AN ERROR ANALYSIS OF READING SECTION RESULT OF THE STUDENTS ON SCHOOL EXAMINATION CLASS IX A IN SMP SANTA MARIA MONICA 2015 – 2016

A Paper

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BENEDICTA ELENA AYU PERTIWI

043131.51123.009

ENGLISH DEPARTMENT

SCHOOL OF FOREIGN LANGUAGES – JIA

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ANALISIS KESALAHAN PADA HASIL BAGIAN BACAAN SISWA PADA UJIAN SEKOLAH KELAS IX A DI SMP SANTA MARIA MONICA TAHUN PELAJARAN 2015 – 2016

BENEDICTA ELENA AYU PERTIWI

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan siswa pada Ujian Sekolah mata pelajaran Bahasa Inggris di SMP Santa Maria Monica Bekasi Tahun Pelajaran 2015/2016. Penelitian ini dilaksanakan sejak bulan Maret hingga Juni 2016. Data penelitian ini adalah hasil Ujian Sekolah siswa kelas IX A SMP Santa Maria Monica Tahun Pelajaran 2015/2016 yang berjumlah 34 orang pada bagian bacaan mata pelajaran Bahasa Inggris. Metode yang digunakan merupakan metode penelitian campuran yang diawali dengan menganalisis jenis kesalahan pada bagian bacaan kemudian menginterpretasikan hasil siswa dengan jenis kesalahan tersebut. Penelitian ini menemukan bahwa kesalahan terbanyak dalam hasil Ujian Sekolah siswa adalah asal mengambil jawaban sebesar 42.0% dan paling sedikit adalah jawaban yang berhubungan dengan 26.4%.

Kata kunci: kesalahan, pemahaman bacaan, ujian sekolah

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ABSTRACT

This search is aimed to know students' error in English School Examination in SMP Santa Maria Monica Bekasi academic year 2015/2016. This research was arranged from March to June 2016. The data of this research are the students' result of School Examination class IX A on SMP Santa Maria Monica year 2015/2016 which contain 34 students on the reading section of English subject. The method of the research is mixed method which is started by analyzing error types on the reading section and n interpret students' result with the error type. This research found that the highest error in the students' result of the School Examination is answer grabbing with 42.0% and the least is related foils with 26.4%.

Keywords: error, reading comprehension, school examination

INTELLECTUAL PROPERTY STATEMENT FORM

Name   : Benedicta Elena Ayu Pertiwi

Student Number   : 04313151123009

Department   : English Literature

Title   : An Error Analysis of Reading Section Result of the Students on School Examination Class IX A in SMP Santa Maria Monica 2015 – 2016

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Benedicta Elena Ayu Pertiwi

04313151123009

iii

THE APPROVAL SHEET

Name : Benedicta Elena Ayu Pertiwi

Student number : 04313151123009

Title : An Error Analysis of Reading Section Result of the Students on School Examination Class IX A SMP Santa Maria Monica 2015 – 2016

Supervised and Approved by:

Advisor I Advisor II

Ade Surista, M.Pd.
NIK.43D199052

Yeni Noryatin, S.S., M.Hum.
NIK.43D109138

Approved by
The Chairman of STBA – JIA

Drs. H. Sudjianto, M.Hum.
NIK.43D199053

THE IMPROVEMENT SHEET

AN ERROR ANALYSIS OF READING SECTION RESULT OF

THE STUDENTS ON SCHOOL EXAMINATION CLASS IX A

IN SMP SANTA MARIA MONICA 2015 – 2016

Benedicta Elena Ayu Pertiwi

04313151123009

Supervised and Approved by:

Examiner I   Examiner II

<u>Imron Hadi, S.S., M.Hum</u>   **<u>Sukandar, S.S.</u>**
NIK.43D102080   NIK.43D199051

THE APPROVAL SHEET FOR PAPER EXAMINATION

It is declared that on Saturday dated 29th July, 2016 from 08.30 to 15.30, the paper examination has been carried out.

Name	: Benedicta Elena Ayu Pertiwi
Student number	: 04313151123009
Department	: English
Title of Paper	: An Error Analysis of Reading Section Result of the Students on School Examination Class IX A in SMP Santa Maria Monica 2015 – 2016

Approved by

Examiner I

Imron Hadi, S.S., M.Hum.
NIK.43D102080

Examiner II

Sukandar, S.S
NIK.43D199051

MOTTO AND DEDICATION

MOTTO:

"Therefore keep watch, because you do not know the day or the hour."

(Matthew 25:13)

DEDICATION:

This paper is dedicated for my parents, my sister, my uncle, and my aunt.

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First of all, the writer would like to thank to God for His blessing so that she can finish this paper. This paper writing is to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Language JIA.

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   Finally, the writer hopes this paper can be useful for those who read it.

Bekasi, 29th July 2016

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Language is an important instrument in human life. It is an instrument of human communication. It is a substantial element in communicate with people. Communication is the way people transfer information and share experience. Therefore, without language, it cannot be done. In communicating with others, people use language to help them tell their ideas or information. If there is no language, there is not any information exchange, and there is no way to share experience among people.

Every country has its own language. Indonesia, especially, has Indonesian as its national language. It is used to help Indonesian to have communication each other. This is due to the various languages in Indonesia. Every language has each standard in their use, but it will be difficult if people from different country meet and do not know other's language to have communication. However, it has been agreed that English has been chosen as international language, to help people from around the world to communicate easily. Therefore, it is important to study English to help people communicate with others. Learning English can help us to communicate with people from other countries.

In learning English, as our second language, we know that there are four skills to be learned. They are listening, speaking, reading, and writing.

Listening and speaking train the learners to have good pronunciation of the vocabularies and expressions well. In those learning, the learners have more oral practices to achieve better skill in communicate orally. Listening helps the learners to be sensitive to foreign language. While speaking, helps the learners to have good pronunciation. When listening and speaking contribute in learners' oral skill, writing and reading support their skills in written form. Writing skill helps learners to have better ability in applying good structure in making good sentence. This means, the learners have more chance to develop their skill in writing. In writing a text, there are some rules that have to be obeyed to make the meaning of the sentence can be understood. Meanwhile reading skill helps learners to understand information from the text. However, these four aspects are used inseparably in language learning process.

Reading is a complex process of getting information from the text. It is not an easy matter to do. Some readers read text to entertain them. From reading, readers can learn new vocabularies and find some vocabularies that have almost same meaning. That will improve their vocabulary list.

Readers also read texts or books to get information. This is called reading comprehension. Reading comprehension is the process of making meaning from text (Woolley, 2011: 15). Some texts do not show its meaning clearly in the sentences, so that the readers have to interpret the sentences into the whole meaning. It needs some attention to conclude the words in the text to get the important part of the information. Thus, readers learn to take inference from the sentences in the text not only from the words but related to the whole

context. By reading more, readers will be sensitive to see the clues in the text to help them in drawing an inference from the text.

In Indonesia, English has been taught since our kids are in elementary school or even kindergarten. On the very last year of their grade of study, they have School Examination to review their study after the last three or six years. School Examination, as one of the graduation requirements of the educational unit (Regulation of the Education and Culture Minister (Permendikbud) No.57 year 2015, subsection 24 c: 2015: 4), is a measurement activities of students' competence achievement undertaken by educational units to gain recognition for learning achievement (Regulation of the National Education Minister (Permendiknas) No.20 year 2007, subsection A number 8, 2007: 6).

In Junior High School, one of the School Examination is English. The elements that are examined are reading and writing skills, but usually the writing element is fewer than the reading element. The test items are made by the educational unit (Permendikbud No. 57 year 2015, subsection 19 verse 1, 2015: 14) and then collected by the team at Agency Technical Implementation Unit (UPTD) Education Authorities in the district, to be mixed with the test items from other school. The test, of course, is made to fit students' ability because it is made by their teachers. In this paper, the writer will analyze the error of students' result of reading section in the School Examination in SMP Santa Maria Monica Bekasi class IX A year 2015-2016.

