001



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Nomor : B-9307/Un.09/IL.I/PP.00.9/10/2018
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang

Palembang, 09 Oktober 2018

Kepada Yth,
Kepala Badan Kesatuan Bangsa dan Politik
Provinsi Sumatera Selatan
di

Palembang

Assalamu'alaikum Wr. Wb

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Mira Okta Sari
NIM : 14250064
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Madrasah No. 23 RT 02 RW 03
Judul Skripsi : *An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih.*

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih

Wassalamu'alaikum W' Wb

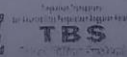
Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 197109111997031004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Kepala SMAN 6 Prabumulih
3. Mahasiswa yang bersangkutan

Di. Conf. No. 11 Zawal Akhir Pda. 15/10/2018
No. 07111 353279 website : www.fatihah.radenfatah.ac.id





PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN

Jalan Kapten A. Rivai Nomor 47 Palembang, Sumatera Selatan
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129
Email : dikmentisumsel@yahoo.com Website : www.

Palembang, 18 Oktober 2018

Nomor : 420/1125/SMA.1/Disdik.SS/2018
Lamp : -
Prihal : Izin Penelitian
a.n. Mira Okta Sari

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Raden Fatah
di Palembang

Menindaklanjuti Surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Raden Fatah Palembang Nomor : B-9307/UN.09/II.I/PP/10/2018 tanggal, 9 Oktober 2018 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama : **Mira Okta Sari**
NIM : -
Program Studi : Pendidikan Bahasa Inggris
Judul : **An Analysis of Grammatical Cohesion Errors In The First Grade Students' Descriptive Writing at SMAN 6 Prabumulih.**

Untuk melakukan penelitian di Sekolah SMA Negeri 6 Prabumulih, tanggal, 20 Oktober s.d. 20 Desember 2018 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala Sekolah SMA Negeri 6 Prabumulih.

Demikian atas perhatian Saudara, terima kasih

a.n. KEPALA DINAS PENDIDIKAN
PEMERINTAH PROVINSI SUMATERA SELATAN
Kepala Bidang SMA,
DINAS
PENDIDIKAN
H. Bonny Syafrian, SE., MM
Pembina Tk. I
NIP. 196502201990101001

Tembusan Yth:
1. Kepala Sekolah SMA Negeri 6 Prabumulih.
2. Yang Bersangkutan.



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 6 PRABUMULIH



NSS: 3311162439111 NPSN: 10643911 TERAKREDITASI "A"
Jl. Pipa Modong Rt.01 Rw.03 No. 082 Kelurahan Cambai Kecamatan Cambai Kota Prabumulih 31114
Website: sma6prabumulih.sch.id email: sman6prabumulih@gmail.com

SURAT KETERANGAN

Nomor: 420 / 388 / SMAN 6 / 2018

Yang bertanda tangan dibawah ini :

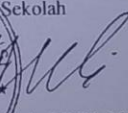
Nama : Ruslan Maladi, S.Pd., M.Pd
NIP : 19640616 198903 1 014
Pangkat / Gol : Pembina Utama Muda / IVc
Jabatan : Kepala SMA N 6 Prabumulih

Menerangkan bahwa

Nama : Mira Okta Sari
NIM : 14250064
Jurusan : PBI
Program Studi : Pendidikan Bahasa Inggris

Memang benar telah melaksanakan Penelitian di SMA Negeri 6 Prabumulih dengan Judul "*An Analysis of Grammatical Cohesion Errors in The First Grade Students' Descriptive Writing at SMA Negeri 6 Prabumulih*" terhitung mulai tanggal 22 Oktober 2018 s/d 24 Oktober 2018.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Prabumulih, 24 Oktober 2018
Kepala Sekolah

Ruslan Maladi, S.Pd., M.Pd
19640616 198903 1 014





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT: JL. PROF. K. H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

Name : Mira Okta Sari
Students' Number : 14250064
Faculty : Tarbiyah
Department : English Education Study Program
Advisor 1 : Dr. Dian Erlina, S.Pd., M.Hum
Thesis Title : An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih

No	Date	Aspect Consulted	Comment	Signature
1	May 4 2018	Proposal	Revise : <ul style="list-style-type: none"> > Title > Background > Significance > References on cohesive devices > Research procedure / steps in collecting and analyzing the data. 	
2	May 21, 2018		- Check list of references.	
3	May 22, 2018		- Have spelling and grammar check! - Proceed to seminar on research proposal	
4		Revise chapter I, II, III + theories? Research question (3) Sources / factor of Grammatical Cohesion error.		
5		Revise chapter IV as suggested.		

