GRAMMATICAL ERROR ANALYSIS ON THE FINAL EXAMINATION OF ACADEMIC WRITING PRODUCED BY THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN JEMBER

THESIS

submitted to State Institute of Islamic Studies Jember
in partial fulfilment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

IAIN JEMBER

By:
JAMILA
NIM: T20156070

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2019

i

GRAMMATICAL ERROR ANALYSIS ON THE FINAL EXAMINATION OF ACADEMIC WRITING PRODUCED BY THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN JEMBER

THESIS

submitted to State Institute of Islamic Studies Jember
in partial fulfilment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

JAMILA
NIM: T20156070

Has been approved by advisor

As'ari, M.Pd.I
NIP. 1970050 220031 2 100

GRAMMATICAL ERROR ANALYSIS ON THE FINAL EXAMINATION OF ACADEMIC WRITING PRODUCED BY THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN JEMBER

THESIS

has been examined and approved as the requirements to obtain
a bachelor's degree of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department
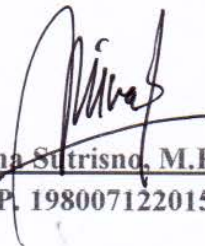
Day   : Wednesday

Date   : 9th of January, 2020

Chairman

Secretary

Dr. M. Hadi Purnomo, M.Pd.
NIP: 196512011998031 001

Nina Sutrisno, M.Pd.
NIP. 198007122015032 001

Members:

1. Dra. Sofkhatin Khumaidah, M.Pd., Ph.D.   (   )
2. As'ari, M.Pd.I.   (   )

Has been approved by
Dean of Faculty Tarbiyah and Teacher Training

Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111 199903 2 001

iii

MOTTO

"People cannot learn a language without first systematically committing errors".[1]

---

[1] Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York, NY: Oxford University Press, 1982), 138.

DEDICATION

This thesis is wholeheartedly dedicated to:

My family

Especially my beloved parents, thank you for waiting patiently

I wish I could have finished this sooner for you two

Because even the glimpse thought of not finishing this was quite burdensome

And for me, great job, Ming.

Those tiring months, days of sleep deprived, it has finally been paid off

I made it, eventually.

I proudly say this is one of my great accomplishments I made in my 22 years of living.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

First and foremost, I would like to express my greatest thank of gratitude to Allah SWT for His endless blessing and the completion of this study. My humblest gratitude to the holy Prophet Muhammad *Shallallaahu'alaihi wa sallaam*, his family, his relatives, and all of his followers. I am very well aware that I am here and I was able to finish this work was because of the help of people around me. I will do my best in never forgetting what a great fortune I have had being in this new stage of life. Therefore, in this special session, I would like to express my greatest gratitude to:

1. The Excellency Rector of the Institute of Islamic Studies Jember Prof. Dr. Babun Soeharto, S.E, MM, State Institute of Islamic Studies of Jember.

2. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the faculty of teacher training and education State Institute of Islamic Studies Jember.

3. Asy'ari M.Pd.I the Head of English Language Teacher Training Department as well as the researcher's consultant. I would like to sincerely thank him for giving me the wonderful opportunity to complete this undergraduate thesis under his supervision. Thank you for the valuable advice, suggestions, guidance, and patience so that I finally can finish this thesis. It's such a great experience.

4. Praptika Septi Femilia, M.Pd. as the validator of this research whom I'm very much indebted. I cannot thank you enough for the ideas, moral support, time, and patience you gave me through this project. It's truly an honor.

5. All of the lecturers of English Language Teacher Training Department, I profusely thank you for the extensive knowledge, advice, guidance, and experience during my four years as a student in this institution.

6. My beloved parents; Misjan and Ruhana for always giving me your constant prayer, encouragement, support, advice, and for continually providing me your moral, spiritual, emotional, and financial support. I apologize for taking this long to complete this work.

7. My friends who gave me their help through this thesis especially Fikri, I will not forget your generosity in sharing your nice ideas, Kamila, you might not realize, but just so you know, you did help me a lot through our years as college students and I cannot thank you enough for that. Faik, who always teasing me with your snarky remarks, saying I will not make it this year, I was encouraged, really. All of my friends in TBI-2 , thank you so much for this past four years, the memories, and the company. It's been such a wondrous moment.

vii

ABSTRACT

Jamila, 2019: *Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Education Department Students of IAIN Jember.*

Grammar is one of language components which concerns with the rules of how we form sentences. Apparently, the different structures or rules between the target language and the mother tongue often lead second language learners to produce errors. Students tend to use their first language structures, patterns, and rules in English writing. Error analysis is one of useful devices in analysing errors the students made. Therefore, in this research, the researcher analyzed the grammatical errors made by the fourth semester students of English Education Department.

The researcher established two research focuses in this study, they were: 1) What are the types of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember? 2) What is the most frequent type of grammatical errors found in the final examination of academic writing produced by fourth semester of English Education Department students of IAIN Jember?

Regarding the research focuses above, the research objectives of this study were: 1) To find out the types of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember 2) To describe the most frequent type of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

This research used descriptive qualitative research. The data of this research were the writings produced by the fourth semester English Education Department students in their final examination of academic writing. In compiling the data, the researcher used document analysis. The researcher analysed the errors based on surface strategy taxonomy theory proposed by Dulay et.al. In analysing the errors, the researcher adapted Ellis's steps. Investigator triangulation was used in validating the data, the analysis, and the result of this research.
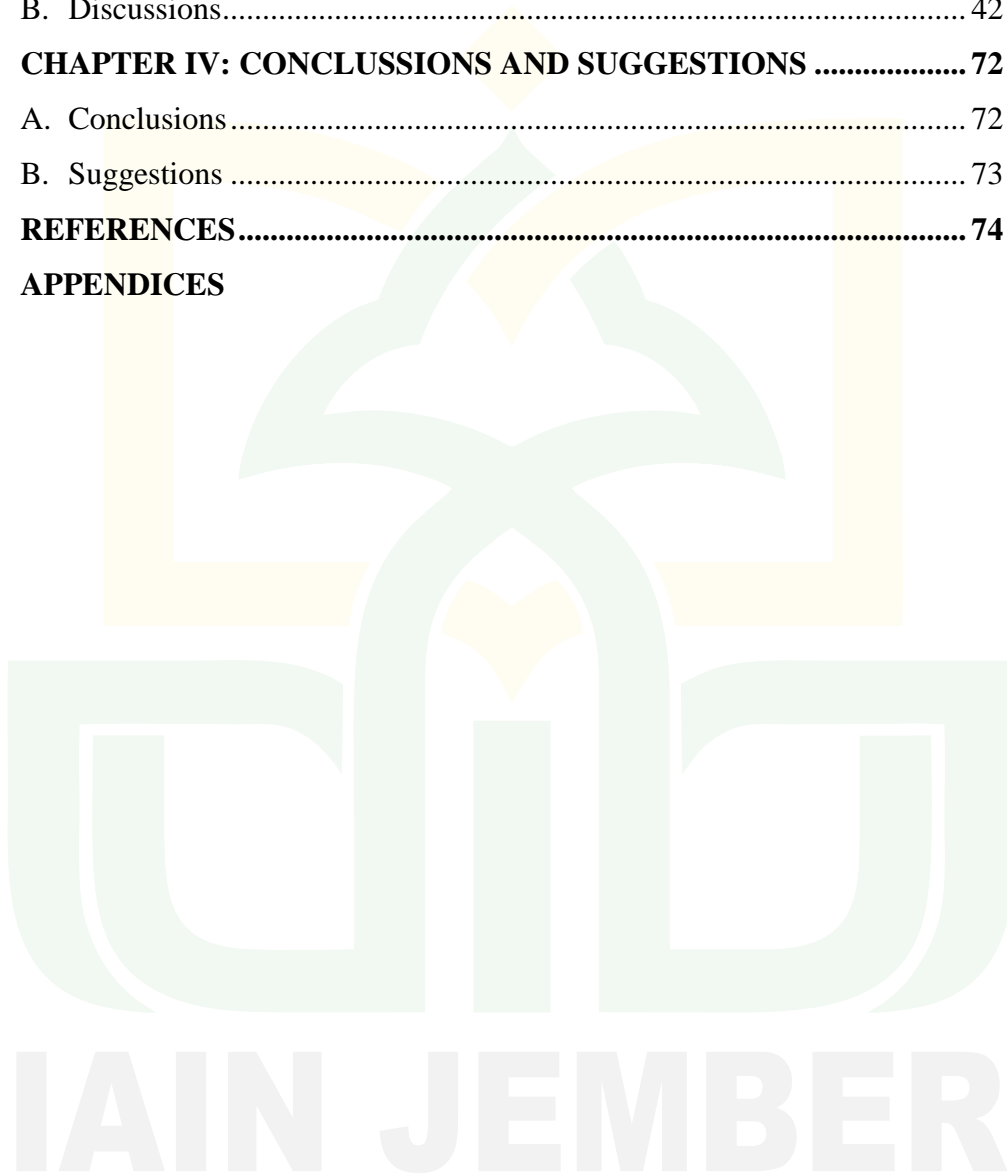
The result of this study showed that there were four types of grammatical errors the students made in their writings. They were omission errors, addition errors, misformation errors, and misordering errors. The most frequent type of grammatical errors the students made was omission. It emerged six hundred and thirty eight (638) times. Then, there were addition errors which happened one hundred and ninety two (192) times. Misformation errors which happened to be in the third place were occurred one hundred and sixty four (164) times. The last one was misordering errors which occurred thirty four (34) times resulting in it as the least grammatical errors type made by the students.

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Research Background

The role of a language is very crucial. As social creatures, humans always interact with each other. A language as a tool of communication surely is needed in delivering someone's expression. In educational aspect, a language is also important as a medium in teaching and learning activities between the teachers and students. The Holy Quran also mentioned the importance of a language as a means of communication. It was written in Surah Ibrahim verse 4:

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِۦ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ

The meaning: And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.[1]

The verse explained how our God, Allah the Almighty, did not send His messengers except they spoke in the same language with their people so that they could have given guidance clearly and avoided misunderstanding between them. The communication would not have gone well if they spoke in different languages. It showed how important the role of a language was.

In Indonesia, the first foreign language that was taught in schools was English. As Huda stated in Braine that not long after the independence

---

[1] Mushaf Al-Azhar, *Al-Qur'an dan Terjemah* (Bandung: Jabal, 2010), 255.

proclamation of the Republic of Indonesia, the choice eventually fell on English, not Dutch, despite the decision makers at that time had been educated in Dutch language school.[2] As a foreign language, English is not an easy subject to be learnt. We, Indonesians, are considered as L2 (second language) learners. Ellis stated that L2 learners are people who learn a language other than their mother tongue, inside or out-side of a classroom.[3]

Every language has its own grammatical rules. Basically, grammar is concerned with the rules of how language sentences are formed. Without having knowledge about grammar, learners' language development will be severely constrained. Long and Richards stated that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.[4]

It is highly believed that people with good grammatical competence tend to be able to deliver their intentions and feelings better than those who were with bad grammatical competence. In line with that statement, Batstone's said that language without grammar would be chaotic and certainly leave the speakers seriously handicapped.[5]

Apparently, the different structures between English and Indonesian patterns often cause learners to produce errors especially in writing English texts. Students tend to use Indonesian structures, patterns, and rules in English

---

[2] Huda in George Braine, *Teaching English to the World* (Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., 2005), 72.

[3] Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 2003), 3.

[4] Michael H. Long and Jack C. Richard "Activity based grammar teaching" *An International Peer-Reviewed Open Access Journal*, 1 (2015), 453-457.

[5] Rob Batstone, *Grammar* (New York: Oxford University Press, 1994), 4.

writing. For instance, in a sentence *aku lapar* became *I hungry*. The sentence *I hungry* was incorrect because it left out the verb be *am*. There is no verb *be* in Indonesian that it often leads learners to produce errors.

Nevertheless, making errors is a natural and unavoidable part of the process of learning English. It is a part of learners' L2 acquisition process. Dulay et. al. also supported that making errors was inevitable part of learning and people could not learn language without first systematically committing errors in their learning process.[6] By realizing the errors they made, the students are expected to do improvement in their learning.

Doing error analysis attempts to help teachers to know the students' mastery of certain material and help them to make a decision whether it is necessary to have any remedial treatments or not. It can be a very useful device of a foreign language teaching and learning. This is in line with Corder's statement which said that the function of error analysis was mainly to investigate the language learning process, and to judge whether it was necessary for the teacher to have remedial teaching.[7]

Fourth semester students of English Education Department were those who were at the end of their second year. It meant that they had passed their previous grammar classes namely: elementary English grammar, pre-intermediate English grammar, and intermediate English grammar. They were expected to have a good grammar competence since they were at the end of their grammar class; advance English grammar. As English students, they

---

[6] Dulay, Burt, Krashen, *Language Two*, 138.
[7] Stephen Pit Corder, *Error Analysis and Interlanguage* (New York, NY: Oxford University Press, 1981), 89.

were purposely prepared to be professional English teachers. They should have good competences in all language skills as well as English components such as grammar.

It was possible that fourth semester students of English Education Department of IAIN Jember still made grammatical errors although they were in their last grammar class. However, they were still considered as second language learners. Therefore, in attempting to know the students' grammar competence, doing error analysis on the grammatical aspects was one of the ways to find out how much their acquisition was obtained.

Considering the description above, the researcher reckoned that doing grammatical error analysis which focused on the fourth semester of English Education Department students' writings was worth to be done. The errors found were analyzed based on surface strategy taxonomy proposed by Dulay et.al. This research entitled "Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Education Department Students of IAIN Jember".

B. Research Focuses

In analyzing the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember, the researcher only dealt with the grammatical error aspect. Other errors occurred as in errors from the writing aspect were excluded. The grammatical errors were then analyzed based on the surface strategy

taxonomy theory proposed by Dulay et.al. Therefore, the researcher attempted to answer two research focuses in this study:

1. What are the types of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember?

2. What is the most frequent type of grammatical errors found in the final examination of academic writing produced by fourth semester of English Education Department students of IAIN Jember?

C. Research Objectives

Regarding the research focuses above, the objectives of this research were as follows:

1. To find out the types of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

2. To describe the most frequent type of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

D. Research Significance

By doing this research, the researcher hoped that the result would be helpful to provide:

1. For English students, it was hoped that by knowing errors they produced, they would give more effort to overcome their problems concerning grammatical errors. Adding their literature as their reading materials also

could be an attempt in doing so. Also, as teachers to be, it could be a new beneficial knowledge that could be a help for them to solve their students' problems in the future. By doing error analysis, they would be able to choose compatible media, methods, techniques etc. for their future students.

2. For English lecturers, after knowing their students' grammatical errors, the lecturers would be able to design and improve more compatible techniques and methods in their teaching process.