In reading section of School Examination, students will read some texts and then they have to answer some questions based on the text. This kind of

examination is categorized as reading comprehension test. There are some kinds of text used in the test. Some of them are narrative, report, news item, and etcetera. The test items are about the topic of the text, vocabularies that are refer to some words in the text, text's conclusion, the purpose of the text, and etcetera. Some items are easy to be answered because the answer is written clearly, but some others are not. Before the students get the right answer, they have to read the text carefully to find and interpret the clues from the text. Therefore, they will choose the right answer.

It is not impossible that people make errors in learning process because of their lack of knowledge of the second language itself. Students, even they have studied English since their very young age, often make errors in answering questions based on the text. They often choose the wrong answer in the reading examination. The errors can be caused by their lack of vocabulary list, lack of ability to understand clues in the text or to conclude the meaning of the text. Sometimes it is not that easy for students to decide the right answer because the choices seldom in different words so the students have to take inference from the clue in the text.

B. The Scope of the Problem

In this research the writer focuses on analysis the error of reading section students' result on School Examination in class IX A SMP Santa Maria Monica Bekasi year 2015-2016.

C. The Questions of the Research

1. What are students' errors in the reading section School Examination in class IX A SMP Santa Maria Monica year 2015 – 2016?

2. What causes those students` errors?

3. What kind of error is found the most?

D. The Objective of the Research

Based on the problem of the research mentioned above, the objectives of this research are described as the following:

1. To know the reading errors of students' result in School Examination in class IX A SMP Santa Maria Monica year 2015 – 2016.

2. To know the causes of those students` errors.

3. To find the kind of errors which is found the most.

E. The Significance of the Research

Hopefully, this writing can be useful not only for the writer herself but also the readers mainly who learn at least who have relation with English in their activity.

1. For the writer

    The writer hopes that by this paper, she can get more knowledge about the study of error, so that she can teach reading properly, and can achieve new level of learning English.

2. For the readers

    The writer hopes that this writing can give an example and inspiration to the readers to improve ability in reading comprehension and avoid making errors during comprehension test.

3. For teachers

    The writer hopes that she and other teachers who teaches reading comprehension can give more attention to identify students' error, so that can help them in improving their teaching. Therefore, they can help students in reading comprehension learning to reach higher level of studying.

F. The Systematic of the Paper

The systematic of the writing means to present the paper in well edited composition. This paper is divided into five chapters as follow:

Chapter I is introduction. It explains about the background of the research, the scope of the problem, the questions of the research, the objective of the research, the significance of the research, and the systematic of the paper.

Chapter II is theoretical description which contains error analysis, reading comprehension, classification of error in reading comprehension and School Examination.

Chapter III contains setting of the research, subject of the research, method of the research, instrument of the research, technique of data analysis, and procedure of the research.

Chapter IV consists of the research findings and discussion which explain about the data description, the data analysis, the data interpretation and the data discussion.

Chapter V consists of conclusion and suggestion which explain about the summary of all chapters and some suggestions through the whole of this research and also several advices concerned about making the similar research in the future to the research.

CHAPTER II

THEORITICAL DESCRIPTION

This paper would like to analyze the error in reading section result of students class IX A on School Examination in SMP Santa Maria Monica Bekasi. That is why this paper needs some theories to support the research. In this chapter, the theories are taken as a basic of the research. Those theories are about: A. Error Analysis, B. Reading Comprehension, C. Classification of Error in Reading Comprehension, D. School Examination.

A. Error Analysis

Learning foreign language, especially English, is important nowadays. In learning process, it is possible to make any error. Error is very natural in the process of language learning. As children make error in their first language learning, it is also happen in learning second language by adult. The learners then learn from their own errors to get better in English.

Corder (1982: 1) said that the study of learner's error is part of the systematic study of learner's language which itself necessary to an understanding of the process of second language acquisition. The "learner" here can be classified into whoever who use English as a second language and as a foreign language. Thus, in the other words, whoever who use English as a foreign language are possible to make errors in English.

Keshavarz said that error is seen as evidence of the processes and strategies of language acquisition and a necessary part of language learning process (2012: 57-58). Dulay, Burt, and Krashen (1982: 138) assert that people cannot learn language without first systematically committing errors. From learner's errors, s/he can get feedback that can be used to measure her/his ability in target language, then use the feedback to discover what s/he needs to learn more.

Based on the explanation above, it can be said that error is normal in learning language because it is a part of the learning process itself and it can be used to help the learners to find what aspect of learning they are weak of and then what they need to learn more.

Keshavarz (2012: 59) explain that error analysis is based on three important assumptions, as follows:

1. Errors are inevitable as we cannot learn a language, be it first or second, without goofing, i.e. without committing errors.

2. Errors are significant in different ways.

3. Not all errors are attributable to the learner's mother tongue, i.e. first language interference is not the only source of errors.

When talking about errors, we may also think about mistakes. The two terms are not same and it is important to know the differences. However, there are many people still misunderstand about the definition of them. Inevitably learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from

various forms of feedback on those errors (Brown, 2007: 257). Mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. When attention is called to them, mistakes can be self-corrected. Different from mistake, an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error cannot be self-corrected, according to James (1998:83), while mistakes can be self-corrected if the deviation is pointed out to (Brown, 2007: 258).

Keshavarz in his book explained that errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete. While mistakes are random deviations, unrelated to any system, and instead representing the same types of performance mistakes, that might occur in the speech or writing of native speakers, such as slip of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like (2012: 60-61).

Errors are likely to occur repeatedly and occur because of the learners' lack of or incomplete knowledge. For example, a girl from Indonesia who learns English says "I have a dress new" instead of "I have a new dress". She makes use of the form of the noun-adjective in Indonesian instead of reverse it as the correct form adjective-noun in English. The errors themselves cannot be detected by the learners themselves, but the teacher or researcher can find them.

Mistakes are different from errors. Mistakes occur due to non-linguistics factors, such as fatigue, strain emotions, memory limitation, lack of concentration and etcetera. They are typically random and the learners can immediately find and correct their mistakes. The mistakes seem to increase in frequency under the situation of stress, indecision, and fatigue. Therefore, we can presume that the learners will perform similar mistakes, where all these conditions are likely to occur.

The errors themselves are significance to the learners' study. According to Corder, they are significance in three ways, as follows:

1. For the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn.

2. They provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language.

3. They are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn (1982: 10).

B. Reading Comprehension

Reading comprehension according to Wooley (2011: 15) is the process of making meaning from the text. The goal of reading comprehension is to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words or sentence.

Jeffries and Mikulecky explained that true comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read (2007: 74). Cain and Oakhill also state that text comprehension is a complex task that involves many different cognitive skills and processes which provides many aspects of reading process that leads to comprehension failure (2004: 314).

Based on what is described by the experts above, the writer can conclude that reading comprehension is an activity of understanding text and to gain whole meaning which involves cognitive skill and process. Reading comprehension itself, because it is a complex activity, can make failure of learners' understanding.

In reading comprehension, readers are required to understand vocabularies, find the main idea, make inference, summarizing the idea, and the like. The learners sometimes find difficulties in comprehend the text they read. Wolley explain that there are four main reader variables within the socio-cultural context that impact on the efficiency of reading comprehension for any individual: (a) the text, (b) the task (c) the reader characteristics and (d) the purpose of the activity (2011: 34).