26.10.18	ok chapter <u>iv</u> & <u>v</u> Proceed to Comprehensive Exam		Ary
	Abstract & Revise		Ary
	Have spelling & grammar check		Ary
	09.11.2018 Prepare for Managers		Ary



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN

ALAMAT: JL. PROF. K. H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

Name : Mira Okta Sari
Students' Number : 14250064
Faculty : Tarbiyah
Department : English Education Study Program
Advisor 2 : Deta Desvita Sari, S.Pd., M.Pd
Thesis Title : An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih

No	Date	Aspect Consulted	Comment	Signature
1	Jan 8, 2018	Research Proposal	- Try to find out how to answer 3 rd Q! - Formulate the question which would be asked for both student and teacher!	
2	Jan 16, 2018	Research Proposal	- Interview transcript - Validity and reliability test!	
3	Jan 19, 2018	Research Proposal	- Check Journal Tadris Edukasi and IRJE - Do more reading! - Re organize the idea in your data analysis	
4	Feb 26, 2018	Research Proposal	- Rearrange the ideas in your background in order for the idea smoothly.	
5	Apr 24, 2018	Research Proposal	- Revise as suggested!	
6	Apr 26, 2018	Research Proposal	- Background! - please consider my suggestions!	
7	May 3, 2018	Research Proposal	- Rearrange the idea in your background	

8	May 12, 2018	Research Proposal	-Please check another study involves triangulation method and interview	
9	May 14, 2018	Research Proposal	Proceed to Seminar on research proposal	
10	July 23, 2018	Research Proposal	Revise some parts of your proposal as suggested.	
11	August 18, 2018	Research proposal	Whole proposal: Ok!	
12	August 30, 2018	Research proposal	Proceed to data collection!	
13	October 8, 2018	Research Proposal	Ch 4-5: Revise!	
14	October 23, 2018	Ch 4	Revise as suggested.	
15	Oct 25, 2018	Ch 4-5	Revise ok!	
16	Oct 26, 18	Ch 4-5	Proceed to seminar by Rebecka the Comprehensive Exam.	
17	Oct 30, 2018	Ch 4-5	Ch 5 Revise as suggested!	
18	Nov 6, 2018	Ch 4-5	Revise then it is OK!	

19.	Nov 7, 2018	CH 4-5	Revise according's!	-:f.
20.	Nov 12, 2018	Whole Thesis	Proceed to Munnaosah!	-:f.



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LANGUAGE CENTRE
JLN. PROF. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
31	55	55	537

TOEFL PREDICTION TEST

FULL NAME

MIRA OKTA SARI

SEX	DATE OF BIRTH	TEST DATE
M / F	DD / MM / YY	DD / MM / YY
F	25 / 10 / 1996	25 / 06 / 2018



Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



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FAKULTAS MUTARBIYAH DAN KEGURUAN

SURAT KETERANGAN BEBAS TEORI

Nomor : B-0740 /Un.09/II.1/PP.00.9/26 /16/2018

Berdasarkan Penelitian yang kami lakukan terhadap Mahasiswa/i :

Nama : Mira Oka Sari
NIM : 14250064
Semester / Jurusan : IX / PBI
Program Studi : Pendidikan Bahasa Inggris

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (Sudah / Belum)
Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK : 3.56
(Tiga koma lima puluh enam)

Demikian Syrat ini dibuat dengan sesungguhnya untuk digunakan sebagaimana

Palembang, 26 - Oktober - 2018

Kasubag Akademik, Kelembagaan dan
Alumni,

YUNI MELATI, MA

NIP : 19690601 200312 2 016



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Hari/Tanggal : Rabu/7 November 2018
Pukul : 08.00 - selesai
Program Studi : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250056	indra Rukmanan	60	60	65	62	61,75	C
2	12250057	Intan Permata Sari	60	60	82	64	66,5	C
3	12250063	Jema Astuti	68	60	75	60	65,75	C
4	12250071	Lilis Juwita	60	60	75	72	66,75	C
5	12250075	M. Iman Agus Faisal	60	60	80	65	66,25	C
6	13250058	Nur Kholifah	75	60	75	72	70,5	B
7	14250013	Aren Dwi Yolanda	80	60	65	68	68,25	C
8	14250022	Dedi Irawan	70	60	70	68	67	C
9	14250050	Iski Vitaloka	75	60	65	73	68,25	C
10	14250064	Mira Okta Sari	68	60	80	64	68	C

Mata Uji

- I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Dosen Penguji

- Dr. Annisa Astrid, M.Pd.
M. Holandyah, M.Pd.
Dr. Dewi Warna, M.Pd.
Hj. Lenny Marzulina, M.Pd.

