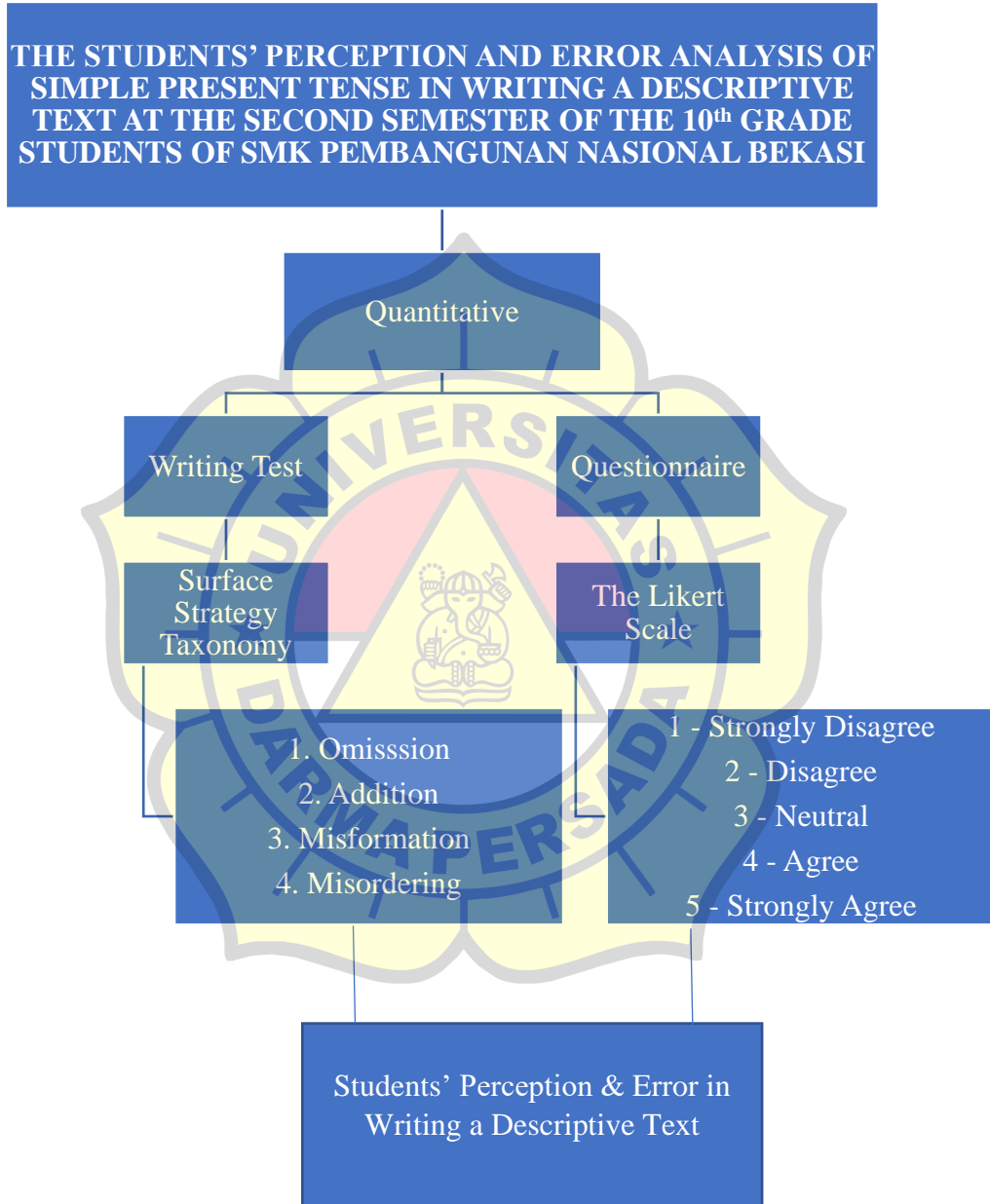


APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH

A STUDENTS' PERCEPTION AND ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING A DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE 10th GRADE STUDENTS OF SMK PEMBANGUNAN NASIONAL BEKASI



Indah Triyani
2018130014

Background

Listening, speaking, reading, and writing are the four skills that make up English. Vocabulary, structure, pronunciation, and spelling taught to help students develop these four skills. Using proper grammar and appropriate tenses are critical to achieving mastery of the fundamental skills, particularly with regard to written communication. This will ensure that the reader is not misled by the ideas presented in the text. This research is conducted to analyze student's ability in descriptive writing.