First is task variable. Cambourne (2002) maintained that when learners are provided with a rich social literacy environment with a wide variety of genres, and text-based interactions with others, effective literacy learning could be enhanced (Wooley, 2011: 23). Most students need some form of

structure to their learning and to be actively and purposely engaged in their own learning process, but the problem is that students with reading difficulties are usually the ones that passive and unmotivated. Therefore, the teachers should accommodate such students by understanding how they learn and how learning experiences can be modified to encourage purposeful learning. Success in teaching students identified as having reading difficulties depends on the training, knowledge, and ability of teachers to develop appropriate tasks and strategies that provide good teaching environments

The second variable is the text. There is a great deal of evidence to suggest that many students with reading comprehension difficulties have problems with word level processes (2011: 24). Text organizational features, such as italics, underlining, and subheadings along with illustrations, figures, graphs, and maps also help readers process the text content into working memory more efficiently. Text conventions, such as full stops and commas, and ability to identify individual word in sentence also help readers to understand the information conveyed in the text.

The third one is reader. Frith (1995) identified three factors that related to reader difficulties (Wooley, 2011: 26). First is biological factor which can be influence reading ability of the learners. Medical problems require medical solutions and the main responsibility for the treatment is with the medical profession, however, teachers can play a vital role in the identification and remediation of the associated learning problems (2011: 27). The second is cognitive factor which state that, in some case, students with reading

difficulties are also experience difficulty in cognitive and memory process ability. The last one is behavioral of the students in facing reading comprehension activity.

The last variable that affects comprehension efficiency is the purpose of the activity of reading. Generally, if the purpose of the reading task is organized, systematic and well understood by the learner, reading progress will be fostered. Moreover, comprehension will be improved if the reading is related to an authentic and meaningful activity for the reader.

Harmer distinguish two kinds of reading; extensive and intensive reading (2007: 99). The term *extensive reading* refers to reading which students do often (but not exclusively) away from the classroom. Extensive reading should involve reading for pleasure and the students have a chance to choose what they want to read. One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand (Harmer, n.d.: 283)

The term *intensive reading,* on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms (Harmer, 2007: 99). This kind of reading is usually encouraged by the teacher to the students and uses wide range of text genre which may be determined by the specific purposes that students are studying for. Harmer also mentioned that intensive reading is usually followed by study activities (2007: 100). The teacher may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular

uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. Here, the students can discover their comprehension about the text they have read.

In reading comprehension text, there are many types of question that the students need to answer as prove of their comprehension of the text provided. Peterson's explains there are seven types of question in the reading comprehension test. They are:

1. Main idea of the paragraph (2007: 5)

   In this type of question, the students are asked to find the main idea of the paragraph.

2. Vocabulary (2007: 5)

   This type of question asks the students the meaning of highlighted words or what the highlighted phrase/clause/sentence refers to.

3. Pronouns (2007: 7)

   The students will be asked to identify the noun that the highlighted pronoun refers to.

4. Detail questions and look for important words (2007: 8)

   In this type of questions, the students will be asked for specific information from the text and also important words.

5. Questions with 'except' or 'not' (2009: 9)

   This kind of questions has answer that different from what is presented in the text. The answer sometimes has nothing to do with the main topic.

6. Questions with 'imply' or 'infer' (2009: 11)

    To 'imply' something is to 'communicate an idea without stating it directly' and to 'infer' something is to 'understand the idea that is communicated by another person, even though the other person does not say it directly'.

7. Questions with black square (2009: 12)

    In this type of question, the student is asked to insert a sentence that correspond to the idea of the paragraph, previous sentence and also the next sentence.

    Students need to be able to do a number of things with a reading text (Harmer, 2007: 100). To gain comprehension of what they read, the students need to be able to scan, skim, and read for detailed comprehension. They need to be able to **scan** the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail).

    Students also need to be able to **skim** a text (2007: 101) - as if they were casting their eyes over its surface - to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

C. Classification of Error in Reading Comprehension

The practice of identifying errors to improve instruction in reading comprehension is sporadic and not well defined. The Error Identification assessment (EIa) model is designed to help in classifying error in reading comprehension test with multiple choices.

Larsen and Kelleher in their journal mention EIa identifies three major types of silent reading comprehension errors and estimates the degree to which each student practices metacognitive strategies to clarify understanding of the text (2009: 14). Two of these errors were observed and reported by Pearson, *et al*., (1992) in Larsen and Kelleher: "answer grabbing" and "simple text matching". Item developers also take a great deal of effort to carefully craft another type of distractor: what the authors call the "related" foil (2009: 14).

1. Answer grabbing means there is no support for this answer (foil) in the passage.

2. Simple text matching denotes the text was mentioned someplace in the passage but is clearly not the correct answer.

3. Related foil refers to the choice that is close to the correct answer but not the "best" answer.

EIa is designed to identify and report the errors each student is making (2009: 15). The EIa reading comprehension assessments tally and report each student's reading errors: answer grabbing, text matching and related. Each EIa foil is coded to identify a particular type of error (2009: 18). If the student selects a correct answer (coded C), then no error is recorded.

The text matching errors is coded as "T". This sum becomes a measure of the number of errors caused by NOT "looking back" to clarify. The answer grabbing foils is coded "X". These answer grabbing foils are recorded and summed for a measure of answer grabbing errors. Students who skim the passage, or don't read the passage and just answer the questions based upon their background knowledge, tend to select these "answer grabbing" foils more than their better reading peers. The related foil is coded "R". Related foils are good answers, just not the "best" answer. Students who select related foil(s) have generally demonstrated that they have read the passage with meaning, and are thinking about their answers.

Students who select related foil(s) have generally demonstrated that they have read the passage with meaning, and are thinking about their answers. The total number of "T" coded errors show the measure of the students that not "look back" to clarify their answers to the text. Students, who skim the passage, or don't read the passage and just answer the questions based upon

their background knowledge, tend to select these "answer grabbing" foils more than their better reading peers.

Larsen and Kelleher also explain that there are four types of students in facing reading task (test). The four types are:

1. The highest scoring students, who are motivated to complete the reading task carefully. These students will read the questions and each choice of answer then read the passage carefully to get the best answer.

2. Slightly lower scoring students, who are rather less motivated and have lower level of reading. They read each item and consider the best answer but cannot distinguish the "best' answer with the "related" ones.

3. Still lower scoring students, who are less motivated and will rarely to "look back" to define their answer. They tend to choose the first answer that they see the most coherent.

4. The lowest scoring students are the least motivated and usually do not enjoy reading. These types of students may not feel important to read the passage to get the best answer and not consider each choice of the test items. In other words, these lowest scoring type students like to answer the reading task carelessly (2009: 13).

D. School Examination

In Indonesia, the last grade students are required to have School Examination. The examination is held to measure students' competence achievement undertaken by educational units to gain recognition for learning

achievement (Regulation of the National Education Minister (Permendiknas) No.20 year 2007, subsection A number 8, 2007: 6) and as one of graduation requirements of the educational unit (Regulation of the Education and Culture Minister (Permendikbud) No.57 year 2015, subsection 24 c, 2015: 16).

Student's requirements to follow School Examination are regulated in the Standard Operational Procedure (POS) of which is set by the educational unit and reported to district/city education authority, religion ministry or district office of religion ministry in accordance with the authority (2015: 8). Therefore, the students who fulfill the requirements are allowed to follow School Examination.

The examination is held before the National Examination and the implementation is set in the POS of School Examination (2015: 10). The result of School Examination, later, should be submitted by the educational unit to the Ministry for the purposes of education quality improvement and equalization (2015: 13).

The School Examination preview should be prepared by the educational unit and the test items are made based on the preview. The educational unit also has to prepare and copy the material for the examination. In other words, the preparation of School Examination should be done by the educational unit. However, the cost of implementing the examination is the responsibility of Local Government and Education Unit which is concerned (2015: 15).