3. For further researcher, it was hoped that this study could be a reference if there were any other researchers who want to conduct the same issue but with different point of view since the researcher limited this study on the grammatical error types and the most frequent type of it.

E. Definition of Key Terms

In the effort of avoiding misunderstanding and misinterpreting, below were presented the definition of some key terms in this study:

1. Grammar is one of language components. It is concerned with the rule of how we construct words, such as phrases, clauses, and sentences correctly. Grammar relates to the four English skills.

2. Errors are flaws made by learners. They occurred because the learner did not know yet what the correct forms were. Learners did it unconsciously.

3. Error analysis is to observed, analyzed and classified errors made by learners. It is a type of linguistic analysis that focused on the errors learners made.

F. Research Method

1. Research Design

   Research design deals with the conceptual structure in conducting a research. Kothari confirmed that research design stands for advance planning of the methods and the techniques used for collecting the relevant data in the analysis or research.[8] The researcher used qualitative method in this study. According to Ary, qualitative research is a research searching an event to understand it by focusing on the holistic picture and the goal of qualitative research is in depth of understanding.[9]

   This research used a qualitative descriptive design because it aimed at describing the types of grammatical errors made by the fourth semester students of English Education Department in their writings. The researcher intended to describe exactly a phenomenon or problem found. The phenomenon here was the production of grammatical errors by the fourth semester students of English Education Department of IAIN Jember in the 2018/2019 academic year.

2. Data and Source of Data

   Accordingly, data are kinds of information that the researchers need to be obtained dealing with the subjects of the research. The researcher can collect books, audio, documents, and other printed

---

[8] C. R. Kothari, *Research Methodology: Methods and Techniques, 2ⁿᵈ Revised Edition* (New Delhi: New Age International Publisher, 2004), 2-3.

[9] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education, 8ᵗʰ Edition* (Belmont USA: Wadsworth, 2010), 29.

materials as the source of data.[10] The researcher compiled the final examination of academic writing produced by the fourth semester English Education Department students of IAIN Jember in the 2018/2019 academic year as the source of data.

The reason why the researcher chose the fourth semester among the others was because they were at their last grammar class which obviously meant they already had good grammar competence. As for the data sources, the researcher took the students' writing because in writing, grammar included as one of the important aspects. So, grammatical errors were likely made by the students.

The researcher copied the data from a lecturer who taught academic writing subject. There were three classes of fourth semester English Education Department students of IAIN Jember but the researcher picked TBI 2 students' writings as the data. There were twenty six (26) data from twenty six (26) students.

3. Data Collection Technique

Collecting data was important for the researcher to get information needed dealing with the object of the research. Document analysis was used in collecting the data in this research. According to Ary,

> "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television pro-grams, advertisements, musical compositions, or any of a host of other types

---

[10] J. R. Fraenkel and N. E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 110.

of documents. He also states that in educational research, analyze types of errors in students' writings is one of the purposes of document analysis."[11]

The data in this research were collected from the final examination of academic writing produced by the fourth semester English Education Department students of IAIN Jember in the 2018/2019 academic year, precisely the fourth semester students of TBI 2 class.

4. Data Analysis Technique

After collecting the data, the researcher analyzed the grammatical errors found in students' writings. The grammatical errors were analyzed based on the surface strategy taxonomy theory proposed by Dulay et.al. A surface Strategy Taxonomy highlights the ways surface structures are altered: learners might *omit* necessary items or they might *add* unnecessary ones; they might also *misform* or *misorder* them.[12]

In analyzing the errors found, the researcher only focused on the grammatical error, any other errors as in errors in the writing aspects were excluded. The researcher analyzed the grammatical errors based on the instrument which were already validated. The instrument was based on the Dulay's theory and was presented in appendix 5.

Moreover, the data analysis was done by using some steps which were adapted from Ellis. Ellis proposed four steps in analyzing learners' errors. They were identifying the errors, classifying the errors, explaining the errors, and calculating the errors.[13] However, the researcher switched

---

[11] Ary, Jacobs, Sorensen, and Razavieh, *Introduction*, 457.
[12] Dulay, Burt, and Krashen, *Language Two*, 150.
[13] Rod, *Second Language*, 15.

the explaining and calculating part so that explaining the errors became the last step. They were explained as follows:

a. Identifying errors

In identifying errors, we have to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.[14] In this study, the researcher identified the grammatical errors made by fourth semester of TBI 2 students of English Education Department in their academic writings. The identified erroneous clauses were then put in table of type of errors and were marked with bold marker.

b. Classifying errors

Once the errors learners produced have been identified, they were classified into types. Ellis states that classifying errors can help us to diagnose learners' learning problem at any one stage of their development and also, to plot how changes in error patterns occur over time.[15]

The researcher classified the errors found based on Dulay's theory; surface strategy taxonomy that covered the omission error, addition error, misformation error, and misordering error. The researcher classified the error found by giving check mark (✓) in the error types column. The table was as follow:

---

[14] Rod, *Second Language*, 16.
[15] Ibid, 18.

Table 1
Review of table for identifying and classifying the errors

No	Code of data	Erroneous clauses	Corrected clauses	Types of errors			
				O	A	Mf	Mo
1.	S1L1						
	S1L9						
2.	S2L4						
	S2L15						

Note:
- O stands for *omission error*
- A stands for *addition error*
- Mf stands for *misformation error*
- Mo stands for *misordering error*
- S1L1 stands for *student 1 line 1*. It was the number of the data (students' writings) and the location of the erroneous clauses in the writings.

c. Calculating the errors

Some errors could be considered more serious than others. Teachers should focus their attention on these. While the purpose of the error analysis was to help learners, it was a need to evaluate errors. Therefore, in this step, the researcher determined the most frequent up to the least frequent error types by calculating the errors and the total number of the grammatical errors the learners made.

d. Explaining the errors

Explaining errors involved analyzing the errors which were categorized into four types of grammatical errors namely omission, addition, misordering and misformation. It was only a number of errors from each error subtype were analyzed. This was because the sameness of errors the students made.

5. Data Validity

The concepts of making valid inferences from data and the consistency of the data are also important issues in qualitative research. Validity, or as qualitative researchers most frequently refers to credibility, concerns to the accuracy or the truthfulness of the findings.[16]

The researcher used triangulation to test the validity of the data. "Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research."[17] There are some types of triangulations. One of them is investigator triangulation. This type of triangulation is often used by the researcher who used library research. According to Silverman, investigator triangulation engages independently by more than one observer.[18]

Therefore by using this kind of triangulation, two lecturers that are considered capable on the field will be politely asked to check the result of this research. The first expert was the researcher's advisor and the second was one of the English lecturers.

G. **Systematic Discussion**

This research covered four chapters in which each chapter consisted of a number of subchapters that related to one another. A research commonly consisted of three parts; initial, core, and final part. They were explained below:

---

[16] Ary, Jacobs, Sorensen, and Razavieh, *Introduction*, 498.
[17] Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.
[18] Ibid,, 142.

The first was initial part which included the research title, approval sheet, ratification sheet, researcher's motto, dedication, acknowledgement, abstract, table of content and list of table.

The second part was the core which included:

1. **Chapter I** was introduction covering research background, research focus, research objective, research significance, definition of key term, research methodology, and systematic discussion.

2. **Chapter II** was review of related literature which consisted of previous study and theoretical framework.

3. **Chapter III** was finding and discussion.

4. **Chapter IV** was conclusion and suggestion.

The third was the final part in which it covered references, statement of authenticity of writing and appendixes which covered research matrix, biography of researcher, declaration sheet, research journal, research instrument, data sheets of identification and classification of errors in the students' writings, and the students' writings.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Previous Studies

There were several studies about grammatical error analysis before this research. Scholars attracted to examine the problematic errors the learners made in learning a foreign language by doing error analysis. Some even did not only analyze erroneous produce by language learners. Here are some of the previous studies:

1. Meylindha Chandra Dewi (2016) wrote a thesis entitled "Grammatical Error Analysis of the Tenth Grade Students in Writing a Descriptive Text at SMAN Kalisat Jember in the 2016/2017 Academic Year". She analyzed the errors based on the linguistic taxonomy proposed by Dulay et.al. In analyzing the data, she adapted Gass and Selinker's steps. In collecting the data, she used direct administration technique which meant directly administered the instrument to the respondents. The data analysis method used was a descriptive quantitative. The result of the study showed that there were 213 or 61.4% syntactical errors and 137 or 38.6% morphological errors found in the students descriptive text writings. The total amounts of the errors found were 347.

   The differences between her research and the current research were; Meylindha analyzed the errors based on the linguistic category whilst the current researcher used surface strategy taxonomy in determining the error types. Moreover, in analyzing the data, she adapted

Gass and Selinker's steps whilst this research adapted steps proposed by Ellis. Further, in collecting the data, she used direct administration technique which meant directly administered the instrument to the respondents meanwhile the researcher of this study only copied the data from one of English lecturers. In addition, unlike Meylindha who used a descriptive quantitative, the researcher used a descriptive qualitative method. The similarities are both research focused on analyzing grammatical errors.

2. Andreas Dwi Septiaji Pamungkas in 2016 wrote a thesis entitled "An Analysis of Grammar Error In English Standard Professional Procedure Material For Indomaret Cashiers published in 2016". This research aimed to find out the English grammatical error presented in Indomaret's English SOP material and also the types of the errors. The errors that found in this study were like errors in conditional sentence, simple present tense, and clause and in 'want to'-sentence.

The differences between his study and the current one were that the current study used Dulay, Burt, and Krashen's theory to identify the types of the errors meanwhile Andreas' used Corder's theory to find out the grammatical errors and the types of them. For the object of study, he used the content of English SOP Materials which was not an academic product whereas this research used the final examination of academic writing produced by English Education Department students. The similarities

between the two were both of them used descriptive qualitative method and document or content analysis in collecting the data.

3. The next research was written by Solihatun (2017) entitled "An Error Analysis on The Use of English Article in Descriptive Texts Written by the 8th Grade Students of SMP Nurul Iman Palembang". It aimed to know the types of errors and to know the dominant type of errors on the use of English article in descriptive text. The findings showed that there were three types of English article errors found in the text: 1) omission (49,52%), (2) addition (30,47%) and the last (3) substitution (20%).

The differences between the prior research and this research were that her research only focused on errors in English article in descriptive text written by high school students whilst this research focused on all grammatical errors found in the academic writing produced by collegians. In addition, the prior study used written test to get the data whilst the present researcher did not. The similarities were both of the researchers used descriptive qualitative method in the research design. Another similarity was the two used surface strategy taxonomy in analyzing the errors.

Table 2
Similarities and Differences between Previous Research and This Research

No	Research Titles	Similarities	Differences
1	A thesis wrote by Meylindha Chandra Dewi (2016) entitled "Grammatical Error Analysis of the Tenth Grade Students in Writing a Descriptive Text at SMAN Kalisat Jember in the 2016/2017 Academic Year".	Both researchers focused on analyzing grammatical error	Meylindha used linguistic category, adapted Gass and Selinker's steps, and a descriptive quantitative while the current researcher used surface strategy taxonomy, Ellis' theory, and a descriptive qualitative method.
2	Thesis by Andreas Dwi Septiaji Pamungkas (2016) entitled "An Analysis of Grammar Error In English Standard Professional Procedure Material For Indomaret Cashiers" published 2016.	Both researchers focused on analyzing grammatical errors, used descriptive qualitative method and used document or content analysis in collecting the data.	Andreas used Corder's theory and content of English SOP meanwhile the current researcher used Dulay's surface strategy taxonomy and collegians' writings.
3	Thesis by Solihatun (2017) entitled "An Error Analysis on The Use Of English Article in Descriptive Texts Written by The 8th Grade Students of SMP Nurul Iman Palembang"	Both researcher used descriptive qualitative method and surface strategy taxonomy	While Solihatun only focused on analyzing errors in the use of English articles, this research analyzed all possible errors. Further, Solihatun used test in collecting the data while the current researcher did not.

Source: **The data Processing from Previous research**

The three previous researches above had their own ways in analyzing grammatical errors. Each analyzed different kinds of objects with different steps and theories. The current researcher on the other hand, used document analysis in collecting the data. The grammatical errors

analyzed based on surface strategy taxonomy theory with steps adapted from Ellis'. Further, this research is a qualitative descriptive research and analyzed collegians' writings as the data.

B. Theoretical Frameworks

1. The notion of grammar

English is considered as one of the most difficult subjects for L2 learners. Unexceptionally for Indonesian students since we have different rule systems from English. One of the hardest aspects of English for learners aside from the four skills is grammar. Due to the condition, learners often produce errors in their utterances or writings.

According to Thornbury, grammar, simply described, in a systematic way, is the rule that govern how words are combined and sequenced in order to form sentences in a given language.[19] Swan defined grammar as the rules that say how words are combined, arranged and changed to show different meanings.[20] Meanwhile Chomsky in Richards stated that 'the knowledge of grammar underlying our ability to produce and understand sentences in a language.[21]

From the above explanation, the researcher took a conclusion that grammar was important to form and arrange correct sentences. Grammar also defined the meaning of the sentences we formed. A grammatical error

---

[19] Scott Thornbury, *An A-Z of ELT* (Oxford: Macmillan, 2006), 92.
[20] Michael Swan, *Practical English Usage: International Students' Edition* (New York: Oxford University Press, 1956), xxiii.
[21] Jack C. Richards, *The Context of Language Teaching* (Cambridge: Cambridge University Press, 1987), 144.

sentence could affect the meaning of the sentence itself that it caused confusion for the readers.

a. The most important parts of speech

Any language's words can be classified according to the part of speech (grammatical category) they belong to. English words can be categorized as nouns, adjectives, pronouns, verbs, adverbs, determiners, prepositions, conjunctions, and so forth.[22]

1) Noun

A noun is more than just "a person, place, or thing." They are more than just are both more and less than that. Since many words that ordinarily do not belong to the noun part of speech categories can be *nominalized* (made to function like nouns). One way to test a noun is whether a word can fit in the articles "*an/a*" or "*the*" and quantifiers.[23]

Another way to know if something is a noun is to ask whether the possessive marker "*s"* can be attached to the end of it. Only nouns can co-occur with possessive; "the *boy's* mother"*, "*the *teachers'* salaries" (but "the *from's* family", "a *killed's* weapon", "the *quickly's* performance"). A third test for is whether a word can co-occur with the "*s"* that marks plurality.

---

[22] Richard V. Teschener and Eston E. Evans, *Analyzing the Grammar of English, 3rd Edition* (Washington D.C: Georgwtown University Press, 2007), 5.
[23] Ibid, 5.

2) Verb

Verbs do several different things. For example, one verb (*to be*) equates **X** with **Y**.[24] An example would be *Danny is a dentist* whose verb, "*is*", works like this:

Danny   *is*   *a dentist*.
  X   =   Y

A few verbs indicate *states* or *conditions*, which often refer to health or to feelings: "Joe *appears* sick today"*,* "Josie *looks* tired right now", "Jerry *seems* quite annoyed." The underlined ones are the verb forms.