Formulation of the Problem

1. What types of errors occur in sentences of students writing in descriptive text?
2. What are the most common errors made by students in writing descriptive text?
3. What is students' perception in writing a descriptive text?

Objectives of the research

1. To identify the of errors by the 10th grade students in writing descriptive text at SMK Pembangunan Nasional Bekasi.
2. To find out the most common errors made by students in writing descriptive text at SMK Pembangunan Nasional Bekasi.
3. To identify the students' perception in writing a descriptive text through a questionnaire.

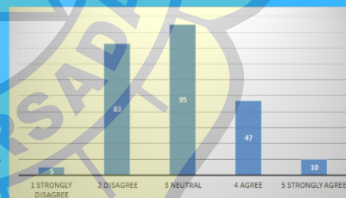
Methodology

By approaching quantitative method, this research uses writing test and questionnaire as the instruments. Surface strategy taxonomy by Dulay is used as the theory to analyze the writing test. And Likert scale is used as a data collection technique for the questionnaire.

Findings and Discussion

The analysis results find that there are four types of error made by students, namely, omission, addition, misformation, and misordering. The most common error made by students was omission with total 49% (56 total error)

No	Type of Error	Total	Percentage
1	Omission	56	49%
2	Addition	11	10%
3	Misformation	35	31%
4	Misordering	12	11%
Total		113	100%



- The majority of students respond neutral to the statement of their knowledge and experience in writing a descriptive text.
- The majority of students tend to disagree that they find difficulties in writing descriptive text.

Conclusion

According to the questionnaire result, the most common answers are neutral. It means that the students still have doubts about their ability and knowledge in writing a descriptive text. Also, the majority of the students tend to choose disagree as their answers regarding the statements of the barriers to writing a descriptive text. By analyzing the results of writing test and the questionnaire, it can be concluded that the students still have problems in writing a descriptive text since they still make some errors. In order to improve the students writing especially in grammar, while writing, students do not only focus on the context but also pay attention to the grammar. In addition to receiving the feedback from the teacher, students also need to do self-correction to their writing. It is important for the students due to realizing that the teacher may not correct every sentence student made.

STRATA ONE (S-1)
ENGLISH LANGUAGE AND CULTURE
DARMA PERSADA UNIVERSITY
JAKARTA
2022

APPENDIX 3

PRESENTATION SLIDE

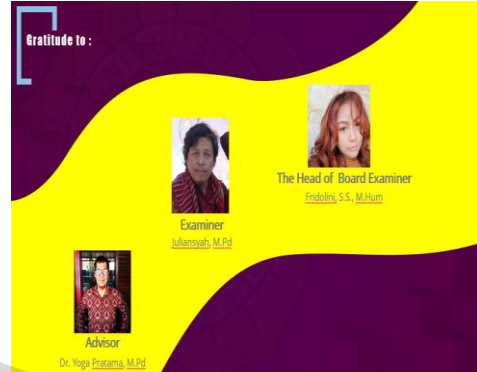


A STUDENTS' PERCEPTION AND ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN WRITING A DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE 10th GRADE STUDENTS OF SMK PEMBANGUNAN NASIONAL BEKASI



Indah Triyani
2018130014

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2022



BACKGROUND OF THE PROBLEM

- Listening, speaking, reading, and writing are the four skills that make up English. Vocabulary, structure, pronunciation, and spelling taught to help students develop these four skills.
- Using proper grammar and appropriate tenses are critical to achieving mastery of the fundamental skills, particularly with regard to written communication. This will ensure that the reader is not misled by the ideas presented in the text.
- This research is conducted to analyze student's ability in descriptive writing.

IDENTIFICATION OF THE PROBLEM

The problems to identify consist of:

- the errors in writing descriptive texts;
- the most common type of error in writing descriptive texts; and
- the students' perception in writing descriptive texts.

FORMULATION OF THE PROBLEM

1. What types of errors occur in sentences of students writing in descriptive text?
2. What are the most common errors made by students in writing descriptive text?
3. What is the students' perception in writing a descriptive text?

FRAMEWORK OF THE THEORIES

- Writing → the process of organizing ideas into sentences, arranged in a specific order, and linked in certain ways to convey meaning.
- Descriptive text → to talk about the subject and describe its characteristics without including personal opinions. It aims to convey the experience of the writers.
- Simple Present Tense → one of the several tenses which has a function to tell a fact, habitual activity, and permanent situation.
- Error analysis → an activity to identify, describe, interpret, evaluate, and prevent the errors made by students.
- Perception → the ability to think about how individuals judge or make a reaction based on information or stimulus
- Surface Strategy Taxonomy by Dulay (1982) → Omission, Addition, Misformation, Misordering.