According to Permendikbud No.57 year 2015, the students are claimed graduated after they finish all programs of learning, get attitude score of

minimal "good", and pass School Examination (2015: 16). What is meant by finish all programs of learning in Junior High School is that the students have completed study of class VII to class IX. The students' graduation of School Examination itself is determined by the educational unit.

It is also explained in Permendiknas No.20 year 2007 subsection F number 10 that educational unit determines students' graduation through educator council meetings in accordance with the following criteria (2007:14)

1. Complete the entire program of learning.

2. Obtain minimum value of "good" at the final assessment for all subjects of religion and morals; group of subjects of citizenship and personality; group of subjects of aesthetics; and a group of physical subjects, sports, and health.

3. Pass School Examination.

4. Pass National Examination.

Students' graduation criteria from School Examination is defined by the educational unit based on students' school score. In SMP Santa Maria Monica, the school score is obtained from 60% of average score of semester I, II, III, IV, and V report and 40% of School Examination (Examination Committee Work Program Academic Year 2015/2016, 2016: 10).

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Setting of the Research

This research was arranged approximately from the beginning of February to the end of June 2016. During this time, the writer commits all of important things related to the process of writing itself, such as collecting references, accumulating data and forming it into theories.

The references are mostly obtained by searching the books of linguistics in several libraries of universities. This becomes the setting of place where the research is arranged, and it can be also said as a library research.

B. The Subject of the Research

Subject of the research is taken from the results of reading section School Examination class IX A that held in SMP Santa Maria Monica Bekasi. The examination that is taken was held on the academic year of 2015/2016.

C. The Method of the Research

This research uses mixed method approach. As Creswell states (2013: 14), mixed method involves combining or integration of qualitative and quantitative research and data in a research study. Qualitative data tends to be open-ended without predetermined responses while quantitative data usually

includes close-ended responses such as found on questionnaires or psychological instruments.

In general, researchers who use mixed methods employ a research design that uses both quantitative and qualitative data to answer a particular question or set of questions (Hesse-Biber, 2010: 3). What we generally consider qualitative data—"words, pictures, and narrative"—can be combined with quantitative, numerical data from a larger-scale study on the same issue, allowing our research results to be generalized for future studies and examinations. As Hesse-Biber quoted from Hanson, Creswell, Plano Clark, Petska, & Creswell (2005: 224); this combination of methods "involve[s] the collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study" (2010:3).

D. Instrument of the Research

The instrument of this research is the results of reading section School Examination of the students class IX A in SMP Santa Maria Monica Bekasi. The results itself then will be analyzed by the writer in the table to distinguish them into the classification of error based on the theory.

E. Technique of Data Analysis

The writer simply uses some techniques of the data to be analyzed. First, finding out the data by visiting libraries is one of some techniques to obtain the references of book about error analysis knowledge to make credible

arguments into theories, especially in chapter II. Second, analyzing the data which are obtained from the object, then classifying into kinds and formation of error in reading comprehension. Third, the writer will certainly make inference of the research as a result and suggestions to the writer herself, readers and college.

F. Procedure of the Research

In this research some procedures will take as follow:

1. Preparation

    a. Determining the examination which will be the object of the research, that is the results of reading section School Examination in SMP Santa Maria Monica class IX A academic year 2015 – 2016.

    b. Discussing with conselors.

    c. Collecting the references related to the object analyzed.

    d. Explaining the purpose of the research, the method of the research and technique to collect the data.

    e. Preparing all of the things which are needed for collecting data such as papers, pen, text liner, dictionary, computer and printer.

2. Implementation

    a. Reading the questions of the examination.

    b. Collecting the data from the questions.

    c. Processing and analyzing the data.

    d. Typing and printing the result of the research.

     e. Discussing with counselors.

3. Finishing

     a. Reporting the result of each chapter every week of the research to the counselors.

     b. Discussing the problem about the analysis of the research with the counselors.

     c. Giving mark to the result of the research, if there is a mistake result from the counselors.

     d. Rearranging and revising the result of mistaken.

     e. Reporting the final result of the research to the counselors.

     f. Concluding the result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data Description

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussions. The data are taken from the results of reading section School Examination in SMP Santa Maria Monica students class IX A academic year 2014 – 2015. There are 34 students in class IX A. Each of them has different level of learning. Therefore, the error that is found in this analysis will vary.

The School Examination was held on Wednesday, 13th May 2016. The test items are divided into two skills, reading comprehension and writing. Both skills are in the form of multiple choices. There are 50 test items in this examination. The reading section consists of 40 items and uses some types of text. The reading section is from number 1 to 40. The writing section consists of 10 items, from number 41 to 50. Therefore, the writer will analyze the result from number 1 to 40 which is reading section.

B. Data Analysis

In this part, the data were analyzed and the description is as follows.

Note: **R:** Related; **T:** Text matching; **X:** Answer grabbing; **C:** Correct

Text 1 is for number 1 and 2

Dear Umar,

I was very glad to hear that you become the first winner of The Holy Quran Recitation contest. Please accept my warmest congratulations. I know you have trained more and more. So you deserve to be the champion and get reward. The school is very proud of you.
School Principal

Dewi Kumala, MPd.

1. From the text we know that …
C   A.   Umar has trained more and more to be the best reader of the Holy Quran contest.
R   B.   Dewi Kumala Mpd. was there at the Holy Quran Recitation contest.
X   C.   The school principal won the Holy Quran Recitation contest.
X   D.   Umar never joined the Holy Quran Recitation contest before.

There are 32 students chose the correct answer (choice A) and 2 students

chose wrong answer (students number 12 and 17). Both of them chose choice

B which is related to the passage.

2. "So you deserve to be the champion and get the reward."
   The underlined word is closest meaning to …
X   A.   loser
C   B.   winner
X   C.   pioneer
X   D.   favorite

In this items, all students answer correctly.

The following text is for number 3 and 4
Dear Erny,
       Sorry my friend Erny. I can't keep my promise to go with you to the English Club this afternoon. I have to meet my uncle Budiman and aunty Dewi at 3 p.m. However I have to attend the English Club next week.
Yours,

Susi

3. "I can't keep my promise to go with you to the English Club."
   The word "I" in the sentence refers to …

T A. Erny
R B. Dewi
C C. Susi
R D. Budiman

This item is answered correctly by 32 students and there are 2 students

chose wrong answer. They are students number 34 and students number 12.

Both of them chose choice D which is related foil.

4. I <u>have to</u> meet my uncle Budiman and aunty Dewi at 3 p.m.
   The underlined word is the same meaning to …

X A. can
X B. may
X C. will
C D. must

This item is answered correctly by 24 students and incorrectly by 10

students (students number 2, 3, 10, 12, 16, 24, 25, 27, 34, and 35). The

incorrect answers are all classified as answer grabbing.

The following test is for number 5 and 6
Dear Salsabila,
I would like to invite you to attend our meeting. It will be held on:

      Day/Date   : Monday, March 9th 2016
      Time   : 14.00 – 15.00
      Agenda   : Final Preparation of Graduation Party of SMP Nurul Huda

Don't be late and see you there.

                                      OSIS Leader,
                                      Nadia

5. The meeting will discuss about …

R A. SMP Nurul Huda meeting
R B. the graduation day of the school
X C. the preparation of school anniversary
C D. the final preparation of the graduation party

This item is answered correctly by all students (34 students).

6. From the text, we know that the meeting will be held at …
X A. café
X B. hotel
C C. school
X D. house

34 students answered this item correctly and no errors found in this item.

This text is for number 7 to 9

Announcement
Book Fair
Choose the books you like
When: July 3 and 4, 9 a.m. to 5 p.m.
Where: School Meeting Hall
Why: all money from the sale will be spent to support the School Art Performance. We are preparing to change the musical instruments with the new ones. Therefore many school events are held to collect the fund. The team will participate in the national contest 2017 next year at Jakarta Convention Centre.