But most verbs involve *actions* as in sentences; Jane *chopped* down the tree, Jack *jumped* on the grass, and Jessica *drove* the car. In sentences like these, the clause's subject; *Jane, Jack, Jessica*, does the verb's action; the verb, in turn, describes it.

Auxiliary verbs (helping verbs) is as in sentence "Jane *has* chopped down the tree". *Has chopped* is a verb phrase. The auxiliary verb *has* is a part of those verb phrases because it gives us the verb phrase's tense. *Chopped* is called the *lexical verb* (LV); the lexical verb describes the action that is taking place.

A word is called a verb when it can be conjugated. In other word, it can be changed into different tenses. *Stay* is called a verb

---

[24] Teschener and Evans, *Analyzing the Grammar*, 7.

because it can be conjugated to *stayed* (past tense), *staying* (gerund), and *stays* (present tense 3rd person singular).[25]

3) Adjective

A semantic trait of adjectives is that they *describe, modify, limit, distinguish,* or otherwise *characterize* the noun they refer to.[26] Adjectives limit the nouns to a percentage of things within what the nouns cover. An example is the phrase "*green apples"*: The larger category; "*apples"*, is made smaller by the adjective *green*, so it is only the green apples (and not red, yellow, or golden apples) are being referred to. Adjectives can be used either attributively or predicatively. While attributive adjectives occur as pre-modifiers to the noun,[27] as in: "The *yellow* carpet" and "*strong* coffee", predicative adjectives are used with verbs like *be*, *seem*, and *appear* as in sentence "This coffee is *strong*".

4) Adverb

Adverbs describe, modify, limit, distinguish, or otherwise talk about verbs.[28] So, adverbs are to verbs as adjectives are to nouns. Adverbs characterize or otherwise assign a *manner* to their verbs as in "Connie jumped up <u>*quickly*</u>" (in a quick manner) and "ran away <u>*frantically*</u>" (in a frantic manner]). An adverb can also function as an *intensifier* when it modifies an adjective, as in "Joe

---

[25] Teschener and Evans, *Analyzing the Grammar*, 8.
[26] Ibid, 10.
[27] Steven Brown and Salvatore Attardo, *Understanding Language Structure, Interaction, And Variation, 2nd Edition* (USA: The University of Michigan Press, 2006), 353.
[28] Ibid, 12.

is a *very* hard-working scholar", as an intensifier when modifying other adverbs as in "Joe works *very* rapidly", and even as a modifier of a whole sentence, as in "*Clearly* (It is clear that) you want me to leave" and "I will leave *tomorrow* (It is tomorrow when I will leave)."

5) Pronoun

"Pro" + "noun" typically means "*in place/of/instead of*" a noun or a noun phrase.[29] Pronouns, then, replace nouns, as in "Joe was tired, so *he* (Joe) went to bed" and can also refer back to nouns as in "Joe told Margaret that *he* wanted *her* to get *him* a hot water bottle". Pronouns belong to the following categories:

a) Personal (*I/me, you/you, he/him, she/her, it/it, we/us, they/them*)

b) Reflexive (*myself, yourself, himself, herself, itself, ourselves, themselves*)

c) Possessive pronouns (*mine, yours, his, hers, its, ours, theirs*)

d) Possessive determiners (*my, your, his, her, its, our, their*).

e) Reciprocal (*each other*)

f) Relative/interrogative (*who, which, what, whose, where, when, why, that*)

g) Demonstrative (*this [one], these [ones], that [one], those [ones]*)

---

[29] Teschener and Evans, *Analyzing the Grammar*, 13.

h) Indefinite (*anyone, someone, no one, anything, something, nothing*)

6) Determiner

A determiner is either an article (definite) "*the*" or (indefinite) "*a/an, some*", a demonstrative (*this, these, that, those*), or a possessive (*my, your, his, her, its, our, their*).[30] These words are called determiners because they appear right before nouns and thus "determine" things about them whether the noun is new information or old (*a house* vs. *the house*), whether the noun is close to the speaker or not (*this house* vs. *that house*), or whom the noun belongs to (*my house* vs. *her house*, etc.).

7) Quantifier

Quantifiers are quasi-adjectival words that state the amount or quantity of whatever the following noun denotes.[31] Quantifiers (and the unit words that behave like quantifiers) occur right before or after the determiners that appear at the beginning of noun phrases: *several* students, *many* girls, *many of* the women, their *many* children, *much* effort, *lots of* paper, *few* cows, the *few* elephants, *gallons of* dirty polluted water, *tons of* fun, etc.

---

[30] Teschener and Evans, *Analyzing the Grammar*, 14.
[31] Ibid, 14.

8) Preposition

Prepositions are "short" or "little" words that express relationships including those of space, time, and degree. The twenty most common English prepositions are *at, about, above, against, around, before, below, between, by, for, from, in, of, on, over, through, to, toward(s), under,* and *with.*[32]

2. Error and error analysis

a. Error definition

The term error has been defined from various points of view by several linguists. Norrish defined an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong[33] whereas Cunningsworth defined an error as a systematic deviation from the norms of languages that a learner has learnt.[34] It could be seen that these two linguists mentioned the phrase systematic deviation which could be interpreted as the deviation which occurred repeatedly.

According to Dulay et. al. errors are the flawed side of learner speech or writing. They are those parts of conversation and composition that deviate from some selected norm of mature language

---

[32] Teschener and Evans, *Analyzing the Grammar*, 14.

[33] J. Norrish, *Language Learning and Their Errors* (London: Macmillan Publisher Ltd. 1987), 7.

[34] Alan Cunningswort, *Evaluation and Selecting EFL Teaching Materials* (London: Heinemann Education Book. 1987), 87.

performance.[35] Ellis stated that errors reflect gaps in a learners' knowledge.[36]

From what have been suggested by some linguists about errors above, the researcher concluded that errors are the incorrect use of language system elements. They occur because learners do not know the correct ones. Nevertheless, a learner must make errors as an unavoidable and necessary part of the learning process, so making errors is not a bad thing, it is a visible proof that learning is taking place.[37]

Some linguists distinguish the terms mistakes and errors. Chomsky in Dulay et. al called "mistakes" as performance errors where the factors of these errors caused by fatigue and inattention.[38] Meanwhile he called "errors" that resulting from lack of knowledge of the rules of the language as competence errors. It reserved for the systematic deviations due to the learners' still developing knowledge of the L2 rule system as Corder said in Dulay.[39]

The researcher concluded that errors occurred because learners do not know the correct ones. It meant they cannot self-correct them because they did not know the correct ones. Meanwhile mistakes occur because of the difficulty of processing forms that are not yet fully

---

[35] Dulay, Burt, and Krashen, *Language Two*, 138.
[36] Rod, *Second Language*, 139.
[37] Broughton Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas, *Teaching English as a Foreign Language* (Taylor Francis e-Library, 2003), 135.
[38] Ibid, 139.
[39] Ibid, 139.

mastered. However, the researcher used error to refer to any deviation, no matter what the characteristics or the causes of those deviations might be.

b. Error analysis

Dulay et. al. mentioned that studying learners' errors serve two major purposes. They were; (1) It provides data from which inferences about the nature of the language learning process can be made: and (2) It shows to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.[40]

Corder pointed out that error analysis is part of methodology of the psycholinguistic investigation of language learning. It means that error made by learner has relation with psycholinguistic process.[41] Whereas, Brown asserts that error analysis is the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors.[42] On the other hand, James argues that error analysis is the process of determining the

---

[40] Dulay, Burt, and Krashen, *Language Two*, 138.
[41] Stephen, *Error Analysis,* 35.
[42] H. Douglas Brown, *Principles of Language Learning and Teaching* (White Plains NY: Pearson Education, Inc. 2007), 259.

incidence, nature, causes and consequences of unsuccessful language.[43]

Based on various statements from linguists above, the researcher concluded that error analysis is a methodology of investigating learners' competence and their language acquisition in learning a second or foreign language. In short, error analysis can be a very useful device of a foreign language teaching.

c. Classification of error

Some linguists had their own opinions and definitions in classifying errors. Corder described the classification of error into four categories: Omission, Addition, Selection, and Ordering.[44] Meanwhile, Politzer and Ramirez mentioned that the errors were categorized as an aid in presenting data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason they were categorized along fairly traditional lines into errors in morphology, syntax and vocabulary.[45]

Dulay et. al proposed four taxonomies to classify errors, examine errors, or analyze errors descriptively. They strongly believed that each component of language should be studied separately and

---

[43] C. James, *Error in Language and Use: Exploring Error Analysis* (New York: Pearson Education Limited, 1998), 1.
[44] Stephen, *Error Analysis*, 36.
[45] R. L. Politzer and A. G. Ramirez, *An Error Analysis of The Spoken English of Mexican-American Pupils in a Bilingual' School and a 'monolingual School* (Washington, US: Stanford University, 1973), 41.

thoroughly.[46] The four taxonomies are error type based on Linguistic Category, errors based on Surface Strategy Taxonomy, errors based on Comparative Taxonomy, and errors based on Communicative Effect Taxonomy

However, in this research the researcher classified the learners' errors based on the Surface Strategy Taxonomy. It identified the errors dealing with how the learners acquire new language cognitively and produce something with the new language. A surface Strategy Taxonomy highlights the ways surface structures are altered: learners might *omit* necessary items or they might *add* unnecessary ones; they might also *misform* or *misorder* them.[47] The following are kinds of errors based on surface strategy taxonomy:

1) Omission error

Dulay et.al mentioned that omission errors are characterized by the absence of an item that must appear in a well-formed utterance.[48] Some types of morphemes are omitted more often than others. We know that morphemes or words are distinguished into two classes: content morphemes and grammatical morphemes.

Content morphemes are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, and adverbs. As in the sentence "*Mary is the president of the new*

---

[46] Dulay, Burt, and Krashen, *Language Two*, 146.

[47] Ibid, 150.

[48] Ibid, 154.

company". The words *Mary, president, new, and company* are the content morphemes that carry the burden of meaning. Ones could still understand even if they just hear those words.

Grammatical words are those little words that play a minor role in conveying the meaning of a sentence such as *–s*, *–ed*, *–ing, a, an, the*, *is, will, can, shall, may*, *in, on, under,* etc.). Considering the example given above, the grammatical morphemes are *is, the, of,* and *the.* People could not even begin to guess what the speaker may have in mind.

2) Addition errors

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.[49] They usually occur in the later stages of L2 acquisition or learning, when the learners already acquire some target language rules. Dulay et. al added that in fact, addition errors result from the all-too-faithful use of certain rules.[50] There are three types of addition errors which are explained in the following parts:

a) Double markings

These errors are described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For instance, in most English

---

[49] Dulay, Burt, and Krashen, *Language Two*, 156.
[50] Ibid, 156.

sentences some semantic features such as tense may be marked by syntactically only once.[51] For example:

- She didn't visit his parents last week

In the above example, the word *visit* takes past tense marker when there is no auxiliary (such as *did*) on which to mark the tense, as in *She visited her parents last week*. The English rule for this kind of tense is: place the tense marker on the first verb. In affirmative sentences, the main verb is the only verb, and thus takes the tense, as in the sentence above.

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary took the tense. Sometimes learners who have acquired the tense form for both auxiliary and verb often place the marker on both, as in

- He doesn't knows my name (incorrect)

- We didn't went there (incorrect)

Those two sentences are categorized as a type of addition errors *double marking* because two items rather than one are marked for the same feature (tense, in these examples).

b) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. As we know that English has both regular and irregular form and

---

[51] Dulay, Burt, and Krashen, *Language Two*, 156.

construction in language. Some members of a class are exceptions to the rule.[52] For example, the verb *eat* does not become *eated* but it changes to *ate*, the noun *sheep* is also *sheep* in the plural form, not *sheeps*.

Dulay et. al. explained that regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.[53] For example, *sheeps* and *putted* are both regularization in which the regular plural and past tense markers –*s* and –*ed* have been added to items which do not take markers. Therefore, these words such as *deers*, *hitted* and *beated* are become the example of regularization.

c) Simple addition

Dulay et al stated that there is no particular features characterized simple addition error.[54] For example:

- The *fishes* do*es*n't live in the water (incorrect).

3) Misformation errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission

---

[52] Dulay, Burt, and Krashen, *Language Two*, 157.
[53] Ibid, 157.
[54] Ibid, 158.

errors the item is not supplied at all, in misformation errors the learners supply something, although it is incorrect.[55] For example:

- The dog eated the chicken

In the example above, a past tense marker was supplied by the learners; it was just not the right one.

There are three types of misformation errors, they are:

a) Regularization errors

Regularization errors which describe in the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. Other examples are as in

- Reflexive pronoun: hi_s_self (himself)

- Regular past: I fall_ed_ (fell)

- Plural: *Childs* (children)

b) Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. Dulay et. al further called the form selected by the learner as an archi-form.[56] For example, a learner may temporarily select just one of the English demonstrative adjective *this, that, these,* and *those,* to do the work for several of them. For example:

---

[55] Dulay, Burt, and Krashen, *Language Two*, 158.
[56] Ibid, 160.

- That dog barks (correct)

- That dogs bark (incorrect)

For this learner, that is the archi-demostrative adjective representing the entire class of demonstrative adjective.

Learners may also select one member of the class of personal pronouns to function for several others in the class. For example:

- Give *me* that (correct)

- *Me* hungry (incorrect)

c) Alternating forms

Dulay et. al have observed that in the production of verbs when participle form (-*en,* as in *seen*) is being acquired, it may be alternated with the past irregular,[57] as in:

- I *seen* her yesterday.(incorrect)

- He would have *saw* them (incorrect)

4) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.[58] For example, in the utterance:

- He is all the time late.

All the time is misordered.

---

[57] Dulay, Burt, and Krashen, *Language Two*, 161.
[58] Ibid, 162.

Further Dulay et. al stated that misordering errors occur systematically for both L1 and L2 learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) question.[59] For example as in sentence:

- *What Daddy is doing?*   For   *What is Daddy doing?*

In the example above, learners use the declarative sentence order that have been acquired.

During a later phase of acquisition, when they have acquired the simple question order, they may produce other misordered sentences. As in sentence

- I don't know *what should I do*.

The sentence above contains misordering error. The correct one should be *I don't know what I should do*.

---

[59] Dulay, Burt, and Krashen, *Language Two*, 162.

CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter described the findings and discussions of the grammatical error types made by the fourth semester English Education Department students of IAIN Jember on their final examination of academic writing as well as describing the most frequent type of it. The erroneous clauses were analyzed based on the surface strategy taxonomy proposed by Dulay et. al. The first section was finding, including the finding of the error types and the frequency of each error type. The second was discussion that described interpretative data analysis according to the finding that related to the research focuses.