Review of Previous Study

- Zulida Sa'diah: "An Analysis of Student Error in Using Simple Past Tense in Writing Recount Text at SMPN 1 Adiluwih Pringsewu in the Academic Year 2017/2018" → describing the types of errors students make when writing in simple past tense based on surface strategy taxonomy.
- Ismi Inani: "Error Analysis in the Use of the Past Perfect Tense in Student's Writing at The First Semester of the Tenth Grade of Man 1 Lampung Utara in the Academic Year 2018/2019" → discovering the students' common error in learning the past perfect tense and carrying out the student's errors proportions (frequency and percentage) in using the past perfect tense based on the surface strategy taxonomy.
- Mia Audina: "An Analysis of Errors in Simple Past Tense of Recount Text at SMPN 5 Muaro Jambi" → describing the types of errors students make when writing in simple past tense based on surface strategy taxonomy in writing a recount text.

METHOD OF THE RESEARCH

- The method: quantitative method research.
- The research object: the 10th grade student in SMK Pembangunan Nasional Bekasi as respondents, simple present tense & descriptive text as the object.
- The instruments: a writing task and a questionnaire.
- Data Collection Technique: Likert Scale + Surface Strategy Taxonomy.

METHOD OF THE RESEARCH

- Quantitative Data Analysis Technique is using percentage formula:

$$x = \frac{F}{N} \cdot 100\%$$

Note:

F: Number of the subcategory error

N: Total of all categories error

x: The error of percentage

- In the writing task → to identify the error analysis of student's descriptive writing.
- In the questionnaire → to identify the students' perception by processing the data collection technique of Likert scale.

DATA ANALYSIS

No.	Type of Error	Total	Percentage
1.	Omission	55	49%
2.	Addition	11	10%
3.	Misformation	35	31%
4.	Misordering	12	11%
Total		113	100%

- Students make addition, omission, misformation, and misordering errors when working on their writing assignments.
- There are 55 occurrences of omission error, 11 occurrences of addition error, 35 occurrences of misformation error, and 12 occurrences of misordering error.

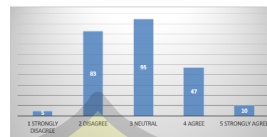
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Page 13



DATA ANALYSIS



- The majority of students respond neutral to the statement of their knowledge and experience in writing a descriptive text.
- The majority of students tend to disagree that they find difficulties in writing descriptive text.

Page 12



CONCLUSION

1

There are four types of error that made by students → omission, addition, misformation and misordering.

Sequentially, the most common error are omission by 49%, misformation by 31%, misordering by 11%, and addition by 10%.

2

According to the questionnaire result, the most common answers are neutral. It means that the students still have doubts about their ability and knowledge in writing a descriptive text. Also, the majority of the students tend to choose disagree as their answers regarding the statements of the barriers to writing a descriptive text.

CONCLUSION

3


By analyzing the results of writing test and the questionnaire, it can be concluded that the students still have problems in writing a descriptive text since they still make some errors.

4


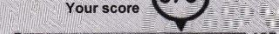
Future researchers may extend the focus analysis of the research by analyzing all tenses in the students writing.

APPENDIX 4

TOEIC CERTIFICATE



LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

<p>Indah Triyani Name</p> <p>1999/06/27 Date of Birth (yyyy/mm/dd)</p> <p>2022/07/16 Test Date (yyyy/mm/dd)</p> <p>2024/07/16 Valid Until (yyyy/mm/dd)</p>	<p>LISTENING</p> <p>Your score 430</p> <p>5  495</p> <p>READING</p> <p>Your score 370</p> <p>5  495</p>	<p>TOTAL SCORE</p> <p>800</p>
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Client/Institution Name: Putra Pratama Raya, PT

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kav 47, Jakarta, Indonesia, 12930

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LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

READING


Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.