SMP Kader Bangsa Affair

7. The School Art Performance needs a lot of money because …
T A. They hold a book fair.
R B. They have to pay contest.
T C. Many school events are held.
C D. They want to buy new musical instruments.

25 students answer this item correctly and 9 answered incorrectly. The wrong answers are B (1 students) and C (8 students). It shows that most of students who answer incorrectly in this item did text matching error.

8. Where will the Book Fair be held?
X A. in a bookstore
T B. at Jakarta Convention Centre
T C. at a School Meeting Hall
C D. at SMP Kader Bangsa

There are 29 students answered correctly and 5 students selected choice C which is text matching error.

9. "The team will <u>participate</u> in the national contest 2017 next year."
The underlined word is closest meaning to …
X   A.   act
X   B.   perform
C   C.   join
X   D.   work

This item is answered incorrectly by 11 students. There is 1 student chose

A, 4 students chose B, and 6 students chose D. All are answer grabbing error.

The following text is for number 10 to 12

Attention to all students of SMP Diponegoro

Your buses will leave in about fifteen minutes. For those who are still inside the museum, you are expected to go back to the buses in the parking lot soon. The teachers and the bus crew are waiting. For all group captains, please do check up your members. If you have lost any of them, contact you teachers or the tour guide at 089643351016 or 081932070441.
Thank you.
Museum staff.

10. Why are the students expected to go back to the bus soon?
R   A.   They have lost some members.
T   B.   The teachers are waiting for them.
C   C.   The buses will leave in about fifteen minutes.
X   D.   The students will go to the museum.

3 students answered this item incorrectly. Among them, 2 students are

answer grabbing and 1 is text matching.

11. Who should check the members of their tour group?
C   A.   The captains
R   B.   The teachers
X   C.   Museum staff
R   D.   The tour guide

There are 4 students answer this item incorrectly; all of them chose B

which is related to the passage.

12. "… any of them, <u>contact</u> your teacher …"
    The underlined word is closest in meaning to …
X A. go
C B. call
X C. meet
X D. leave

   32 students answer this item correctly and 2 students are answer

grabbing.

The following text is for number 13 and 14
ENGLISH EXPERT 101
Take your English skill to the next level
We are an English community based in Jakarta
To help you enhance you English skill
Join our community now for free in:
Taman Suropati Jakarta
Every Sunday
Conversation class at 10 a.m.
Grammar class at 1 p.m.
To join please contact 08111843480

13. If you want to join the community, what should you do?
T A. Come to Taman Suropati.
T B. Take part in Grammar class.
X C. Practice English conversation.
C D. Sending message to contact number.

   In this item, there are no errors found.

14. From the text, we know that English Expert 101 …
C A. Opens two kinds of classes.
T B. Only for Jakarta community.
X C. Provides everyday free English course.
T D. Comes to enhance English community.

   23 students answer this item correctly, 10 students are text matching and

1 student is answer grabbing.

The following text is for number 15 and 16

Dear Aditya,

I want to inform you that today I'll be absent from school. I want you to hand over my task to our teacher Mr. Heris. Would you please help me as you are my best friend. I hope we can always be the best friends.

Your friend,
Rangga

15. What did Rangga's wish to Aditya?

X   A.   Rangga informs Aditya that he is present.
X   B.   Rangga wishes to help Aditya.
T   C.   Rangga hands over Aditya's task to Mr.Heris.
C   D.   Rangga hopes they will always be best friends.

This item is answered correctly by 22 students and incorrectly by 12 students. There are 5 students did text matching error and 7 answer grabbing.

16. "I want you to hand over my task to our teacher Mr. Heris."

The underlined word in the sentence is closest in meaning to …

X   A.   take
C   B.   give
X   C.   ask
X   D.   get

There are 22 students answer correctly and 12 answer grabbing errors found in this item.

The following text is for number 17 to 19

Hello friends, I would like to tell you about my sister. I have an elder sister, her name is Ayu. She is pretty and slim. She has curly black hair. She has pointed nose and bright skin. She is now eighteen year old. After graduation from Islamic Senior High School in Bogor she then takes English Courses in Kampung Inggris Pare Kediri.

Her hobby is photography and adventures. She has a lot of photo collections. She can takes pictures in nice angles. While having adventures, she takes pictures some nice scenes, like sunset in Bali, Bromo and Dieng Mountain and some other tourism objects in Malang.

Now she is studying in Conversation Class. After that she will take TOEFL class. She will learn English there for one year then she will attend the lecture while teaching English. I hope she will be successful because she is an ambitious girl. I love my elder sister a lot.

17. The main idea of the second paragraph is thay Ayu …

T   A.   has photo collections.
C   B.   has some hobbies.
T   C.   likes adventures
T   D.   has some photos.

This item is answered correctly by 26 students and incorrectly by 8 students. All errors are counted as text matching error.

18. What will she take in Kampung Inggris?

C   A.   An English course
R   B.   Conversation Class
R   C.   Lecture
T   D.   TOEFL Class

There are 4 students answer incorrectly. 1 of them chose C, and others chose B. Those choices are related error.

19. What does Ayu look like?

R   A.   She is beautiful with thin body.
C   B.   She has curly black hair.
T   C.   She has bright skin.
R   D.   Beautiful

There are 14 students answer this item correctly and 20 incorrectly. 10 students chose A, 9 chose C, and 1 student chose D. Therefore, there are 11 related errors and 9 text matching errors.

The following text is for number 20 and 21
How to Cook Rice

First, wash some rice in cold water. Like this. Second, put the rice with some water in a pot. Then, boil and cool it slowly for about 20 minutes. (After 20 minutes) See, there is no more water now. After that, put the rice to the simmer and steam it for 40 minutes. Now the rice is ready to be served.

20. What should we do first to cook rice?

X A. Boil and cool it slowly
C B. Wash some rice in cold water
X C. Put the rice with some water
X D. Put the rice to the simmer and steam it

This item is answered correctly by 30 students and incorrectly by 4

students. All errors are answer grabbing.

21. How many ingredients/materials are needed to cook rice?

X A. only one
C B. two
X C. three
X D. four

There are not any errors found in this item.

The following text is for number 22 to 23

How to Boil Egg

Do you know how to boil an egg? Well, this is the way. First, heat a saucepan of water on the stove. Then put the egg in the boiling water. Next, heat it until it boils. Then, cook it for three minutes. Remember; leave the egg until it cools. Now, the egg is ready to serve. Finally serve it with pepper powder and salt.

22. What should we do first to boil egg?

X A. Heat it until it oils
X B. Put the egg in the boiling water
C C. Heat a saucepan of water on the stove
X D. Leave the egg until it cooks.

2 students answer this item incorrectly and 32 students correctly. The

errors are answer grabbing.

23. <u>Leave</u> the egg until it cools. The underlined word has the closest meaning to …

X A. lift
C B. let
X C. lay
X D. live

There are 29 students answer correctly in this item and 5 incorrectly. The errors made by 5 students are answer grabbing.

This text is for number 24 to 27

The Tea Plant

The tea plant is an evergreen of the Camellia family that is native to China, Tibet, and Northern India. There are two main varieties of the tea plant. The small leaf variety, known as Camellia sinensis, thrives in the cool, high mountain regions of central China and Japan. The broad leaf variety, known as Camellia assamica, grows best in the moist, tropical climates found in Northeast India and the Szechuan and Yunnan provinces of China. The plant produces dark green, shiny leaves and small, white blossoms.

According to an old Chinese saying, "superior tea comes from high mountains". The altitude and mountain mists help shield against too much sunlight and provide the proper temperature and humidity to allow the leaves to develop slowly and remain tender. As with wine, the quality and taste of a particular tea is influenced by both the environment (soil, climate, and altitude) and the tea maker (who decides when and how the leaf is plucked and how it is processed).