Interval Nilai

- 80 - 100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Kema,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 13 November 2018
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Selamatris,

M. Holandyah, M.Pd
NIP. 197405072011011001



UNIVERSITAS ISLAM NEGERI (UIN)
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Rabu
Tanggal : 28 November 2018
Nama : Mira Oktasari
NIM : 14250064
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *An analysis of grammatical colusion errors in the fist grade students Descriptive writing st SMAN 6 Prabumulih*

Ketua Penguji : Drs. Herizal, M.A. (.....) *hr*

Sekretaris Penguji : Hj. Lenni Marzulina, M.Pd (.....) *lm*

Pembimbing I : Dr. Dian Erlina, M.Hum (.....) *✓*

Pembimbing II : Deta Desvita Sari, M.Pd (.....) *DT*

Penguji I/Penilai I : Dr. Anita astri, M.Pd. (.....) *AA*

Penguji II/Penilai II : Janeta Norena, m.Pd (.....) *JN*

Nilai Ujian : *80.25* IPK : *3.61*

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :

- (.....) dapat diterima tanpa perbaikan
- (.....) dapat diterima dengan tanpa perbaikan kecil
- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

Ketua,

Drs. Herizal, M.A.
NIP. 19651021 199407 1 001

Palembang, 28 Nopember 2018
Sekretaris,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001



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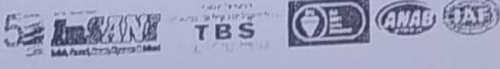
FORMULIR
KONSULTASI REVISI SKRIPSI

Nama: Mira Okta Sari
NIM: 1250064
Jurusan: Pendidikan Bahasa Inggris (PBI)
Fakultas: Tarbiyah dan Keguruan
Judul: An Analysis of grammatical cohesion errors in the first grade students' descriptive Writing at SMAN 6 Prabumulih
Penguji: Dr. Anisa Astrid, M.Pd

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
1	4/2018 1/12	Acc	[Signature]

Knowledge Quality Improvement

Palembang, _____
Dosen Penguji
[Signature]
Dr. Anisa Astrid, M.Pd
NIP.:





**UNIVERSITAS ISLAM NEGERI (UIN)
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

**FORMULIR
KONSULTASI REVISI SKRIPSI**

Nama: Mira Okta Sari
 NIM: 14250069
 Jurusan: Pendidikan Bahasa Inggris (PBI)
 Fakultas: Tarbiyah dan Keguruan
 Judul: An Analysis of Grammatical Cohesion Errors in the first grade Students' descriptive writing at SMAN 6 Prabumulih
 Penguji: Janita Norena, M.Pd

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
1	30/11/2018	Peruse all aspects!	
2	3/12/2018	OH! Acc!	

Konsultasi: Kualitas dan Isi Skripsi

Palembang, November 2018
 Dosen Penguji

 (Janita Norena, M.Pd)
 NIP.:-

SURAT KETERANGAN SELESAI REVISI SKRIPSI

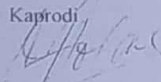
Yang bertanda tangan di bawah ini:

Nama	Mira Okta Sari
NIM	14250064
Fakultas/Prodi	Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Judul Skripsi	An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih.

Dengan ini menyatakan bahwasaya telah **MENYELESAIKAN** proses revisi skripsi sebagai salah satu syarat mendaftar wisuda. Dengan melampirkan bukti selesai berupa surat formulir konsultasi revisi skripsi dari penguji I dan II.

Demikianlah surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.


Mengetahui,

a.n
Kaprodi


Hj. Eenny Marzulina, M.Pd
NIP. 197101312011012001

Palembang, 05 Desember 2018

Yang Membuat Pernyataan



Mira Okta Sari
NIM: 14250064



**SURAT KETERANGAN
KELENGKAPAN DAN KEASLIAN
BERKAS MUNAQASYAH**

**GUGUS PENJAMINAN MUTU
PENDIDIKAN
FAKULTAS ILMU TARBIYAH
DAN KEGURUAN
UIN RADEN FATAH
PALEMBANG**

Kode:GMPFPT.SUKET.01/R0

Yang bertanda tangan di bawah ini adalah Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Mira Okta Sari

NIM : 14250064

Fakultas/Jurusan/ Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

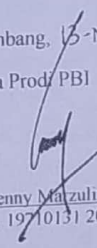
Judul Skripsi : An Analysis of Grammatical Cohesion Errors in the First Grade Students' Descriptive Writing at SMAN 6 Prabumulih

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 13-November 2018

Ketua Prodi PBI


Hj. Lenny Maulina, S.Pd., M.Pd
NIP. 197101312011012001