PERCENT CORRECT OF ABILITIES MEASURED










Your Percentage

0%  100%

PERCENT CORRECT OF ABILITIES MEASURED

Your Percentage

0%  100%

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	86 0%  100%	Can make inferences based on information in written texts	81 0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	81 0%  100%	Can locate and understand specific information in written texts	84 0%  100%
Can understand details in short spoken texts	100 0%  100%	Can connect information across multiple sentences in a single written text, and across texts	88 0%  100%
Can understand details in extended spoken texts	84 0%  100%	Can understand vocabulary in written texts	80 0%  100%
		Can understand grammar in written texts	70 0%  100%

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

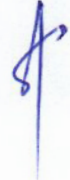



APPENDIX 5
CERTIFICATES





APPENDIX 6
TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Indah Triyani
 Dosen Pembimbing : Dr. Yoga Pratama, M.Pd.
 Judul Skripsi : The Students' Perception and Error Analysis of Simple Present Tense in Writing a Descriptive Text at the Second Semester of the 10th Grade Students of SMK Pembangunan Nasional Bekasi

Mulai Bimbingan : 13 Mei 2022
 Tahun Akademik : 2021/2022

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Rabu & 13 Mei 2022	<ul style="list-style-type: none"> - Merevisi cara penulisan penomoran pada paragraf. - Gunakan huruf ukuran 10 dengan spasi tunggal pada penamaan tabel. - Perbaiki metode penulisan tahun. 	
2.	Rabu & 22 Juni 2022	<ul style="list-style-type: none"> - Cari teori-teori untuk bab 2 dengan tahun yang tidak terlalu lama. 	
3.	Rabu & 29 Juni 2022	<ul style="list-style-type: none"> - Buat tambahan teori present tense yang ada di bab 2. - Ubah menjadi paragraph teori-teori yang ada di bab 2, dan jangan gunakan poin-poin 	
4.	Rabu & 13 Juli 2022	<ul style="list-style-type: none"> - Buat Penggabungan Paragraf Bagian Error Analysis di Bab 2 menjadi satu paragraf. - Tabel Analisa error yang ada di 	

		bab 4 sebaiknya disajikan terpisah - Gunakan spasi ukuran 1 untuk references. - Tambah hasil angket di bab 4 - Gunakan spasi ukuran 1 untuk abstrak	
5.	Senin 18 Juli 2022	- Finalisasi dan Pengiriman Ke Google Classroom	

Jakarta, 19 Juli 2022

Menyetujui:

Dosen Pembimbing

Dr. Yoga Pratama, M.Pd.

Mengetahui:

Ketua Program Studi

Pembimbing Akademik

S-1 Bahasa dan Kebudayaan Inggris

Dr. Yoga Pratama, M.Pd.

Dr. Yoga Pratama, M.Pd.

Student #1

Name: Cintia Nur Aini
Class: X TRR

My Parents

My mother a beautiful person. She is not tall and not short, and she has hair curly and brown. Her eyes color are like honey, she has skin brown, and she have a beautiful smile. She is a very kind person. She very nice, friendly, patient and she loves to help people. I love my mom, because she is a good example to me. She loves being in the kitchen, and she loves sing and dance too.

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

I love my mother so much

Student #2

Name: Clarisa Melinda
Class: X Ap.

My Parents

I Hope my parents always keep on their obligation as muslim such as praying, fasting etc. My father works in an x company, his name is Aldi putra. He is the chairman of the marketing departement.

I Have a goal to take my parents to mecca.

Last three months I won a national competition, reciting quran competition, and I received. My mother is mature women she is 30 years old now she has a pump body. Her height is about 160 centimeters she has large beautiful blush eyes and long straight black hair. He face is a bit round/she has also chubby cheeks and broad nose.

Student #3

Name: Indra Jaya Kusuma
Class: X TKR

My Parents

I want to tell you all about my mother. My mother is Mrs. Rika. She is a kind-hearted and lovely mother. My mother is a housewife. She looks after all of her family members especially me and my little brother.

My mother is a mature woman. She is 30 years old now. She has a plump body. Her height is about 160 centimeters and weight about 65 kilograms. Her skin color is white. She has large beautiful bluish eyes and long straight black hair. Her face is a bit round. She has also chubby cheeks and a broad nose.

My mother loves to wear her favorite black sweater whenever we go outside, especially when the winter is coming. She also has a Panama hat that she always put on. That's my mother's style and she is so pretty.

Student #4

Name: MELVIANA SEPTIANI
Class: X. AP

My mother is everything ^{omission} and really beautiful ^{omission} women ^{omission} always ^{omission} keep ^{omission} struggle in live to little family. Her tall is about 165 cm and her weight is about 55kg. She has a black and shiny curly hair. She also has a flat nose and a dimple that makes ^{addition} her beautiful. Her eyes are brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is fat and skinny too. I think her body is pretty proportional.