Most tea plants have a growth phase and a dormant period, usually during the winter. The leaves are plucked as the new tea shoots (or "flush") emerge. In hotter climates, the plants have several flushes and can be picked year-round. In cooler conditions at higher elevations, there is a distinct harvesting season. Leaves from the earlier flushes, usually in the spring, give the finest quality teas.

There are four main types of tea: green tea, black tea, oolong tea and white tea. All tea comes from the same plant. The specific variety of tea plant and the way the leaves are processed after harvesting determine the type of tea that is created.

24. The tea plant producing dark green, shiny leaves are including …
T A. Camellia sinensis
C B. Camellia assamica
R C. Camellia family
X D. Tropic climate

22 students answer this item correctly and 12 incorrectly. There are 5 students chose A (text matching), 6 students chose C (related foil), and 1 answer grabbing error.

25. What is the main idea of the third paragraph?

C   A.   Most tea plants have a growth phase and a dormant period.

T   B.   In hotter climates, the plants have several flushes.

T   C.   In cooler conditions at higher elevations, there is a distinct harvesting season.

T   D.   Leaves from earlier flushes, usually in the spring.

     This item is answered correctly by 33 students and there is 1 text

matching error.

26. Leaves from the earlier flushes, usually in the spring, give the <u>finest</u> quality teas. The underlined word has the closest meaning to …

X   A.   the right

R   B.   the good

C   C.   the best

X   D.   the strongest

     26 students answer this item correctly and 8 incorrectly. The errors found

in this item are 4 related and 4 answer grabbing.

27. The types of the tea are different because of …

T   A.   The weather

X   B.   The people

X   C.   The employee

C   D.   The process

     There are 14 students answer this item correctly and 20 others

incorrectly. The errors found in this item are 2 text matching and 18 answer

grabbing.

This text is for number 28 to 31

Firefly
Photinus pyralis

    The Pyralis firefly (also known as the lighting bug) is a common firefly in North America. This partly nocturnal, luminescent beetle is the most common firefly in the USA.

    At night, the very end (the last abdominal segment) of the firefly glows bright yellow-green color. The firefly can control this glowing effect. The brightness of a single firefly is 1/40 of a candle. Fireflies use their glow to attract other fireflies.

Males flash about every five seconds; females flash about every two seconds. This firefly is harvested by the biochemical industry for the organic compounds luciferin (which is the chemical the firefly uses for its bioluminescence).

This flying insect is about 0.75 inch (2 cm) long. It is mostly black, with two red spots on the head cover; the wing covers and head covers are lined in yellow. Like all insects, it has a hard exoskeleton, six jointed legs, two antennae, compound eyes, and a body divided into three parts (the head, thorax, and abdomen).

Both the adults and the larvae are carnivores. They eat other insects (including other fireflies), insect larvae, and snails.

28. The text tells us about …
R   A.   the firefly in North America
R   B.   the firefly's body
R   C.   the firefly's life
C   D.   the description of the firefly

This item is answered correctly by 27 students and 7 students make

related errors.

29. How do fireflies attract other fireflies?
R   A.   They flash about five seconds.
X   B.   They eat other insects.
C   C.   They glow their body.
X   D.   They fly at night.

There are 31 students correctly answering this item and 3 others answer

grabbing.

30. How many parts of body do the fireflies have?
X   A.   2
C   B.   3
X   C.   4
X   D.   5

There are 3 errors found in this item and all of them are answer grabbing

error.

31. Males <u>flash</u> about every five seconds females flash about every two seconds. The underlined word has the closest meaning to….

C A. glow
X B. fire
X C. fly
X D. live

This item is answered correctly by 30 students and incorrectly by 4

students. The errors found in this item are answer grabbing.

This text is for number 32 to 34

My Tour to Pangandaran

Last month my friend and I went to Pangandaran beach, it took 5 hours from my hometown Bandung. We decided to go to Pangandaran beach with our motorcycles, because it was more interesting tour if we rode motorcycle from my hometown. We took a rest for a while in Tasik, and then continued our trip.

We arrived Pangandaran beach at 01.00 pm and we decided to stay at an inn for one night. In the afternoon we headed to the beach. We also have lunch there with eating some food that we brought from Bandung. We continued to explore the coast of Pangandaran. We started by exploring the beach, and the sea by boat Charter. We were very pleased and happy to play at the beach.

We started to come back to Bandung in the morning. It was a wonderful experience that I and my friends ever had. We will never forget that moment.

32. The main idea of the second paragraph is that the writer and his friends…

T A. had lunch at the beach.
T B. stayed one night in the inn.
C C. were excited playing at the beach.
T D. arrived the beach in the morning.

There are 19 students answer this item correctly and 15 other incorrectly.

All errors in this item are text matching.

33. Where did the writer and his friend have a rest before arriving Pangandaran?

C A. in Tasik
R B. in an inn
R C. at the beach
X D. at the hometown

This item is answered correctly by 27 students. 7 students answer this item incorrectly; 6 related foils and 1 answer grabbing.

34. Why did they go to the beach by riding motorcycle?
R   A.   It was faster than by car.
X   B.   The writer wanted to enjoy the scenery.
R   C.   It was very cheap by riding motorcycle.
C   D.   By riding motorcycle the tour was more interesting.

There are 33 students answer this item correctly and there is 1 related foil found in this item.

This text is for number 35 to 37
The Ant and the Chrysalis
One day, and Ant was nimbly running about in the sunshine in search of food came across a Chrysalis that was very near its time of change. The Chrysalis moved its tail, and thus attracted the attention of the Ant, who then saw for the first time that it was alive. "Poor, pitiable animal!" cried the Ant disdainfully. "What a sad fate of yours! While I can run hither and thither, at my pleasure, and, if I wish, ascend the tallest tree, you lie imprisoned here in your shell, with power only to move a joint or two of your scaly tail." The Chrysalis heard all this, but did not try to make any reply.

A few days after, when the Ant passed that way again, nothing but the shell remained. Wondering who had become of its contents, he felt himself suddenly shaded and fanned by gorgeous wings of a beautiful Butterfly. "Behold in me, your much-pitied friend!" said the Butterfly. "Boast of your power to run and climb as long as you can get me to listen now." So saying, the Butterfly rose in the air, and, borne along and aloft on the summer breeze, was soon lost to the sight of Ant forever.

35. Why did the Ant disdain the Chrysalis?
T   A.   The Ant felt shaded and fanned by the gorgeous wings.
C   B.   The Chrysalis lay imprisoned in the shell with less power
R   C.   The Ant was very near to the Chrysalis, who then see him.
T   D.   The Chrysalis heard the Ant, but did not try to make any reply.

In this item, 24 students answer correctly and 10 incorrectly; 6 text matching and 4 related foils.

36. What attracted the attention of the Ant?
X   A.   The tallest tree
X   B.   A sad fate of ant
T   C.   The pitiable animal
C   D.   The moving tail of chrysalis

     28 students answer this item correctly and 6 students answer incorrectly;

3 answer grabbing and 3 text matching.

37. What can we learn from the text?
C   A.   Appearances are often deceptive.
X   B.   Those who suffer most cry out the least.
R   C.   It is easy to despise what you cannot get.
R   D.   It is easy to be brave from a safe distance.

     There are 14 students answer this item correctly and 20 other answer it

incorrectly. There are 11 errors of answer grabbing and 9 related foils.

The following text is for number 38 to 40

     Jaka Tarub was a handsome young man. He was very popular in the village. Many young girls fell in love with him. However Jaka Tarub thought that they were not beautiful enough to be his wife. That's why he was still single. He wanted to have a very beautiful wife.