A. Findings

1. The types of grammatical errors found in final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

    After collecting the twenty six (26) data from TBI 2 of fourth semester students' final examination of academic writing, the researcher then identified and classified the errors found. Based on the surface strategy taxonomy theory proposed by Dulay et. al,, there were 4 types of errors made by the students. They were omission error, addition error, misformation error, misordering error. Moreover, each error type had its own subtypes. Each subtype was then identified by using coding guide in appendix 5.

35

a. The first type of error was omission error. It covered omission of articles, morphemes, verbs, pronouns, adverbs, preposition, subject of sentence, object of sentence, adjectives, nouns, main clauses, and omission of verb phrases. Each subtype of omission errors was coded based on the coding guide in appendix 5. Some of erroneous clauses from each subtype were presented in the table below:

Table 3
The data findings are about omission error and its subtypes

No	Code of data	Erroneous clauses	Corrected clauses	Code of error
1	2	3	4	5
1.	S5L8	english is _ international language	english is **an** international language	1a
2.	S1L1	Language is one of the significant elements that **affect** international communication	Language is one of the significant elements that **affects** international communication	1b
3.	S12L6	Student _ difficult to determine the structure	Students **are** difficult to determine the structure	1c
4.	S13L11	There are many students _ did not good in reading	There are many students **who** are not good at reading	1d
5.	S5L22	you should realize that study english is not _ about grammar	you should realize that studying English is not **only** about grammar	1e
6.	S5L25	Why _ we need _ study pronounciation?	Why do we need **to** study pronunciation?	1f
7.	S5L29	_ _ Because we will study to identify the sounds	**It** is because we will study to identify the sounds	1g
8.	S7L8	there are problems that make _ could not speak English fluently	there are problems that make **them** could not speak English fluently	1h
9.	S19L3	Almost _ of the students in Indonesia…	Almost **all** of the students in Indonesia…	1i
10.	S6L1	Language is one of the most important _ to make communicate with others	Language is one of the most important **aspects** to communicate with others	1j

1	2	3	4	5
11.	S8L21	when the teachers are able to make the teaching and learning activity more interesting _	when the teachers are able to make the teaching and learning activity more interesting**, students will be interested** *(optional)*	1k
12	S13L69	skipping over large section of material _	skipping over large section of material **is difficult** *(optional)*	1l

Based on the table, omission error possessed several subtypes; they were omission of article as in data from S5L8, morphemes as in data S1L1, verb as in data S12L6, pronoun as in data S13L11, adverb as in data S5L22, preposition as in data S5L25, subject of sentence as in data S5L29, object as in data S7L8, adjective as in data S19L3, noun as in data S6L1, main clause as in data S8L21, and omission of verb clause which was represented by data S13L69.

   b. The second type of grammatical error found was addition error. There were several subtypes of addition error; they were addition of articles, morphemes, verbs, pronouns, prepositions, subject of sentence, conjunctions and redundancy. Like omission errors, some erroneous clauses from each subtype of addition error were also coded as below:

Table 4
The data findings are about addition error and its subtypes

No	Code of data	Erroneous clauses	Corrected clauses	Code of error
1.	S2L6	Teachers can provide **the** perfect media	Teachers can provide perfect media	2a
2.	S7L1	Speaking is skill that has a **goals** to express opinions	Speaking is a skill that has a **goal** to express opinions	2b

No	Code of data	Erroneous clauses	Corrected clauses	Code of error
3.	S5L3	people may **do** not understand what you want to say	people may not understand what you want to say	2c
4.	S22L2	English For Specific Purposes (ESP) **which** is branch of ELT	English For Specific Purposes (ESP) a is branch of ELT	2d
5.	S7L27	Based on **from** my experience…	Based on my experience…	2e
6.	S13L63	skimming **it's** important	skimming is important	2f
7.	S21L10	Student is able to acquire four skills as **like** listening, speaking, reading and writing	Students are able to acquire the four skills as listening, speaking, reading and writing	2g
8.	S4L9	**And** the result are satisfying	the results are satisfying	2h

According to the table, the researcher found addition error type and its subtypes. There were addition of articles which represented by data S2L6, addition of morpheme as in data S7L1, addition of verb as in data S5L3, addition of pronoun as in data S22L2, addition of preposition as in data S7L27, addition of subject/double subject in a sentence as in data S13L63, addition of unnecessary items (redundancy) such as different words with the same meaning as in data S21L10 and addition of conjunction as in data S4L9.

c. The third grammatical error type found in the students' writings was misformation error. Like omission and addition error, misformation also had a number of subtypes; they were misformation of articles, verbs, pronouns, prepositions, adjectives, nouns, and misformation of conjunction. They were presented in table below:

Table 5
The data findings are about misformation error and its subtypes

No	Code of data	Erroneous clauses	Corrected clauses	Code of error
1.	S8L2	As **the** tool of global communication, English should be mastered	As **a** tool of global communication, English should be mastered	3a
2.	S3L11	the students still **did**n't interested to read	the students **are** still not interested in reading	3b
3.	S14L46	Students must push **theirself** to practice grammar	Students must push **themselves** to practice grammar	3c
4.	S2L2	**In** the other hand, the problems also appear	**On** the other hand, the problems also appear	3d
5.	S24L66	Communication occurs **inevitable**	Communication occurs **inevitably**	3e
6.	S1L3	…writing to **comunication** well with the others	…writing to **communicate** well with the others	3f
7.	S12L3	They prefer to gadget **than** books	They prefer gadgets **to** books	3g

The table showed the third error type found by the researcher. It was misformation error that had several subtypes; misformation of articles which represented by data S8L2, inappropriate use of verbs such as in data S3L11, inappropriate use of pronouns as in data S14L46, misused of prepositions as in data S2L2, improper use of adjectives as in data S24L66, improper use of nouns as in data S1L3, and misused of conjunction as in data S12L3.

d. The last grammatical error type found in the fourth semester students of TBI 2's writings was misordering error. Misordering error covered several subtypes; they were misplacement of adjective or determiners, adverb, misordered in forming genitive cases, and misordered in

forming relative clause. Some of erroneous clauses from each subtypes

were presented below:

Table 6
The data findings are about misordering error and its subtypes

No	Code of data	Erroneous clauses	Corrected clauses	Code of error
1.	S7L28	many teacher cannnot create an **atmosphere conducive**	many teachers cannnot create a **conducive atmosphere**	4a
2.	S20L11	we **look only for** a specific fact	we **only look for** a specific fact	4b
3.	S14L2	…to improve **grammar's student** ability	… to improve **student**s' **grammar** ability	4c
4.	S26L36	the percentage of the **students achieving the score** bigger than or equal to C	the percentage of the **score that the students achieved were** bigger than or equal to C	4d

The table showed that the researcher found the fourth error type;

misordering error. Like the other types of error, misordering also had

several subtypes. They were misordered of adjectives which

represented by data S7L28, misplacement of adverbs as in data S20L11,

misordered in forming genitive cases as in data S14L2, and misordered

in forming relative clause as in data S26L36.

2. The most frequent type of grammatical error found in the final examination

of academic writing produced by the fourth semester of English Education

Department students of IAIN Jember.

After identifying and classifying the grammatical errors found in the

final examination of academic writing produced by TBI 2 of fourth

semester English Education Department students, the researcher then

calculated the frequency of each error type to know the most frequent type of it. Previously, it was mentioned that the types of errors the students made were omission error, addition error, misformation error, misordering error. Below was presented the calculation of each error and its subtypes:

Table 7
The data findings are about the frequencies of each error types

No.	Types of errors	Subtypes	Frequencies	Total
1.	Omission errors	1a	73	638
		1b	434	
		1c	51	
		1d	9	
		1e	2	
		1f	23	
		1g	24	
		1h	5	
		1i	4	
		1j	2	
		1k	6	
		1l	5	
2.	Addition error	2a	26	192
		2b	68	
		2c	31	
		2d	4	
		2e	34	
		2f	13	
		2g	5	
		2h	11	
3.	Misformation error	3a	32	164
		3b	72	
		3c	17	
		3d	23	
		3e	6	
		3f	8	
		3g	5	
4	Misordering error	4a	19	34
		4b	5	
		4c	9	
		4e	1	
Total				1028

According to the table above, it was found out that the most frequent of grammatical error type the students made in their writings was omission error. It emerged six hundred and thirty eight (638) times. Then, there were addition errors in which appeared one hundred and ninety two (192) times; made it into the second most frequent grammatical errors type after omission. Misformation errors which happened to be in the third place were occurred one hundred and sixty four (164) times. Then there were misordering errors which showed up thirty four (34) times resulting in it as the least grammatical errors type made by the students.

B. Discussions

This section discussed further about the finding above which was combined with the theoretical framework in chapter 2. The finding showed that after analyzing the students' writings based on surface strategy taxonomy theory, the researcher found out four types of grammatical errors made by the students; omission, addition, misformation, and misordering error.

1. The types of grammatical errors found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

a. Omission error

The first type of grammatical error the students' made in their writings was omission error. Dulay et.al mentioned that omission errors are characterized by the absence of an item that must appear in a well-

formed utterance.[58] The students made several kinds of omission in their writings. There were omission of articles, morphemes, verbs, pronouns, adverbs, prepositions, subjects, objects, nouns, adjectives, main clauses and omission of verb phrase. Below were the analyses of some erroneous clauses in the students' writings:

1) **Data S5L8 (1a)**

"English is _ international language"

The sentence above left out the definite article *an* to identify that the word *English* was singular. Articles in English are *the* and *a/an.* Articles belong to the word class of determiners.[59] They appear right before nouns and thus "determine" things about them. As for articles, they tell us simply whether the thing that is referred to is identified (definite) or not identified yet.

Article *the* is used to nouns that have been identified while *a/an* is used for those which have not been identified yet, the nouns are nonspecific in the sense that its references are not yet established: it could refer to anyone or anything. *A/an* are always followed by singular countable nouns. As Murphy said that we cannot use singular countable nouns alone.[60]

The reason why the sentence above should have used definite article *an* was because the noun that followed it was

---

[58] Dulay, Burt, and Krashen, *Language Two*, 154.
[59] Scoot, *An A*-Z, 16.
[60] Raymond Murphy, *English Grammar in Use, 3ʳᵈ Edition* (UK: Cambridge university press, 2004). 138.

mentioned for the first time. Therefore, it was not compatible to use the definite article *the*. The correct form of that sentence was:

"English is **an** international language".

2) **Data S1L1 (1b)**

"Language is one of the significant elements that **affect** international communication."

When constructing a simple present tense form, if the verb is preceded by a singular third person; he, she, it, whether it is regular or irregular verb, morpheme *–s/es* is always added. The said morpheme is said to be highly productive because it involves six separate functions in English grammar. One of them is to mark a verb form as a third person singular present tense.[61]

Language, the noun phrase (subject) of the data above, was a 3rd singular thing. Therefore the verb that followed it should have been ended with morpheme *–s*. Yet, *affect* (the verb) was not. Thus, that sentence was reckoned incorrect since the verb left out morpheme *–s*. Therefore, the correct of the data above was:

"Language is one of the significant elements that **affects** international communication".

---

[61] Teschener and Evans, *Analyzing the Grammar*, 25.

3) Data S15L13 (1c)

"The teacher must _ a strategy to solve the problem"

Verbs are an obligatory component in sentences. They carry an important burden of meaning.[62] Verbs can be classified into two groups. They are auxiliary verbs and lexical verbs. Auxiliary verb used to "help out". That is why sometimes they are called helping verbs. Some of them are *has, does, did, must, will, can, should* etc. Lexical verbs describe the action that is taking place; they can act as the main verbs in clauses and have "dictionary meaning".[63]

The above sentence omitted the main verb. The word "must" was an auxiliary verb. Its role was to help the missing main verb. As a result, that sentence did not make any sense because as mentioned before, it left out the main verb to complete the meaning. The suitable word (verb) to take the role and fill the place was "*have*". Hence, the correct form was:

"The teacher must **have** a strategy to solve the problem."

4) Data S13L11 (1d)

"There are many students _ did not good in reading"

Pronouns are words that "can replace or refer back to nouns or noun phrases."[64] There are several kinds of pronouns. One of them is relative pronoun. A relative pronoun refers or "relates back" to an antecedent noun phrase appearing earlier in the sentence.

---

[62] Scoot, *An A-Z*, 237.
[63] Teschener and Evans, *Analyzing the Grammar*, 8.
[64] Ibid, 128

Teschner and Evans stated that relative pronouns typically initiate relative clauses, which as such would have their own subject and verb if they were separate sentences.[65]

In other words, a relative pronoun combines two clauses into one. We combine them because they contain a repeated noun phrase so that it will not be a redundant sentence. Some relative pronouns are *that, when, where, which, who, whom, whose and why.* As for the above sentence, the researcher only focused on discussing the missing pronoun.

The sentence *"There are many students did not good in reading"* consisted of two clauses. Its original forms were *"There are many students"* and *"The students are not good at reading".* These sentences could stand alone as separate sentences because each one constituted a clause, so each one had its own subject and its own verb phrase. To prevent redundancy, it would have been better to merge it together.

The function of the noun phrase *"many students"* was as predicate nominative complement. It followed the one verb; *are,* and provided further information about the subject; *There*. Thus, the relative pronoun which was compatible to it was *"who(m)"* because the antecedent was humans. To form a relative clause, the subject of

---

[65] Teschener and Evans, *Analyzing the Grammar*, 155.

the second clause was replaced by the relative pronoun. Therefore, the correct form of the above sentence was:

"There are many students **who(m)** are not good at reading".

5) **Data S2L22 (1e)**

"Pronunciation not only learn how to pronounce vowels and consonant, but _ the rhythm and intonation"

There are two types of determiners; adjectives which modify nouns and adverbs which modify sentences and phrases, adjectives, or other adverbs. Teschner and Evans defined that adverbs describe, modify, limit, distinguish, or otherwise talk about verbs. So, adverbs are to verbs as adjectives are to nouns.[66]

Adverbs are not only those which are ended in morpheme –*ly*. Adverbs convey some kind of circumstantial meanings such as manner, place, time, frequency and degree. Some adverbs have a *focusing* function, that is, they focus attention on one part of the clause.[67] Examples of adverbs that have such function are *only* and *also*.

The data above consisted of omission of adverb. The sentence did not only tell us that in "pronunciation", learners do not only learn how to pronounce words. The writer of that sentence portrayed it by adding some information (the rhythm and intonation). The writer wanted to focus on that information. The

---

[66] Teschener and Evans, *Analyzing the Grammar*, 12.
[67] Scoot, *An A-Z*, 6.

writer of that sentence should have used an adverb. However, she/he did not. Hence, the correct form of that sentence was:

"Pronunciation does not only learn how to pronounce vowels and consonants, but **also** the rhythm and intonation."