She is a talkative, a friendly, humble, and patient ^{omission} women. My mom loves her family so much. She is the best mother in the world. She never forgets her role as a housewife. Nicely, she never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a very good food. I like to eat her especially her fried chicken. ^{addition}

My mom is also good with others. She is happy to help friends and neighbors who are in trouble. Because she has a very high social soul, my mom always takes pity on people who need help. My diligence in worship and always reminds us to continue praying to god. There are still a lot of things that I could not say about my mother because I think my mother is a perfect mom for myself and my mother is a perfect mom for myself and my family. I wish I could find a mother like her for my children in the future. ^{omission}

B. Profile

Student #5

Name: Lika Wulan Sari
Class: X AP A

My Parents

I have ~~to~~ beautiful mother. Her name is Elsa. I usually call her ^{omission} "Mama". She is not tall but not short. she wear ^{omission} a veil. Her eyes is brown and she has a bright skin. she also has a beautiful smile. She married with my father at 2001, and has 2 children. They are my brother and I. ^{omission}

She is a very kind person. She is very lovely, ^{omission} patient, funny and a good housewife. My mother was a lecture, and now she just at home and becomes full time mother. My mother likes to ^{omission} cook delicious variety of food. Start from appetizer, main course ^{omission} until the dessert.

Other than that, she is very creative. She ever made me a dress and pencil case. My mother is an organized person, and she does not like messes. She always gives her love every time and she always gives the solution when I have problem. Also keep advise me. I'm proud of having a mother like her. She will always be the best mother for me and my family. ^{omission}

Student #6

Name: Rusdi
Class: 10 AP

My Parents ^{omission}

I love my mother. Her name Nur Afri. Her nickname is fifi. She is 40 years old now. She was born on October 1st 1981. On her ~~for~~ birthday last year, my family had Now, she work as a teacher. ^{omission}

She is tall. Her height is 168 cm. but she is fat. Her weights is 70 kg. She has oval face, pale skin, flat nose, and black eyes. She has short wavy hair. She uses braces on her teeth. ^{addition}

She likes to culinary and shopping. When she break time she does her hobbies always. Her hobbies are watch cooking, watch movie, swim, and travelling. She cooks always in the kitchen every morning. ^{omission} misordering
Now, she started a diet program. But she still very fat. ^{addition}

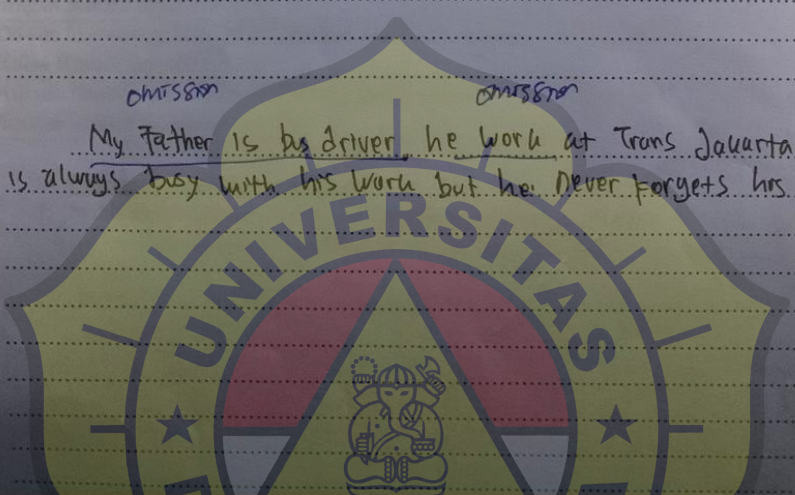
Student #7

Name: Piki FIRMANSYAH
Class: X TKJ

My Parents

For me, family are something precious because nothing can replace the role of the family in this world. that's place where I could find a peaceful and everlasting affection I really loves my family. my family consist of four people they are my father, mother and sister. Although we just a small family, our affection to each other is very large. I'm very proud of them.

My father is bus driver, he work at Trans Jakarta, my father is always busy with his work but he never forgets his family.



My mom is just house wife. She is very patient woman. She is the best chef in the world because she always cooks delicious food for my family.

That's my family, we always support and love each other.

Student #8

Name: tika cantika
Class: X TKR

My Parents

I want to describe about my Parents. My mother is the best mother in the world. She is so kind to everyone. She have 2 children. She was born at 1977. Now her old 45 years old. My father is the best father in the world. He is so kind to everyone. He was born at 1975. Now his old 47 years old.

she like make up so she has face beautiful. She have a long hair, brown eyes, my mother look pretty when she is smiles. She have slim body.

my mom hobby is cooking. She is housewife. She love to help people. My father is a police officer and he is works in Bandung. My father hobby is fishing. I love my mother and my father.