     Jaka Tarub went to the forest to collect some woods. Suddenly he heard some noise from the waterfall. He was curious. The noise was from the girls taking a bath in the waterfall. Slowly, Jaka Tarub walked to the area. When he arrived there, he saw seven beautiful girls taking a bath. He was really amazed by their beauty. After they were finished, the girls slowly took their shawls. Amazingly after they wore the shawls, they flew to the sky. "They were not humans. They were fairies!" said Jaka Tarub surprised. After that Jaka Tarub went home. He was very restless. He was still thinking about those seven beautiful girls.

     On the next day, Jaka Tarub then decided to go back to the waterfall. When those fairies were taking a bath, he stole one of their shawls. And that made one fairy could not fly back to the sky. She cried. Jaka Tarub then approached her. "What's wrong? Why are you crying?" "I lost my shawl. I cannot go back home. All my sisters have left me. My name is Nawang Wulan. I will give you anything if you can find my shawl." said the fairy.

     "I'll help you. But if we can't find it, you can stay at my house. You can be my wife," said Jaka Tarub. Then Jaka Tarub pretended to look for the shawl. And of course they could not find it. After that they went to Jaka Tarub's home. Later they got married.They had a baby girl. They had a happy life. They always had

enough rice to eat. They did not have to work hard like their neighbors. It was because Nawang Wulan used her magic in cooking.

One day, Jaka Tarub asked her about the magic. Nawang Wulan did not tell him the secret and asked him not to open the cooking pan's lid. She said that if Jaka Tarub opened the lid, they had to work hard to get a lot of rice to cook.

One day, Jaka Tarub was really curious. He then opened the cooking pan's lid. He saw there was only a small portion of rice to cook. When she got home, Nawang Wulan knew that Jaka Tarub had opened the lid. She was angry because she already lost the magic in cooking. Now she had to take a big portion of rice to cook. Slowly there was not enough rice in the silo. And when Nawang Wulan wanted to take the last portion of rice, she found her shawl. Jaka Tarub hide the shawl in the silo.

Nawang Wulan was really happy. She then said, "I will go home now. Take care of our daughter. When there is full moon, take her out of the house and I'll come to get her." Nawang Wulan then flew to the sky. Jaka Tarub was really sad. And to keep the promise, Jaka Tarub always went out of the house with his daughter when there was full moon. But Nawang Wulan never came back.

38. The main idea of paragraph two is that Jaka Tarub …
X   A.   Pretended to find the shawl.
C   B.   Was curious about the fairies.
X   C.   Brought Nawang Wulan to his home.
X   D.   Is a young and popular man his village.

This item is answered correctly by 33 students and there is 1 answer

grabbing found.

39. Why was Nawang Wulan angry with Jaka Tarub?
R   A.   She had to cook in big portion.
C   B.   She lost her magic in cooking.
T   C.   Jaka Tarub hide the shawl in the silo.
X   D.   Nawang Wulan could not find her shawl.

In this item, 29 students answer correctly, 4 related foils and 1 text

matching error are found.

40. From the text we know that Jaka Tarub …
C   A.   was a curious man.
R   B.   had a happy family forever.
X   C.   wanted to have magic in cooking.
X   D.   liked to be a single man in the village.

It is found in this item that there is 33 students can answer this item correctly and 1 related foil.

C. Data Interpretation

After the writer analyzed the errors by doing identification, she can conclude the total answers of the students as described in the following table.

Table 4.1

Students' answer results

Items no.	Students' Correct Answer	Classification of Error			Total Error
		Answer Grabbing	Text Matching	Related	
1	32	-	-	2	2
2	34	-	-	-	0
3	32	-	-	2	2
4	24	10	-	-	10
5	34	-	-	-	0
6	34	-	-	-	0
7	25	-	8	1	9
8	29	-	5	-	5
9	23	11	-	-	11
10	31	2	1	-	3
11	30	-	-	4	4
12	32	2	-	-	2
13	34	-	-	-	0
14	23	1	10	-	11
15	22	7	5	-	12
16	22	12	-	-	12
17	26	-	8	-	8
18	30	-	-	4	4
19	14	-	9	11	20
20	30	4	-	-	4
21	34	-	-	-	0

22	32	2	-	-	2
23	29	5	-	-	5
24	22	1	5	6	12
25	33	-	1	-	1
26	26	4	-	4	8
27	14	18	2	-	20
28	27	-	-	7	7
29	31	3	-	-	3
30	31	3	-	-	3
31	30	4	-	-	4
32	19	-	15	-	15
33	27	1	-	6	7
34	33	-	-	1	1
35	24	-	6	4	10
36	28	3	3	-	6
37	14	11	-	9	20
38	33	1	-	-	1
39	29	-	1	4	5
40	33	-	-	1	1
Total	1110	105	79	66	250
Percentage of Students' answer	81.6%	7.7%	5.8%	4.9%	100%

From the table above, it can be concluded that the students class IX A SMP Santa Maria Monica get good result of School Examination from the percentage of correct answer which contains 81.6%. The following table is the description of the students' errors of each items of the examination.

The total of students' errors is shown in the table below:

Table 4.2

The total of students' error

Items no.	Classification of Error			Total Error
	Answer Grabbing	Text Matching	Related	
1	-	-	2	2
2	-	-	-	0
3	-	-	2	2
4	10	-	-	10
5	-	-	-	0
6	-	-	-	0
7	-	8	1	9
8	-	5	-	5
9	11	-	-	11
10	2	1	-	3
11	-	-	4	4
12	2	-	-	2
13	-	-	-	0
14	1	10	-	11
15	7	5	-	12
16	12	-	-	12
17	-	8	-	8
18	-	-	4	4
19	-	9	11	20
20	4	-	-	4
21	-	-	-	0
22	2	-	-	2
23	5	-	-	5
24	1	5	6	12
25	-	1	-	1
26	4	-	4	8
27	18	2	-	20
28	-	-	7	7
29	3	-	-	3
30	3	-	-	3
31	4	-	-	4
32	-	15	-	15

33	1	-	6	7
34	-	-	1	1
35	-	6	4	10
36	3	3	-	6
37	11	-	9	20
38	1	-	-	1
39	-	1	4	5
40	-	-	1	1
Total	105	79	66	250
Percentage of Students' Errors	42.0%	31.6%	26.4%	100%

From the table above, it can be described that the errors of answer grabbing are the most frequent in which the students committed 105 errors or 42.0%. It is followed by text matching errors that contain 79 errors or 31.6%, and the related errors are 66 or 24.6%. It is also shown in the table that the highest errors is from items number 19, 27, and 37 with the error number of 20 and it can be concluded that those items are the most difficult in this examination.