6) **Data S15L30 (1f, 1b)**

"Direct method is very **help** _ teacher"

In this discussion about the data above, the researcher only focused on analyzing the omission of a preposition and morpheme –*ful*.

Some certain elements are added to a word to change its meaning. These elements are called affixes.[68] Affixes that are added to the beginning of a word are called prefixes and ones that are added to the end of a word are called suffixes.

Affixes serve several functions. They can change a word into an antonym as in *like* to *dislike* or form one word class to another as in *beauty* (noun) *beautify* (verb) or *beautiful* (adjective). They also serve a grammatical function such as suffixes *-ing, s, -(e)d,* etc. the process of forming words by adding affixes is called affixation.

Prepositions are "short" or "little" words. They typically precede noun phrases. Thus, the combination of preposition and noun phrase is called a prepositional phrase. There are twenty

---

[68] Scoot, *An A-Z*, 8.

prepositions that are highly frequent; *at, about, above, against, around, before, below, between, by, for, from, in, of, on, over, through, to, toward(s), under*, and *with*.[69] As for preposition *"for"*, it serves some functions; indicates the person who receives something, indicates purpose or reason, indicates a destination or distance, and indicates a period of time.[70]

The above sentence was a nominal sentence. A nominal sentence when a given unit of language acts like a noun.[71] Thus, it takes an obligatory complement. The complement is either a noun phrase or an adjective phrase. The word *help* in that sentence was a lexical verb which was not agreeable with the sentence. Based on the context, the sentence needed an adjective phrase.

Suffix *–ful* is used to form an adjective. *Help* (verb) + *–ful = helpful* (adjective). Besides, the sentence also omitted a preposition. The word *"helpful"* still triggered a question "to whom" it was helpful. There was a noun phrase *teacher* which indicated the receiver. Yet, the sentence still did not quite make sense because it lacked a preposition *for*. The correct form was:

"Direct method is very **helpful for** the teachers".

7) **Data S5L1 (1g, 1c)**

"_ _ Because it is definitely the biggest thing that people notice"

---

[69] Teschener and Evans, *Analyzing the Grammar*, 14-15.
[70] Scott Thornbury, *Natural Grammar* (New York: Oxford University Press, 2004), 40.
[71] Brown and Attardo, *Understanding Language*, 342.

The largest purely grammatical unit in a language is a sentence. A sentence, at the very least, contains of a subject and a predicate.[72] A subject always has a noun phrase (np) while a predicate always has a verb phrase. A noun phrase may consist of a noun alone, an adjective + noun, a determiner + noun (+ adjective), or a pronoun alone. A verb phrase consists of the main verb and any auxiliaries that precede it.[73]

The sentence above was incorrect because it left out the important parts of it; the subject and the predicate. There was no noun phrase to perform the subject and there was no verb phrase to perform the predicate. To complete the above sentence in order to be a correct sentence, we need dummy subject or what we called imperative *"it"* as the noun phrase; and one verb (*to be*) *"are"* as the verb phrase. The correct form of the above sentence was:

"**It is** because it is definitely the biggest thing that people notice."

8) **Data S25L13 (1h)**

"When speaker mispronounce _, people can …"

Verbs are also divided into transitive and intransitive verbs. Transitive verbs which mean they take or are able to take objects as recipient of the action of a verb and intransitive verbs which do not

---

[72] Scoot, *An A-Z*, 204

[73] Teschener and Evans, *Analyzing the Grammar*, 2.

take objects.[74] The object of a sentence or a clause is referred to the person or thing that is affected by the action of the verb. The object is usually a noun phrase.

Since the word "mispronounce" above was a transitive verb, it needed an object so that it would not have triggered a question from the readers about what possibly the speaker mispronounces. From the context of the writing, the learner intended to explain about pronunciation in which related to how to pronounce English words. So the researcher concluded that noun phrases *"a word"*, *"English words"* or *"words"* would be suitable to take the place as possible answers. The correct form was:

"When a speaker mispronounces **a word**, people can…"

9) **Data S19L3 (1i)**

"Almost _ of the students in Indonesia…"

Adjectives describe, modify, limit, distinguish, or otherwise characterize the noun.[75] Unlike adverbs, they only have a business with nouns. They either appear before or after the nouns. Adjectives that precede nouns are called attributive adjectives. Adjective also can be modified by an adverb as in *a very boring day.* The word *very* is an adverb and it modifies the adjective *boring.*

The data above was reckoned as a phrase that needed an adjective attributively to modify the noun phrase. Yet, instead of

---

[74] Scoot, *An A-Z*, 95.
[75] Teschener and Evans, *Analyzing the Grammar*,10.

using adjective to modify the noun phrase, the learner used an adverb. Adverbs modified verb, adjective, a whole sentence, or even other adverbs but nouns. That sentence was considered incorrect. It did not make sense because it left out the adjective that should have appeared to complete the meaning. The quantitative adjective *"all"* was reckoned agreeable to modify the noun phrase. Thus, the correct form was:

"Almost **all** of the students in Indonesia…"

10) **Data S6L1 (1j)**

"Language is one of the most important _ to make communicate with others"

One of the members of minor parts of speech is determiners. There are two types of modifiers; adjectives which modify noun phrases and adverbs which modify verbs and adjectives. Adjectives can be used either attributively or predicatively. While attributive adjectives occur as pre-modifiers to the noun,[76] as in: *The yellow carpet* and *strong coffee*, predicative adjectives are used with verbs like *be*, *seem*, and *appear* as in sentence *This coffee is strong*.

In the sentence above, there was an adjective; *important*. Based on the context, the adjective was used attributively which meant it occurred as pre-modifiers nouns. There should have been a noun phrase followed the adjectives. Yet, there was not any noun

---

[76] Brown and Attardo, *Understanding Language,* 353.

phrase followed the adjective in the data above. It might trigger questions from the readers. Here, the researcher chose word *"aspects"* as the noun phrase. Hence, the correct form was:

"Language is one of the most important **aspects** to communicate with others." *(Optional)*

11) Data S15L22 (1k)

"After direct methode was practiced by the teacher in teaching english language _"

There is a notion in which sentences can consist of more than one clause. Any sentence that consists of two clauses or more is called a compound sentence. Teschner and Evans categorized compound sentences into two subcategories; coordinate sentences and subordinate sentences.[77] A subordinate sentence is divided into a main clause and a subordinate clause. Unlike coordinate sentences where its clauses are equally important and each one of its clauses can stand apart as an independent sentence, in subordinate sentences, the main clause controls the subordinate clause and is linked to it by a subordinate conjunction. In other words, the subordinate clause cannot stand alone and apart from its main clause.

The main clause is often the first clause which sometimes it is not. When a subordinate clause appears in sentence-initial

---

[77] Teschener and Evans, *Analyzing the Grammar*. 183.

position, we can still identify it because it is the clause that begins with the subordinating conjunction. There are quite a few subordinating conjunctions; *although, since, as, so, because, that, before, after, unless, even if, when, if,* and *while.*[78]

The sentence above was actually a subordinate sentence. It was indicated by the existence of subordinate conjunction; *after*. The clause was the subordinate one, thus, it could not stand alone. It needed the main clause. Otherwise it was a hanging sentence. A hanging sentence means an incomplete sentence or phrase that it triggers a question. Nevertheless, the learner omitted the main clause. Thus, the correct form of the data above was:

"After direct methode was practiced by the teacher in teaching English, **the learners' scores improved**." *(Optional)*

12) **Data S15L29 (1l)**

"How students naturally develop their abilities to interpret and produce grammatical utterances _"

It has been mention several times in the previous discussion that a sentence at the very least consisted of a noun phrase and a verb phrase. The sentence above was a cleft fronting form where the relative pronoun (how) was put at the very start of the sentence. The purpose of cleft fronting is to express emphasis. When the relative pronoun is put at the very beginning of sentences, the following is

---

[78] Teschener and Evans, *Analyzing the Grammar*, 189.

called the emphasized item. We can say that the fronting forms might be nouns, noun phrases, or noun-containing prepositional phrases while the emphasized items are verb phrases. Note that verb phrases cannot be fronted.

Regardless its form, the example above only consisted of noun phrase. There was no verb phrase. Thus, it was incorrect and cannot be called as a sentence because a sentence at the very least consists of a noun phrase and a verb phrase. The correct form of the data above was:

"How the students naturally develop their abilities to interpret and produce grammatical utterances **is very surprising.**"
(Optional)

b. Addition error

Addition error was the second grammatical error type the students' made in their writings. Dulay et.al mentioned that addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.[79] There were several kinds of additions the students made. They were addition of articles, morphemes, verbs, pronouns, prepositions, subjects, redundancy, and addition of conjunctions. The researcher analyzed some erroneous clauses in the students' writings as follow:

---

[79] Dulay, Burt, and Krashen, *Language Two*, 156.

1) **Data S2L6 (2a)**

"Teachers can provide **the** perfect media"

It was mentioned previously that the definite article *"the"* is used to nouns that have been identified beforehand. Thornbury stated that one of the uses of definite article is that it was used before all types of nouns when your listener or reader knows which person or thing you are referring to.[80]

The data above was considered containing addition error because there was definite article *"the"*. It was incorrect to put the said article because the noun phrase followed was mentioned for the first time. Therefore, the correct form should have been:

"Teachers can provide perfect media"

2) **Data S24L104 (2b)**

"We **believes** that the above mentioned approaches …"

Morpheme *–s* is said to be highly productive because it involves six separate functions in English grammar. One of them is to mark a verb form as a third person singular present tense.[81] It meant that except the subject was the 3rd person singular; he, she, it, the morpheme cannot be used or attached to the verbs of simple present tense.

The above data had a subject pronoun; *we* which was out of the criterion. It was neither singular person nor the 3rd person.

---

[80] Scott, *Natural Grammar,* 150.
[81] Teschener and Evans, *Analyzing the Grammar*, 25.

Hence, it was incorrect to add morpheme *–s* to the verb. Thus, the correct form of the sentence above was:

"We **believe** that the above mentioned approaches …"

3) **Data S24L36 (2c)**

"You can choose what level **do** you want to learn according on your skill"

The basic operation in forming questions in English is the inversion of the subject and the (first) auxiliary of the verb. In the absent of an auxiliary, the operator *do/does/did* is used. Questions are classified into some types; one of them is indirect (embedded) questions. However, there is no inversion in indirect (embedded) questions.[82] This is in line with Murphy' statement which said that when the question (Where has Tom gone) is a part of a longer sentence (Do you know… ?, I don't know… ?, etc.) the word order changes.[83]

The data above was an indirect (embedded) question. Therefore, there should not have been any inversion; the dummy operator *do* should not have presented. However, it did. Hence, it was incorrect. The correct form of the sentence above was:

"You can choose what level you want to learn."

---

[82] Scoot, *An A-Z*, 188.
[83] Raymond, *English Grammar*, 100.

4) **Data S22L2 (2d)**

"English For Specific Purposes (ESP) **which** is branch of ELT"

In the previous discussion about relative pronoun, it was mentioned that relative pronouns (*that, when, where, which, who, whom, whose and why*) combined two clauses into one. The sentence above only consisted of one clause which meant it did not need a relative pronoun. Nevertheless, the learner used it. The correct form of the sentence above was:

"English for Specific Purposes (ESP) is a branch of ELT."

5) **Data S16L2 (2e)**

"**In** teaching young learners is not easy"

The one that can be a subject of a sentence is a noun phrase. In the above data, there was a preposition at the very beginning of the sentence. It headed up a prepositional phrase; *In teaching young learners*. This phrase could not be the subject of the sentence because it was a prepositional phrase. The learner should not have added preposition *in*. To make it a noun phrase so that it could be the subject of the sentence, we needed to discard the preposition. Thus, the correct sentence was:

"Teaching young learners is not easy"

6) **Data S13L16 (2f) (2c)**

"Reading a book **it is** make them bored"

It has been mentioned several times before that a clause consisted of one noun phrase and one verb phrase. The pattern is S + V + O. In the above sentence, the learner used two subjects instead of one. Besides, she/he added verb one *to be* which was incorrect because the sentence was a verbal sentence. Verbal sentences are when the predicate is verbs.

The subject of the above sentence was *reading a book*. It was a noun phrase. While the predicate of the sentence is *make*. It was not necessary to add another subject; *it*, let alone one verb *is* because it caused double subject and verb which was grammatically incorrect. The correct form was:

"Reading a book makes them bored".

7) **Data S24L30 (2g)**

"This is a **one** choice"

The article *a/an* indicates the following nouns are singular countable nouns. It was mentioned before that we could not use singular countable nouns alone. Another word used to indicate a singular noun is by using number; one. Thus, we cannot use both otherwise it would be redundant and waste of place. If we already used one of the two, we cannot use the other. In the above sentence,

the learner used both which meant ungrammatically incorrect. Thus, the correct form of the sentence above was:

"This is a choice."

8) Data S4L9 (2h)

"And the result are satisfying"

In the previous discussion, the researcher already mentioned about compound sentences. Any sentence was a compound sentence if it consisted of two clauses or more. Those clauses coordinated or linked with each other by a conjunction. The sentence above was not a compound sentence. It was simply a simple sentence which only consisted of one clause. Hence, it did not need *and* as a conjunction. It coordinated nothing. The correct sentence was:

"The results are satisfying."

c. Misformation error

Misformation error was the third grammatical error type the students' made in their writings. Dulay et.al mentioned that misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learners supply something, although it is incorrect.[84]

The researcher found out that the students made some kinds of misformation error. They were misused of articles, misused of verbs,

---

[84] Dulay, Burt, and Krashen, *Language Two*, 158.

misused of pronouns, misused of adverb, misused of prepositions, misused of adjective, misused of nouns, and misused of conjunctions. Below was the analysis of some misformation errors in the students' writings:

1) **Data S23L1 (3a)**

"English language as **a** internasional language is really important for us"

The difference between articles *a* and *an* is in the use of them in which *an* is used for nouns with initial vocals (*a, i, u, e, o*) whereas *a* is used for noun with initial consonants. There is exception for words such as honor, hour, etc. where the initials are silent. Those words use *an*. The same goes to words such as *university*, it uses the article *a* since we pronounce the first syllable "yu".

The word *international* in the above sentence was started with vocal alphabet; *i*. Therefore, the article should have been *an* yet again the learner used *a* which was ungrammatical. Hence, the correct form of the above sentence was:

"English language as **an** international language is really important".