Student #9

Name: Fitriyani
Class: 8. TKR

My Parents

My family consist of 5 people. my mother my father my younger brother, my younger sister and me. My mother name Silvia she full name is Silvia Angraeni. My father name Rizky he full name is Rizky Apriadi

omission
misformation
misformation

My mother is very beautiful, she usually wear glasses. My mother is a housewife. My father work as barber at Patriot street, Bekasi. And he has many much friends.

omission
addition

They are so kind to everyone. They are the best parent in the world, and I want to make my mother and my father happy always.

mis ordering

Student #10

Name: Ani Sunkar sani
Class: X-AP

My Parents

My Mother's name is Anni, she was born on 23 th february 1971 at teupin Gajah. She is the eighth daughter of ten siblings. She had a big family. my Grandfather was married to four woman, so I have four grandmothers from my mother's blood.
mispormation

After finishing her study in senior high school level in the village, she traveled to medan, she said she had ~~lett~~ stayed at medan for about two years.
mispormation
mispormation

she had taken computer course at Medan for six months before going back to village and marrying to my father. After that she is living in kampung Baro my father's village until now.

APPENDIX 8

QUESTIONNAIRE OF THE RESEARCH

Profiling

Choose the answer that appropriate to yourself!

Pilihlah jawaban yang sesuai dengan diri Anda sendiri!

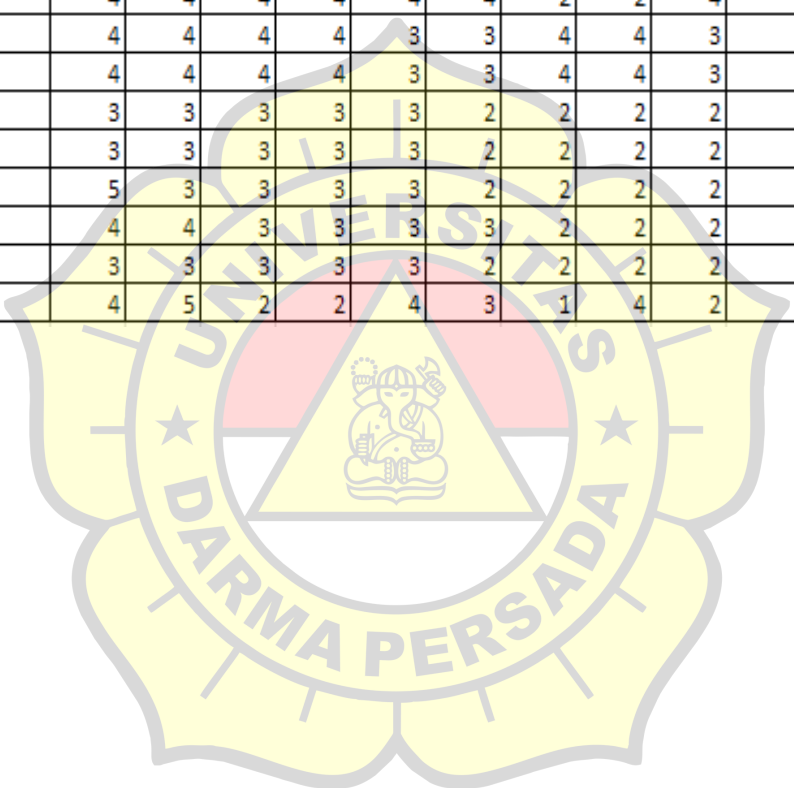
Sex (<i>Jenis Kelamin</i>)	<input type="checkbox"/> Male <input type="checkbox"/> Female
Have you ever been given a writing assignment at school? (<i>Pernahkah Anda diberikan tugas menulis di Sekolah?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
How often do you do a writing assignment at school? (<i>Seberapa sering Anda melakukan tugas menulis di Sekolah?</i>)	<input type="checkbox"/> once a week <input type="checkbox"/> twice a month <input type="checkbox"/> once a month <input type="checkbox"/> uncertain
Do you have an interest in English? (<i>Apakah Anda tertarik dengan Bahasa Inggris?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you like writing in English? (<i>Apakah Anda suka menulis dalam Bahasa Inggris?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you familiar with descriptive text? (<i>Apakah Anda familiar dengan deskriptif teks?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No