To get more understanding of the errors made by the students, the writer uses the following chart:

Figure 4.1

The total of students' error
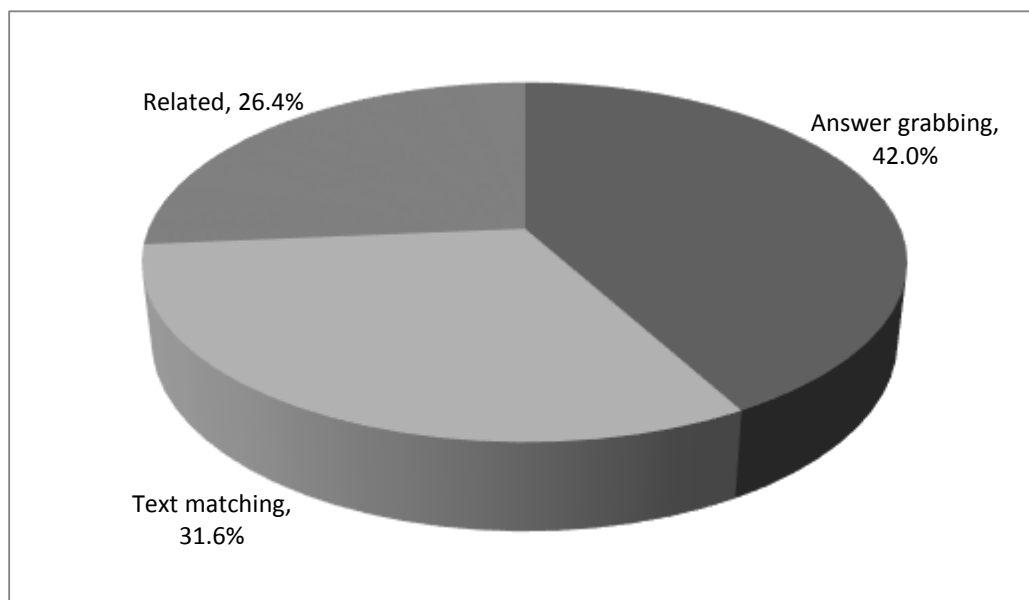
The following diagram shows the errors made by each students based on the three classification of errors which are answer grabbing, text matching, and related foils.

The writer presents the following diagram to shows the classification of errors committed by each student.

Figure 4.2

Description of students' error and its classification
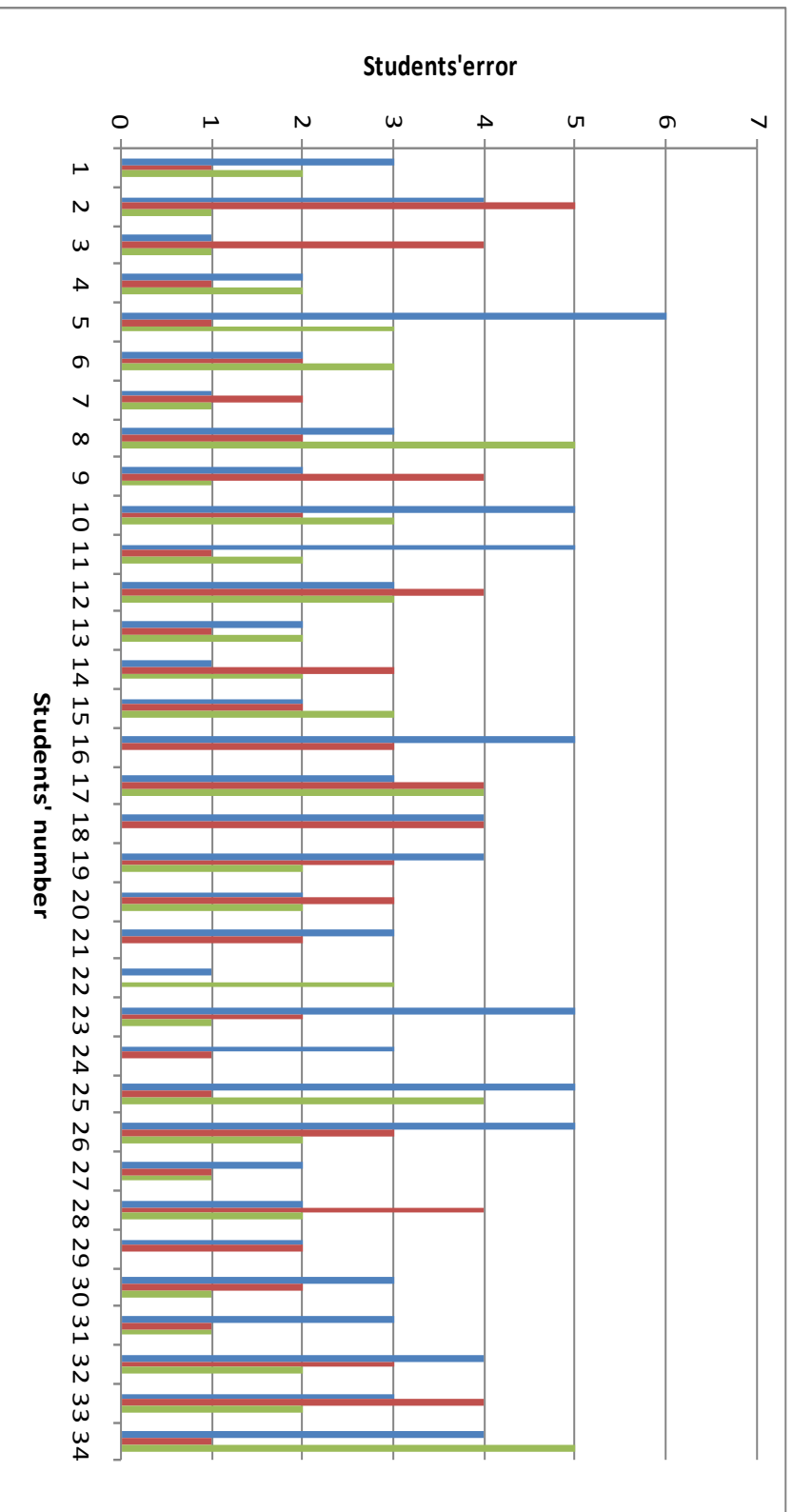
D. Data Discussion

After the writer analyzed the errors in the examination, she found that the error of answer grabbing is the most frequent errors made by students in their School Examination. From all students' error, answer grabbing errors is the highest in frequency with 42.0%. In the middle, there is text matching with 31.6%. The least error made by the students is related foils with the percentage of 26.4%.

Most of the errors are made because of the students' carelessness in doing their reading examination. This is proven by the highest percentage of answer grabbing errors, which indicates students' less interest or motivation in reading comprehension test. The students may not understand the instruction of the items, so they choose an answer without considering other choices to get the best answer. However, students class IX A SMP Santa Maria Monica Bekasi get good result in their School Examination. This is proven by the percentage of students' correct answer by 81.6%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the description in preceded chapter, the writer concluded that there are three types of error in reading comprehension test. They are text matching, related foil, and answer grabbing.

2. Among those types of errors, the type of related foil shows the high level of students' interest in doing reading task, while answer grabbing shows the lowest level of students' motivation in reading task. The large percentage of answer grabbing error also indicate that students do not care about what they are reading, the questions and of course the answers.

3. After the writer analyzed the errors of reading result School Examination of students class IX A SMP Santa Maria Monica Bekasi, it can be concluded that the students get good results in their examination, proved by the high percentage of their correct answer. However, the errors are still found in the results. The highest percentage of the students class IX A is answer grabbing errors and the lowest percentage is related foil.

4. The fact that answer grabbing error is the most error which the students committed, it indicates their less interested or motivated in such reading comprehension task. This may because the students are not familiar with this activity or do not understand the instruction of each item where they committed errors.

B. Suggestion

Referring to the conclusion, the writer would like to suggest as follows:

1. Teachers should know their students error and its classification, so that will help them to take solutions to their learning activity. Teacher should communicate to students about their error and give more exercise to improve their skill in reading comprehension.

2. Students have to pay more attention to the text, the questions, and the possibilities of answer. Students should be more careful in doing their reading comprehension task and give some time to consider between the choices to get the best answer.

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BIOGRAPHY

The writer is Benedicta Elena Ayu Pertiwi. She was born in Bekasi, 17th June 1993. She is the second daughter of three children from Mr. Virico and Mrs. Pawit. She started her education in Strada Budi Luhur Kindergarten and continued to Strada Budi Luhur II Elementary School. She took her High School in SMP Marganingsih Muntilan and SMA Santa Maria Yogyakarta.

After she was graduated from High School, she worked at PT. Epson Indonesia for ten months and resigned to start her college at the School of Foreign Languages JIA. While she studies in college, she is teaching English in Santa Maria Monica Elementary School from 2014 until present.