2) Data S20L29 (3b)

"Scanning **have** many advantages"

Verbs have different forms according to its conjugation. They are regular and irregular verbs. Almost without exception, and even in irregular verbs, the verbs of 3rd singular form are eminently predictable as base form + morpheme –*s*. But there are four verbs (be, do, have, say) that constitute exceptions to this rule. These verbs deviate from the norm in their 3rd singular present tense forms.[85] As for *have*, the 3rd singular present form is *has.*

In the sentence above, the word *scanning* was a 3rd singular which meant the verb should have been a base form + morpheme –*s*. Since the verb was *have*, the form was not added by morpheme –*s*. It changed from *have* into *has* instead. Yet, the learner used the original form; *have*. Thus, the correct form of the data above was:

"Scanning **has** many advantages"

3) Data S24L33 (3c)

"All of **that** media will not affect …"

One of the types of pronouns is demonstrative pronouns. They were called demonstratives because they convey a high degree of specificity and distinctiveness in pointing out ("demonstrating") a referent.[86] English has only four demonstratives (*this, these, that, and those*). *This* and *that* are for singular while *these* and *those* are

---

[85] Teschener and Evans, *Analyzing the Grammar,* 32.
[86] Ibid, 136.

for plural. Unlike *this* and *these* which used when the said referent
is near, *that* and *those* are used when the references are not near.

The word *all* in the data above indicated that the following
noun was plural. Hence, the demonstrative pronoun used should
have been *those*. Nevertheless, the learner used *that* which was
ungrammatical. Hence, the correct form was:

"All of **those** media will not affect …"

4) **Data S13L11 (3d, 3b)**

"There are many students **did** not good **in** reading"

The sentence above consisted of two clauses. In the previous
discussion, this kind of sentence was called relative clause. The two
clauses in that sentence related which meant it told us about the
same thing. Therefore, the aspect (the way the speaker's 'view' of
an event) such as the tense should be the same. The tense of the first
clause was a simple present while the second clause was simple
past. This was unacceptable. Moreover, the second clause used
auxiliary "did" which was not agreeable for it was a nominal
sentence indicated by the adjective "good" followed.

Besides, the sentence above used inappropriate preposition
(in) after an adjective (good). Murphy mentioned that some
adjectives followed by different prepositions. Adjectives such as
good, bad, brilliant, better, and hopeless are followed by preposition
"*at*". The adjective (good) above was followed by preposition "*in*"

which was inappropriate. The correct form of the sentence above was:

"There are many students whom **are** not good **at** reading"

5) **Data S24L66 (3e)**

"Communication occurs **inevitable**"

Previously, the researcher has mentioned that adjectives modified nouns while adverbs modified verbs, adjectives, a whole sentence, or even the other adverbs but nouns. There was a word *inevitable* in the above sentence. The word was an adjective. The use of an adjective above was not acceptable because it could not have been used to modify "communication" (albeit it was a noun) nor "occurs" because again, it was an adjective. The word "inevitable" was actually needed (not in adjective form, but adverb) to modify the verb "occurs". The correct form of the sentence above was:

"Communication occurs **inevitably**."

6) **Data S22L44 (3f)**

"I would modified and **analysis** their potential"

The researcher focused on analyzing the inappropriate use of noun. In the sentence above, there was a modal verb *would* that followed by a verb; *modified*. The verb was followed by a conjunction *and* which indicated that it linked two phrases; two

verb phrase. However, the conjunction was followed by a noun phrase; *analysis* which was not agreeable.

The word that was followed the conjunction "*and"* should have been in the same word class with the sentence preceded it. However, the sentence above was not. The verb form of "analysis" is "analyze" in American English and "analyse" in British English. Therefore, the correct form of the sentence above was:

"I would modify and **analyze** their potentials."

7) **Data S12L3 (3g)**

"They prefer to gadget **than** books"

The researcher only focused on analyzing the bold word. Prefer is used to express our preferences, whether they are things/people (nouns), or activities (verbs). When we are talking about preferences, it is no doubt that we are comparing two things. We use a conjunction to link those two things. Therefore, as Murphy said that there were some differences in structure after "prefer". When we are talking about things, we use conjunction "*to"* as a conjunction. Thus, we use "*rather than"* as a conjunction when we are talking about activities (verbs) we prefer.[87]

The sentence above talked about learners' preferences. It told us that they like gadgets more than books. In other words, the writer talked about two things (nouns). Thus, she/he should have

---

[87] Raymond, *English Grammar*, 118.

used a conjunction *"to"* between the two things (gadgets and books). However, the sentence used *"than"* which was ungrammatical. The correct form of the sentence above was:

"They prefer gadgets **to** books."

d. Misordering error

The fourth grammatical error types found in the students' writings was misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.[88] The researcher found out that the students produced some kinds of misordering error. They were the misplacement of adjectives or determiners, adverbs, misordered in forming genitive cases, and misordered in forming relative clause. Some of erroneous clauses regarding misordering error were analyzed as follow:

1) **Data S20L53 (4a)**

"**Of all** these instruments illustrate the factors"

The word *all* in the sentence above was a determiner to the noun phrase *these instruments*. There are a lot of grammar patterns of *all*. One of them is (all | + (of) | + *the*/*these*/*my* etc. | + plural or uncountable noun). According to that pattern, the sentence above was incorrect due to the "of" preceded the "all". Therefore, the correct form was:

"**All of** these instruments illustrate the factors"

---

[88] Dulay, Burt, and Krashen, *Language Two*, 162.

2) Data S20L11 (4b)

"We **look only for** a specific fact"

Two-word verbs are verbs that consist of two words in which the first element is a "real" verb form and the second is a short little function word. Two-word verbs are divided into prepositional verbs and particle verbs or what we often call phrasal verbs.[89] The words *look for* above was a phrasal verb which possessed a meaning "seek/search".

One of the things that differentiate prepositional verbs and particle/phrasal verbs is that prepositional verbs accept "adverb intrusion" while particle/phrasal verbs do not.[90] Hence, the sentence above was incorrect because there was adverb (only) that intruded the phrasal verb. Thus, the correct form of the sentence above is:

"We **only look for** a specific fact"

3) Data S14L2 (4c)

"…to improve **grammar's student** ability"

It was mentioned before that in forming genitive cases, the nouns or the processors are marked by either '(e)s or (e)s'. An apostrophe is always used in the noun. When a second noun follows the noun that ends in an '(e)s or an (e)s', the '(e)s/(e)s' noun is in

---

[89] Teschener and Evans, *Analyzing the Grammar,* 90.
[90] Ibid, 91.

the genitive case. The '(e)s/(e)s' noun is the possessor, whereas the second noun is the one that is possessed.[91]

Thus, the writer of the sentence above twisted the position of the possessor and the one that is possessed. It made no sense that the word "*grammar*" possessed the word "*student*". Also, it was ungrammatical to put the apostrophe in the one that is being possessed. Therefore, the correct form of the sentence above was:

"… to improve **student**s' **grammar** ability."

4) **Data S26L36 (4d)**

"…the percentage of **the students achieving the score** bigger…"

The sentence above was a relative clause. There was no relative pronoun because it was omitted. Doing so creates a gap, or empty space, that can always be filled up again by reinserting the deleted relative pronoun. Relative pronoun gaps can happen only if the relative pronoun is an object in its relative clause. Such gaps cannot happen if the relative pronoun is the subject of its relative clause.[92]

The sentence "*the students achieving the score bigger than or equal to C*" consisted of two clauses. Its original forms were "*The students achieved the score*" and "*The score were bigger than or equal to C*". The word "*the score*" was the object in its relative pronoun. The transformational process works like this: the fact that

---

[91] Teschener and Evans, *Analyzing the Grammar,* 17.
[92] Ibid, 157.

the first *score* and the second *score* were the same *score*, which was, they were co-referential. We needed to only mention it once in the beginning.

However, the writer of the data above misplaced the words so that it scattered around that it caused vagueness in the meaning. The correct form of the sentence above was:

"…the percentage of **the score** (**that) the students achieved** were bigger …"

2. The most frequent type of grammatical error found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

In the finding, after calculating the erroneous clauses the students' made in their writing, the researcher found out that the most frequent of grammatical error type the students' made was omission error. It emerged six hundred and thirty eight times (638). The students omitted language items in various ways. The details were as follows:

Omission of articles occurred seventy three (73) times, omission of morphemes happened four hundred and thirty four (434) times, omission of verbs happened fifty one (51) times, omission of pronouns occurred nine (9) times, omission of adverbs happened twice (2), omission of prepositions were twenty three (23) times, omission of subjects were twenty four (24) times, omission of objects were five (5) times, omission of adjectives were four (4) times, omission of nouns occurred twice (2), omission of main

clauses happened six (6) times and the last one was omission of verb phrases which occurred five (5) times.

The second most frequent type of grammatical error the students made was addition error. It occurred one hundred and ninety two (192) times. The students produced addition errors in various ways. There were addition of articles which occurred twenty six (26) times, addition of morphemes which happened sixty eight (68) times, addition of verbs occurred thirty one (31), addition of pronoun happened four (4) times, addition of preposition which happened thirty four (34) times, addition of subject which occurred thirteen (13) times, redundancy which happened five (5) times and addition of conjunction which happened eleven (11) times.

Misformation error was the third most frequent grammatical error type found in the students' writings. It happened one hundred and sixty four (164) times. There were misformation or misuded of articles which occurred thirty two (32) times, misformation of verbs happened seventy two (72) times, misformation of pronouns which occurred seventeen (17) times, misformation of preposition which occurred twenty three (23) times, misformation of adjectives that occurred six (6) times, misformation of nouns occurred eight (8) times, and misformation of conjunctions which happened five (5) times.

The least type of grammatical error the students made in their writings was misordering error. It only happened thirty four (34) times. Juat

like the other error types, misordering error also happened in many ways. The students misplaced adjectives nineteen (19) times, misplaced adverbs five (5) times, misordered in forming genitive cases nine (9) times, and misordered in forming relative clause once.

Based on the result above, the researcher found out that the fourth semester of English Education Department students of IAIN Jember in the 2018/2019 academic year produced omission errors more than the other types of grammatical errors. Dulay et. al. said that omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of L2 acquisition. In higher stages, when learners have been exposed to more of the language, the other errors are more likely to occur. Nevertheless, it is not impossible that learners still likely produce omission error in their late stages.[93]

The description above indicated that the students often carelessly omitted language items in their writings. The fourth semester students, despite the fact that they were at their last grammar class which meant they already excelled their three previous grammar classes, still produced a great amount of grammatical errors in their writings. Nevertheless, they are still considered as L2 learners.

---

[93] Dulay, Burt, and Krashen, *Language Two*, 154.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the result of the data analysis in the previous chapter, the researcher drew conclusions as follows:

1. The types of grammatical errors found in final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

    Based on the surface strategy taxonomy theory, there were four types of grammatical errors made by the fourth semester of English Education Department students of IAIN Jember in their writings. The four types of grammatical errors were omission errors, addition errors, misformation errors, and misordering errors.

2. The most frequent type of grammatical error found in the final examination of academic writing produced by the fourth semester of English Education Department students of IAIN Jember.

    The most frequent type of grammatical error the students made in their writings was omission errors. It emerged six hundred and thirty eight (638) times. Then, there were addition errors in which appeared one hundred and ninety two (192) times; made it into the second most frequent grammatical errors type after omission. Misformation errors which happened to be in the third place were occurred one hundred and sixty four (164) times. Then there were misordering errors which showed up thirty

72

four (34) times resulting in it as the least grammatical errors type made by the students.

B. Suggestions

After drawing conclusion, the researcher would like to deliver some suggestions directing to the other researchers who are interested in conducting the same research, the English lecturers, and the students of English Education Department.

First, for other researchers, the researcher suggests they analyze further and use a better technique and method. Since the researcher only analyzed the grammatical error types and the most frequent of it, the researcher suggests that they also analyze the causes of the appearing error. They may also use this study as a reference in doing related research.

Second, for English lecturers, the researcher suggests that they use this kind of analysis as a new device in considering what methods, approach, techniques, media and teaching style are compatible with the students' needs.

Third, for students of English Education Department, the researcher suggests that they pay more attention to their grammatical error problems especially omission errors because they often carelessly omit language items. Also, the researcher suggests they read more books to enhance their ability in writing.

REFERENCES

Ary Donal, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. 2010. *Introduction to Research in Education, 8th Edition.* Belmont USA: Wadsworth.

Batstone, Rob. 1994. *Grammar.* New York: Oxford University Press.

Braine, George. 2005. *Teaching English to the World.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching.* White Plains NY: Pearson Education, Inc.

Brown, Steven and Attardo, Salvatore. 2006. *Understanding Language Structure, Interaction, And Variation, 2nd Edition.* USA: The University of Michigan Press.

Cohen, Louis et al. 2007. *Research Methods in Education.* New York: Routledge.

Corder, Stephen Pit. 1981. *Error Analysis and Interlanguage.* New York, NY: Oxford University Press.

Cunningswort, Alan. 1987. *Evaluation and Selecting EFL Teaching Materials.* London: Heinemann Education Book.

Dulay Heidi, Burt Marina, and Krashen Stephen. 1982. *Language Two.* New York, NY: Oxford University Press.

Ellis, Rod. 2003. *Second Language Acquisition.* New York: Oxford University Press.

Fraenkel, J. R. and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education.* New York: McGraw-Hill.

Geoffrey Broughton, Brumfit Christopher, Flavell Roger, Hill Peter, and Pincas Anita. 2003. *Teaching English as a Foreign Language.* Taylor Francis e-Library.

James, C. 1998. *Error in Language and Use: Exploring Error Analysis.* New York: Pearson Education Limited.

Kothari, C. R. 2004. *Research Methodology: Methods and Techniques, 2nd Revised Edition.* New Delhi: New Age International Publisher.

Long, Michael H. and Richard, Jack C. 2015. "Activity based grammar teaching" *An International Peer-Reviewed Open Access Journal*, 1: 453-457.

Murphy, Raymond. 2004. *English Grammar in Use, 3rd Edition*. UK: Cambridge university press.

Mushaf Al-Azhar. 2010. *Al-Qur'an dan Terjemah*. Bandung: Jabal.

Norrish, J. 1987. *Language Learning and Their Errors.* London: Macmillan Publisher Ltd.

Politzer, R. L. and Ramirez, A. G. 1973. *An Error Analysis of The Spoken English of Mexican-American Pupils in a Bilingual' School and a 'monolingual School.* Washington, US: Stanford University.

Richards, Jack C. 1987. *The Context of Language Teaching*. Cambridge: Cambridge University Press.

Swan, Michael. 1956. *Practical English Usage: International Students' Edition*. New York: Oxford University Press.

Teschener, Richard V. and Evans, Eston E. 2007. *Analyzing the Grammar of English, 3rd Edition*. Washington D.C: Georgwtown University Press.

Thornbury, Scott. 2004. *Natural Grammar.* New York: Oxford University Press.