No	Initial Name	Sex	Questions				How often do you do a writing assignment at school?
			Have you ever been given a writing assignment at school?	Do you have an interest in English?	Do you like writing in English?	Are you familiar with descriptive text?	
1	CNA	Female	Yes	Yes	Yes	Yes	Uncertain
2	CM	Female	Yes	Yes	Yes	Yes	Once a week
3	IJK	Male	Yes	Yes	Yes	Yes	Uncertain
4	MS	Female	Yes	Yes	Yes	Yes	Uncertain
5	DFH	Female	Yes	Yes	Yes	Yes	Uncertain
6	LWS	Female	Yes	Yes	No	Yes	Uncertain
7	R	Male	Yes	Yes	Yes	Yes	Once a week
8	FF	Male	Yes	Yes	Yes	Yes	Uncertain
9	TC	Female	Yes	Yes	Yes	No	Uncertain
10	RA	Female	Yes	Yes	Yes	Yes	Uncertain
11	F	Female	Yes	Yes	Yes	Yes	Uncertain
12	FH	Male	Yes	Yes	Yes	Yes	Once a week
13	AF	Male	Yes	Yes	Yes	Yes	Once a week
14	AM	Male	Yes	Yes	Yes	Yes	Once a week
15	ASS	Female	Yes	Yes	Yes	Yes	Uncertain
16	NSF	Female	Yes	Yes	Yes	Yes	Uncertain
17	NR	Female	Yes	Yes	Yes	Yes	Uncertain
18	G	Male	Yes	Yes	No	No	Once a week
19	J	Female	Yes	Yes	Yes	Yes	Uncertain
20	RG	Male	Yes	Yes	No	No	Once a week

The Question/Statement Section

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is easier to write a descriptive text based on our own experience.					
A descriptive text usually uses simple present tense.					
I know the characteristics of a descriptive text.					
I know the purpose of descriptive text.					
I know some generic structures when writing a descriptive text.					
It is difficult to use simple present tense due to lack of grammatical knowledge.					
It is difficult to write a descriptive text because I face a lack of vocabulary.					
It is difficult to organize the ideas in writing a descriptive text.					
It is difficult to develop the ideas to bring all the information together					
It is difficult to use the punctuation properly in writing.					
I often misspell words and use incorrect capitalization.					
It is hard to write in English without searching the meaning in dictionary.					

No	Initial	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	CNA	3	3	3	3	3	2	2	2	2	2	1	3
2	CM	1	3	1	2	3	1	4	4	4	4	4	4
3	IJK	3	3	3	3	3	2	2	2	2	2	3	2
4	MS	3	3	3	3	3	2	2	2	2	2	3	2
5	DFH	4	4	3	3	3	4	4	3	3	3	3	3
6	LWS	4	4	3	3	4	5	5	3	3	3	3	4
7	R	4	4	4	4	3	3	4	3	3	2	2	3
8	FF	3	3	3	3	3	2	2	2	2	2	3	2
9	TC	3	3	3	3	3	2	2	2	2	2	4	2
10	RA	3	3	3	3	3	2	2	2	2	2	5	2
11	F	3	3	3	3	3	2	2	2	2	2	5	2
12	FH	4	4	4	4	4	4	2	2	4	3	2	4
13	AF	4	4	4	4	3	3	4	4	3	2	2	3
14	AM	4	4	4	4	3	3	4	4	3	2	2	3
15	ASS	3	3	3	3	3	2	2	2	2	2	5	2
16	NSF	3	3	3	3	3	2	2	2	2	2	5	2
17	NR	5	3	3	3	3	2	2	2	2	2	5	2
18	G	4	4	3	3	3	3	2	2	2	3	2	3
19	J	3	3	3	3	3	2	2	2	2	2	5	2
20	RG	4	5	2	2	4	3	1	4	2	2	4	4



APPENDIX 9
DOKUMENTASI





APPENDIX 10

SURAT IZIN PENELITIAN



UNIVERSITAS DARMA PERSADA

Jl. Taman Malaka Selatan, Pondok Kelapa, Jakarta Timur, Indonesia 13450
Telp. (021) 8649051, 8649053, 8649057 Fax. (021) 8649052
E-mail : humas@unsada.ac.id Home page : <http://www.unsada.ac.id>

Jakarta, 13 Mei 2022

Nomor : 88/FBB/BKI/S1/V/2022
Lampiran : -
Perihal : Izin penelitian

Kepada Yth
Bapak M. Mukhlisin, SPd.I, MM
Kepala Sekolah
SMK Pembangunan Nasional
Di Tempat

Yang bertanda tangan di bawah ini:

Nama : Dr. Yoga Pratama, M.Pd
NIDN : 0322088603
Jabatan : Kepala Program Studi Bahasa dan Kebudayaan Inggris
Instansi : Universitas Darma Persada

Dengan ini menerangkan mahasiswa dengan nama di bawah ini:

Nama : Indah Triyani
NIM : 2018130014
Strata : S1
Angkatan : 2018
No Hp : 082111739966

Untuk diizinkan melakukan penelitian dan pengambilan data di sekolah yang bapak kelola dalam rangka penyusunan tugas akhir/skripsi yang berjudul:

"AN ERROR ANALYSIS OF SIMPLE PRESENT BY STUDENT IN WRITING A DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE 10TH GRADE OF SMK PEMBANGUNAN NASIONAL BEKASI"

Demikian surat permohonan ini saya sampaikan semoga bisa di pertimbangkan dan diizinkan.
Terima kasih

Ketua Program Studi
Bahasa & Kebudayaan Inggris



Dr. Yoga Pratama, MPd



BAA-PT
TERAKREDITASI B
SKRIPSI NO. 300/SK/BA-PT/MB/14/2015



MEMOZUKURI • TRILINGUAL • ENERGI TERBARUKAN

APPENDIX 11

SURAT BALASAN IZIN PENELITIAN



YAYASAN PENDIDIKAN PEMBANGUNAN NASIONAL JAYA

SMK PEMBANGUNAN NASIONAL

TERAKREDITASI "B"

PERKANTORAN - TEKNIK KOMPUTER - TEKNIK OTOMOTIF

Jl. Perjuangan Kp. Cakung RT 04/04 Kel. Jalisari Kec. Jatisari Kota Bekasi - 17426, Idp.

Bekasi, 9 Juni 2022

SURAT KETERANGAN

Nomor : 616/SMK-PN/V/2022

Lampiran : -
Hal : Surat Balasan Permohonan Izin Penelitian

Kepada Yth,
Ketua Jurusan Bahasa dan Kebudayaan Inggris
Ditempat

Dengan Hormat,

Saya Yang bertanda tangan di Bawah ini,
Nama : M. Mukhlisin, S.Pd.I,MM
Jabatan : Kepala SMK Pembangunan Nasional
Alamat : Jl. Perjuangan Kp. Cakung

Dengan ini Menerangkan Bahwa :
Nama : Indah Triyani
NIM : 2018130014

Telah kami setuju untuk melaksanakan penelitian di SMK Pembangunan Nasional sebagai syarat penelitian.

Demikian surat keterangan isi saya buat dengan sesungguhnya dan mohon dipergunakan sebagaimana mestinya.


Mengetahui,
Kepala SMK Pembangunan Nasional



M. Mukhlisin, S.Pd.I, MM
NIP. 19630101198001001

APPENDIX 12

CURRICULUM VITAE



INDAH TRIYANI

CURRICULUM VITAE

TENTANG SAYA

I have experience working as part of a team and individually so I am able to work independently in busy environments and also within a team setting. I am a hard working, honest individual. I am a good timekeeper, always willing to learn new skills. I am friendly, helpful and polite, I am outgoing, tactful and able to listen effectively when solving problem.

PENDIDIKAN FORMAL

2005 – 2010	SDN Sukarasa II
2010 – 2011	MIN Suci Kaler
2011 – 2014	SMPN 3 Garut
2014 – 2017	SMAN 11 Garut




PENGALAMAN KERJA

May 2017 – September 2019	PT Diesel Utama Indonesia Admin Officer and Purchasing Staff
Nov 2020 - Present	PT Dwinata Sukses Diesel Finance & Administration


PENGALAMAN ORGANISASI


2011 – 2014	Pengurus PASKIBRA SMPN 3 Garut
2014 – 2017	Pengurus PKS SMAN 11 Garut


MEDIA SOSIAL

		
Indah Triyani	indahtriyani_	@ind_triyani

KONTAK

 Jalan Koala Lestari II Blok Y3/27,
Gading Griya Lestari, Sukapura,
Cilincing, Jakarta Utara

 082111739966

 indah.triyani2018@gmail.com

DATA PERSONAL

Tempat Lahir : Garut
Tanggal Lahir : 27 Juni 1999
Status : Belum Menikah

SKILL

- Communication
- Willingness to learn
- Critical Thinking
- Self-starter
- Teamwork
- Conscientious

SOFTWARE SKILL

Ms. Excel	<div style="width: 100%;"></div>
Ms. Word	<div style="width: 100%;"></div>
Ms. Power Point	<div style="width: 100%;"></div>

BAHASA

Indonesia	<div style="width: 100%;"></div>
Inggris	<div style="width: 100%;"></div>