_____. 2006. *An A-Z of ELT*. Oxford: Macmillan.

PERNYATAAN SURAT KEASLIAN TULISAN

Yang bertanda tangan di bawah ini

Nama   : Jamila

NIM   : T20156070

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Prodi   : Tadris Bahasa Inggris

Menyatakan dengan sebenar benarnya bahwa skripsi yang berjudul "Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Department Students of IAIN Jember". Secara keseluruhan adalah hasil kajian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 25 November 2019

Yang menyatakan
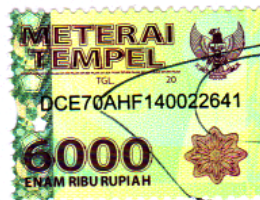
JAMILA
NIM. T20156070

Appendix 1: Research Matrix

Title	Variable	Indicator	Research Methodology	Research Problem
Grammatical Error Analysis on the Final Examination of Academic Writing Produced by the Fourth Semester of English Department Students of IAIN Jember	Grammatical Error Analysis	a. Omission b. Addition c. Misformation d. Misordering	**Research Design:** Qualitative Descriptive Research **Data and Source of Data:** Final examination of academic writing produced by the 4th Semester of English Department Students of IAIN Jember. **Technique of Data Collection:** Document analysis **Data Analysis:** Based on Dulay's theory with steps adapted from Ellis: 1. Identifying 2. Classifying 3. Calculating 4. Explaining	1. What are the types of grammatical errors found in final examination of academic writing produced by the fourth semester of English Department students? 2. What is the most frequent type of grammatical errors found in final examination of academic writing produced by fourth semester students of English Department?

Appendix 2

Biography of the Researcher

Personal Information

- ➢ Name   : Jamila
- ➢ NIM   : T20156070
- ➢ Gender   : Female
- ➢ Place, Date of Birth : Jember, 10th April, 1997
- ➢ Address   : Dusun Sira'an RT/RW: 002/005 Desa

  Tisnogambar Kecamatan Bangsalsari Jember

- ➢ Religion   : Islam
- ➢ Department/ Major course : English Education Department
- ➢ Email Address   : twin.jamila@gmail.com

Educational Background

2003-2009: SDN Tisnogambar 03

2009-2012: MTs Bustanul Ulum

2012-2015: MA Bustanul Ulum

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama	: As'ari, M.Pd.I	
NIP	: 197005022003121002	
Jabatan	: Ketua Program Studi (Kaprodi) Tadris Bahasa Inggris	
	IAIN Jember	

menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Jamila dalam penelitian yang berjudul "Grammatical Error Analysis on the Final Examination of Academic Writing Produced by Students of English Department".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 22 November 2019

Yang membuat pernyataan

As'ari, M.Pd.I

NIP 197005022003121002

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Praptika Septi Femilia, M.Pd.

NUP : 20160390

Jabatan : Dosen IAIN Jember

menyatakan telah melakukan validasi instrument sehubungan dengan analisis data yang dilakukan oleh Jamila dalam penelitian yang berjudul "Grammatical Error Analysis on the Final Examination of Academic Writing Produced by Students of English Education Department"

  Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 26 November 2019

Yang membuat pernyataan

Praptika Septi Femilia, M.Pd
NUP. 20160390

Appendix 4: Research Journal

Collecting the Data from Note-Taking Strategy

No	Things to do	Time	Notes
1	Identifying the data	July 15th 2019	- Reading the data - Splitting the identified erroneous clauses into sentences - Putting the identified clauses into the identification and classification table. - Bold marking the erroneous words.
2	Classifying the erroneous data.	August 04th 2019	- Giving check mark (✓) to one of the columns according to the error types. - Providing correction besides the erroneous clauses. - Finding kinds of omission, addition, misformation, and misordering the students made.
3	Calculating the errors	September 06th 2019	- Calculating the grammatical errors from each type and its subtypes. - There were 638 omissions, 192 additions, 164 misformations, and 34 misordering errors.
4	Explaining/analysing the data	September 14th 2019	- Analysing the grammatical errors from each type and its subtypes to know why the data were categorized erroneous. - Providing correction at the end of each analysis. - Explaining why the omission errors occurred most.
5	Validating the data	November 4th 2019	The researcher requested the advisor and one of the English lecturers to scrutinize the researcher's work.
6	Concluding	November 24th 2019	The researcher made conclusion based on the result of data analysis.

Appendix 5: Research Instrument

Table of Coding Scheme Based on Dulay et. al. Theory

No	Types of errors		Coding scheme	
1	2	3	4	5
1.	**Omission error**		1	
	A. Omission of article	a/an, the		a
	B. Omission of morphemes	*–s, -ing, -ed, -ly, -ful, -ian, -ment, -some*		b
	C. Omission of verbs	To be, lexical verb, auxiliary verb, modal verb		c
	D. Omission of pronouns	That, which, who(m)		d
	E. Omission of adverbs	Only, also etc.		e
	F. Omission of prepositions	On, in, at, to etc.		f
	G. Omission of subject of a sentence			g
	H. Omission of object of a sentence			h
	I. Omission of adjectives			i
	J. Omission of nouns			j
	K. Omission of main clause			k
	L. Omission verb phrase			l
2.	**Addition error**		2	
	A. Addition of article	a/an, the		a
	B. Addition of morphemes	*–s, -ing, -ed, -ly*		b
	C. Addition of verbs	To be, lexical verb, auxiliary verb, modal verb		c
	D. Addition of pronoun	Which, that, who(m)		d
	E. Addition of preposition	To, in, etc.		e
	F. Addition of subject sentence			f
	G. Redundancy	e.g different word with same meaning etc.		g
	H. Conjunction	And, but, yet, because, etc.		h

1	2	3	4	5
3.	**Misformation error**		**3**	
	A. Misformationof articles	a/an, the		a
	B. Misformationof verb	To be, lexical verb, auxiliary verb, modal verb		b
	C. Misformationof pronoun	All, each, much, many, a lot of, my, their, her, themselves, myself, there, which, who(m)		c
	D. Misformationprepositions	In, on, at etc.		d
	E. Misformationof adjective	e.g *Important* instead of *importance* etc.		e
	F. Misformationof noun	e.g *Communication* instead of *communicate*		f
	G. Misformationof conjunction	And, but, yet, because, etc.		g
4.	**Misordering error**		**4**	
	A. Misplacement of adjective	e.g Twisted position of noun and adjective		a
	B. Misplacement of adverb	e.g Twisted position of adverb and verb, Adverb in between phrasal verbs		b
	C. Misordered in forming genitive case	e.g Using *of* instead of *–s* that it causes wordiness, Putting the *–s* in the possession instead of the owner		c
	D. Misordered in forming relative clause			d

Appendix 6: Data Sheets of Grammatical Errors in the Students' Writings

No	Code	Erroneous clauses	Corrected clauses	O	A	Mf	Mo
1.	S1L1	Language is one of the significant elements that **affect** international communication	Language is one of the significant elements that **affects** international communication	✓			
	S1L2	**student** use different **part** of English language skills	**students** use different **parts** of English language skills	✓			
	S1L3	…writing to **comunication** well with the others	…writing to **communicate** well with the others			✓	
	S1L4	**And** also every language has a unique rule **of course in** English	Also, every language has a unique rule **as well as** English		✓	✓	
	S1L4	English has grammar as a rule to know about the form or structure of **the** sentence	English has grammar as a rule to know about the form or structure of **a** sentence			✓	
	S1L5	**And** definition about grammar according to Harmer…	Definition about grammar according to Harmer…		✓		
	S1L10	The **important** of grammar in real life…	The **importance** of grammar in real life…			✓	
	S1L10	grammar ability is useful in **very** aspect of life	grammar ability is useful in e**very** aspect of life			✓	
	S1L12	**So** how to explain the idea **it self** to others?	How to explain the idea **itself** to others?		✓	✓	
	S1L13	**And** the simple answer is _ **laern about** grammar	the simple answer is **by learning** grammar	✓	✓		
	S1L13	Especially people who learn English is a foreign language _ as **like** in Indonesia	Especially people who learn English is a foreign language **learner** as in Indonesia	✓	✓		
	S1L15	deductive is one of **strategy** to **teaching**	deductive is one of **strategies** to **teach**	✓	✓		

No.	Code	Original	Revised	C1	C2	C3	C4
		grammar	grammar				
	S1L15	**in** deductive strategy **is involved** the learners	Deductive strategy **involves** the learners		✓	✓	
	S1L16	…which is **the** applied to specific language examples and it is a teacher centred strategy to **presenting** the conten	…which is applied to specific language examples and it is a teacher centered strategy to **present** the content		✓		
	S1L17	this is compared **with** an inductive strategy which start with **example** and **ask** learners to find the rules	this is compared **to** an inductive strategy which start with **examples** and **asking** learners to find the rules	✓		✓	
	S1L20	**Deductive strategy I think** _ suitable **with** lower level learners	**I think, deductive strategy is** suitable **for** lower level learners	✓		✓	✓
2.	S2L2	elementary **student** are good in imitating their teacher	elementary **students** are good in imitating their teacher	✓			
	S2L2	**In** the other hand, the problems also appear	**On** the other hand, the problems also appear			✓	
	S2L6	Teachers can provide **the** perfect media	Teachers can provide perfect media		✓		
	S2L8	There are some relevant previous **researches to** support this article	There are some relevant previous **research that** support this article		✓	✓	
	S2L9	…who conducted a research entitled "Realia: The Effective Media for Teaching English for EYL" **state** that…	…who conducted a research entitled "Realia: The Effective Media for Teaching English for EYL" **stated** that…	✓			
	S2L15	…conducted by Retno Sumarni **show** that…	…conducted by Retno Sumarni **showed** that…	✓			
	S2L17	From the three **researches** above, we can use Realia as **the one of effective** media	From the three **research** above, we can use Realia as **one of the effective** media		✓		✓
	S2L19	Realia is used for making **easier the students**	Realia is used for making **the students**	✓		✓	✓

		to comprehend the material	**easier in comprehending** the material				
	S2L20	one of the effective media for them to memorize new **word**	one of the effective media for them to memorize new **words**	✓			
	S2L21	this media is cheaper than using **computerized**	this media is cheaper than using **computer**			✓	
	S2L21	Realia also **stimulate student's** multi-sensor **function**	Realia also **stimulates students'** multi-sensor **functions**	✓			
	S2L23	**student** can be more active and creative	**students** can be more active and creative	✓			
	S2L30	Realia is also one of the solutions to improve **student's memory**	Realia is also one of the solutions to improve **students' memories**	✓			
3.	S3L2	**the** students _ still difficult to **understood** what they read	Students are still difficult to understand what they read		✓	✓	
	S3L3	the **writer** _ so small so the students _ no interest **to read**	the **writing is** so small so the students **have** no interest **in reading**	✓		✓	
	S3L4	So I choose this this method to make **easier the students** in reading	So, I choose this method to make **the students easier** in reading				✓
	S3L6	**is** that strategy encourages the students to watch for detail when reading, **help** them pay closer attention to what they read…	that strategy encourages the students to watch for detail when reading, **helps** them pay closer attention to what they read…	✓	✓		
	S3L10	Students _ still bored with **book which's** nothing picture to **understanding** what they read and also the **writer** _ so small	Students **are** still bored with **books** which **have** nothing picture to **understand** what they read and also the **writing is** so small	✓	✓	✓	
	S3L11	the students still **did**n't interested **to read**	the students **are** still **not** interested **in reading**	✓		✓	
	S3L11	I choose this method to increase the **students in**	I choose this method to increase the	✓	✓	✓	

No.	Code						
		reading comprehension and make **the** easier to understand	**students'** reading comprehension and make **them** easier to understand				
4.	S4L2	Most of **student's** think, grammar is the most difficult than _ **other**	Most of **students** think, grammar is the most difficult than **the others**	✓	✓		
	S4L3	they think learning grammar is so complicated, _ _ _ lot of materials that must be memorized	they think learning grammar is so complicated **because it has** lot of materials that must be memorized	✓			
	S4L9	**And** the **result** are satisfying	the **results** are satisfying	✓	✓		
	S4L10	An application of task-based language teaching (TBLT) in the EFL classes around the Asian countries _	An application of task-based language teaching (TBLT) in the EFL classes around the Asian countries **is effective** *(optional)*	✓			
	S4L38	it will also contribute to facilitating EFL **teachers** practical use of TBLT techniques	it will also contribute to facilitating EFL **teachers'** practical use of TBLT techniques	✓			
	S4L39	so that _ can **improving** the learners' communicative abilities	so that **it** can **improve** the learners' communicative abilities	✓	✓		
	S4L40	As Prabhu (1987) and Krashen (1982) **point** out: They **argue** that…	As Prabhu (1987) and Krashen (1982) **pointed** out: They **argued** that…	✓			
	S4L46	Task-Based Language Teaching (TBLT) is one of these teaching methods **and** deals with grammar	Task-Based Language Teaching (TBLT) is one of these teaching methods **which** deals with grammar			✓	
	S4L49	There **was** differences _ both of them	There **were** differences **between** both of them	✓		✓	
	S4L53	TBLT method can accelerate **student** understanding	TBLT method can accelerate **students'** understanding	✓			

				✓	✓		
	S4L57	if there are **student** who **finds** difficulties on their learning	if there are **students** who **find** difficulties on their learning	✓	✓		
5.	S5L1	_ _ Because it is definitely the biggest thing that people notice	**It is** because it is definitely the biggest thing that people notice	✓			
	S5L3	**the** people may **do** not understand what you want to say	people may not understand what you want to say		✓		
	S5L5	_ _ Because majority of indonesian **student** _ still difficult to understand	**It is** because majority of Indonesian **students are** still difficult to understand	✓			
	S5L6	most of **teacher** combine english and mother tongue to teach english	most of **teachers** combine English and mother tongue to teach English	✓			
	S5L7	Eventually the students _ still weak in prnounciation	Eventually the students **are** still weak in pronunciation	✓			
	S5L8	_ _ Because english is _ international language	**It is** because english is **an** international language	✓			
	S5L9	They have to pronounce english **word** correctly to **facility** the communication process	They have to pronounce english **words** correctly to **facilitate** the communication process	✓		✓	
	S5L11	they speak or communicate with native **speaker**	they speak or communicate with native **speakers**	✓			
	S5L13	**Study about** pronunciation will be easy	**Studying** pronunciation will be easy	✓	✓		
	S5L14	In **the** fact, most of **teacher** just lead the **student** to imitate how they pronounce english **word**	In fact, most of **teachers** just lead the **students** to imitate how they pronounce English **words**	✓	✓		
	S5L15	the **student** just imitate	the **student**s just imitate	✓			
	S5L20	They have to make an **interest** strategy to make the **student** enjoy	They have to make an **interesting** strategy to make the **students** enjoy	✓			
	S5L22	you should realize that **study** english is not _ about grammar	you should realize that **studying** english is not **only** about grammar	✓			

	Code	Original	Corrected				
	S5L25	Why _ we need _ study pronounciation?	Why **do** we need **to** study pronunciation?	✓			
	S5L25	_ _ Because **with study** pronunciation we can **less** our confusion	**It is** because **by studying** pronunciation we can **lessen** our confusion	✓		✓	
	S5L26	we will feel more comfortable and confident **with** communiting in english	we will feel more comfortable and confident **when** communicating in English			✓	
	S5L28	And **with learn** pronunciation…	And **by learning** pronunciation…	✓		✓	
	S5L29	_ _Because we will study to identify the sounds	**It is** because we will study to identify the sounds	✓			
	S5L31	speaking or conversatiom is the most difficult skill for English **learner**	speaking or conversation is the most difficult skill for English **learners**	✓			
	S5L35	Teacher should command his students to correct **the student's mistake** by **themself**	Teacher should command his students to correct **their mistake**s by **themselves**	✓	✓	✓	
	S5L35	The way we correct our **mistake** by **self** is by using record and replay method	The way we correct our **mistakes** by **ourselves** is by using record and replay method	✓			
6.	S6L1	Language is one of the most important _ to **make** communicate with others	Language is one of the most important **aspects** to communicate with others	✓	✓		
	S6L2	**by** using language _ **the** simple way to understand what people mean and to **make** understand what other people say	using language **is a** simple way to understand what people mean and to understand what other people say	✓	✓	✓	
	S6L3	We have already **know**, English is one of international **language** in the world	We have already **known**, English is one of international **languages** in the world	✓			
	S6L4	**because** every country **to communicate** by using English	every country **communicates** by using English		✓	✓	
	S6L6	Malasyia decided a way to improve their English **is to teach** pronounciation to **the student**	Malaysia decided a way to improve their English **by teaching** pronunciation to **their students**	✓	✓	✓	
	S6L7	They make some courses with professional	They make some courses with professional	✓			

		teacher and international **student**	**teachers** and international **students**	✓		✓	
	S6L9	Malasyia also **make** English language **is the** 2nd language	Malaysia also **makes** English language **as their** 2nd language	✓		✓	
	S6L11	**in Indonesia to pronounce** _ English is so low	**Indonesians' pronunciation of** English is so low	✓	✓	✓	
	S6L17	the 2nd is **Indonesia** language	the 2nd is **Indonesian** language	✓			
	S6L19	Indonesian education **have** _ big problem in **pronounciation English**	Indonesian education **has a** big problem in **English pronunciation**	✓		✓	✓
	S6L20	many students have **difficult** in **pronounce** English	many students have **difficult** in **pronouncing** English	✓			
	S6L21	There are many **reason** _ **student** _ hard to learn pronounciation	There are many **reasons why students are** hard to learn pronunciation	✓			
	S6L23	it is the most popular reason why **student** or Indonesian learners _ hard to learn it	it is the most popular reason why **students** or Indonesian learners **are** hard to learn it	✓			
7.	S7L1	Speaking is _ skill that has a **goals** to express opinions	Speaking is **a** skill that has a **goal** to express opinions	✓	✓		
	S7L2	English is _ international language	English is **an** international language	✓			
	S7L3	When we travel to other **country**…	When we travel to other **countries**…	✓			
	S7L6	There are some **student** that **has** a lack of motivation	There are some **students** that **have** a lack of motivation	✓		✓	
	S7L8	there are problems that make _ could not speak English fluently	there are problems that make **them** could not speak English fluently	✓			
	S7L8	the **student** are **ban** to make a mistake	the **students** are **banned** to make a mistake	✓			
	S7L9	They do not **fell** free to express their **ability**	They do not **feel** free to express their **abilities**	✓		✓	
	S7L10	The teacher only **correct** the mistake that _ **student** make and careless about how to make **student** enjoy	The teacher only **corrects** the mistake that **the students** make and careless about how to make **them** enjoy	✓	✓		

		Incorrect	Correct	✓	✓	✓	✓
	S7L12	they have to create **an atmosphere conducive** to enhance the **student ability**	they have to create **a conducive atmosphere** to enhance the **students' abilities**	✓		✓	✓
	S7L14	…and give more **motivate**	…and give more **motivation**			✓	
	S7L16	Many **of** students cannot speak English because of some **problem**	Many students cannot speak English because of some **problems**	✓	✓		
	S7L17	One of the **problem** is _ uncomfortable situation	One of the **problems** is **an** uncomfortable situation	✓			
	S7L19	…and motivating atmosphere to **low** the students' anxiety	…and motivating atmosphere to **lessen** the students' anxiety			✓	
	S7L22	The **goals** of this writing is to remain the teacher how to get **atmosphere conducive**	The **goal** of this writing is to remain the teacher how to get conducive atmosphere		✓		✓
	S7L23	this is _ unimportent thing for some people	this is **an** unimportant thing for some people	✓			
	S7L23	this **is** can have a big effect for **another student**	this can have a big effect for **other students**	✓	✓	✓	
	S7L26	the explanation about _ fact that happend in the class…	The explanation about **the** fact that happened in the class….	✓			
	S7L27	Based on **from** my experience…	Based on my experience…		✓		
	S7L28	many **teacher** cannnot create **an atmosphere conducive**	many teacher cannot create a conducive atmosphere	✓		✓	✓
	S7L31	Hopefully, **teacher are made** their students speak English fluently **by** this strategy	Hopefully, **teachers can make** their students speak English fluently **with** this strategy	✓		✓	
8.	S8L2	As **the** tool of global communication, English should be mastered actively **by** oral or written	As **a** tool of global communication, English should be mastered actively **either** oral or written			✓	
	S8L3	**Still there are** many **Indonesian** who are not fluent in English	**there are Still** many **Indonesians** who are not fluent in English	✓			✓
	S8L9	According to Mr. Eko as the English teacher of SD Masudirini 77 Salatiga said that, the English learning media for elementary school especially	According to Mr. Eko as the English teacher of SD Masudirini 77 Salatiga said that, the English learning media for elementary			✓	

		first and second grade **is** textbook which still **cannot** make students enthusiastic in learning English	school especially first and second grade **was** textbook which still **could not** make students enthusiastic in learning English				
	S8L11	Their **interest** in learning English **is** still lack	Their **interests** in learning English still lack	✓	✓		
	S8L12	It can give _ big influence when they **have been** senior high	It can give **a** big influence when they **are in** senior high school	✓		✓	
	S8L13	Because of the lack of their basic knowledge **in** English, it can inhibit their learning process in the class	Because of the lack of their basic knowledge **about** English, it can inhibit their learning process in the class			✓	
	S8L15	…to increase their **interest** in learning English	…to increase their **interests** in learning English	✓			
	S8L17	the effective time to start teaching language is from **the** early age	the effective time to start teaching language is from early age		✓		
	S8L18	_ _ Because their brains are still fresh and it can make them easier to receive and remember something	**It is** because their brains are still fresh and it can make them easier to receive and remember something	✓			
	S8L19	**In** the other hand	**On** the other hand			✓	
	S8L20	Teachers should have something interesting **to be** their teaching method	Teachers should have something interesting **as** their teaching method			✓	
	S8L20	_ _ Because it can help the students in their learning	**It is** because it can help the students in their learning	✓			
	S8L21	when the teachers are able to make the teaching and learning activity more interesting _	when the teachers are able to make the teaching and learning activity more interesting**, students will be interested** (*optional*)	✓			
	S8L24	This is one of alternative learning media that can attract **students interest**	This is one of alternative learning media that can attract **students' interests**	✓			

No	Code						
	S8L25	Because it gives more visualization of story	**It is** because it gives more visualization of story	✓			
	S8L27	that can invite **student's interest** to keep opening _ next page	that can invite **students' interests** to keep opening **the** next page	✓			
	S8L28	Pop up **book** can arouse **student's** motivation	Pop up **books** can arouse **students'** motivation	✓			
9.	S9L2	english language has now **became** a daily consumption	English language has now **become** a daily consumption			✓	
	S9L4	it has **became** a subject tested in the national examination	it has **become** a subject tested in the national examination			✓	
	S9L5	**And** grammar is one of the **material** contained in school **lesson** which is very important to _ **master**	grammar is one of the **materials** contained in school **lessons** which is very important to **be mastered**	✓	✓		
	S9L7	they have _ memorize **the kind** of tenses and **others material**	they have **to** memorize **kinds** of tenses and **other materials**		✓ ✓		
	S9L8	we can get grammar **material** in bookstores or books from the **institude course if** the english course	we can get grammar **materials** in bookstores or books from the **course institution of** the English course	✓		✓	✓
	S9L10	one of the grammar learning strategis is **by** writing	one of the grammar learning strategies is writing		✓		
	S9L17	Learning grammar is one that some **student** don't like	Learning grammar is one that some **students** don't like	✓			
	S9L18	By learning grammar by writing like the example above _ is an effective way to improve…	By learning grammar by writing like the example above, **it** is an effective way to improve…	✓			
	S9L20	Many **thinks** learning grammar is difficult	Many **think** learning grammar is difficult		✓		
	S9L20	**And** the fact is that learning grammar is indeed difficult	the fact is that learning grammar is indeed difficult		✓		

No.	Code	Original	Corrected				
	S9L25	Writing can be used as _ tool for learning grammar	Writing can be used as **a** tool for learning grammar	✓			
10.	S10L2	because of this aspesct is important, **so** we are not only learning a language	because of this aspect is important, we are not only learning a language		✓		
	S10L3	Clear pronunciation makes the **student** easy to understand	Clear pronunciation makes the **students** easy to understand		✓		
	S10L4	**student** may face _ which is crucial to be described and analyzed	**students** may face **difficulty** *(optional)* which is crucial to be described and analyzed	✓			
	S10L5	One of them is _ diffulty **to** pronuncing English words	One of them is **the** difficulty **in** pronouncing English words	✓		✓	
	S10L6	Pronunciation is necessary because _ helps **student learn** and **understand** how to…	Pronunciation is necessary because **it** helps **students learning** and **understanding** how to…	✓			
	S10L32	their ability in **pronounce** the words _ still low	their ability in **pronouncing** the words **is** still low	✓			
	S10L33	the technique that _ given by the teacher is not make them **interest to learn** pronunciation	the technique that **is** given by the teacher is not make them **interested in learning** pronunciation	✓		✓	
	S10L38	reading aloud is easy to __ **apply**	reading aloud is easy to **be applied**	✓			
	S10L39	it is easy to _ **do** by students	it is easy to **be done** by students	✓			
	S10L40	This technique could help the students in solving the **problem**	This technique could help the students in solving the **problems**	✓			
	S10L51	**Aloud readin**g is an effective way to improve **student** pronunciation	**Readin**g aloud is an effective way to improve **students'** pronunciation	✓			✓
11.	S11L1	It **is mean** that English is spoken	It **means** that English is spoken	✓	✓		
	S11L2	English is not only spoken by native **speaker**	English is not only spoken by native **speakers**	✓			
	S11L5	that _ why having good pronunciation is needed	that **is** why having good pronunciation is	✓			

			needed				
	S11L6	According to **the** reaserch in Indonesia	According to research in Indonesia		✓		
	S11L6	most of javanes **student** in senior high school _ still **law** in **the** pronunciation	most of Javanese **students** in senior high school **are** still **low** in pronunciation	✓	✓	✓	
	S11L7	this reaserch **were** collected	this research **was** collected			✓	
	S11L9	in indonesia _ still used their mother tongue when they are reading **teks** or **talk** in English	in Indonesia, **students** still used their mother tongue when they are reading **texts** or **talking** in English	✓		✓	
	S11L12	Indonesian students who learn English as _ foreign language…	Indonesian students who learn English as _ foreign language…	✓			
	S11L14	Ussually the **student** will study pronunciation **with** reading **teks**	Usually the **students** will study pronunciation **by** reading **texts**	✓		✓	
	S11L17	_ still many **student** _ do not want to study English	**There are** still many **students who** do not want to study English	✓			
	S11L20	the teacher will **be** focus on their skill in pronuncing some **word**	the teacher will focus on their skill in pronouncing some **words**	✓	✓		
	S11L25	I like English even though It's hard to _ **learn**	I like English even though It's hard to **be learnt**	✓			
	S11L25	_ Reason _ I like English _ because English **was** an International language so if we **have been** able to master a little…	**The** Reason **why** I like English **is** because English **is** an International language so if we **are** able to master a little…	✓		✓	
	S11L29	It **is mean** that _ _ still many **student** _ want to study **about** English, but _ **depend** on how the teacher can hendle the class and can be **interested** in the class	It **means** that **there are** still many **students who** want to study English, but **it depends** on how the teacher can handle the class and can be **interesting** in the class	✓	✓	✓	
12.	S12L1	there are many **technology** which **is** increasing	there are many **technologies** which **are** increasing	✓		✓	
	S12L1	Many schools also used modern technology, but some still **use** traditional methods	Many schools also used modern technology, but some still **used** traditional methods	✓			
	S12L2	The effect of modern era _ many students began	The effect of modern **is** era many students	✓			

		to leave books	began to leave books				
	S12L3	They prefer **to gadget than** books	They prefer **gadgets to** books	✓	✓	✓	
	S12L5	It **is** can be their **weakness**	It can be their **weaknesses**	✓	✓		
	S12L5	it is possible _ _ will **be** influence **in** their **value**	it is possible **that it** will influence their **values**	✓	✓		
	S12L6	**Student** _ difficult to determine the structure	**Students are** difficult to determine the structure	✓			
	S12L7	_ teacher **have** to know the **student** needs	**The** teacher **has** to know the **students'** needs	✓			
	S12L8	They should increase their **material**, **method**, and media to _ more interesting than before	They should increase their **materials**, **methods**, and media to **be** more interesting than before	✓			
	S12L17	To improve **students** reading comprehension,…	To improve **students'** reading comprehension,…	✓			
	S12L18	the **students** reading achievement gradually improved	the **students'** reading achievement gradually improved	✓			
	S12L34	There are six **step** done to improve **student's** reading comprehension	There are six **steps** done to improve **students'** reading comprehension	✓			
	S12L36	Asking **student** to find how the text is developed	Asking **students** to find how the text is developed	✓			
	S12L39	According _ me	According **to** me	✓			
	S12L39	this method **make student to** understand the text structure, help them to comprehend the text and make them easily **to** doing _ task	this method **makes students** understand the text structure, help them to comprehend the text and make them easily doing **the** task	✓	✓		
	S12L41	students who don't understand the structure of the text will find difficulties in **comprehend** the text	students who don't understand the structure of the text will find difficulties in **comprehending** the text	✓			

				✓		✓	
	S12L42	_ _ Because students have difficulty _ comprehending **a** passage	**It is** because students have difficulty **in** comprehending **the** passage	✓		✓	
	S12L44	good readers organize what they read, poor **reader** do not	good readers organize what they read, poor **readers** do not	✓			
13.	S13L3	it develops our **mind**	it develops our **minds**	✓			
	S13L10	The **student** can improve their knowledge by reading a text	The **students** can improve their knowledge by reading a text	✓			
	S13L11	There are many students _ **did** not good **in** reading	There are many students **who are** not good **at** reading	✓		✓	
	S13L11	It **is depend** on themselves	It **depends** on themselves	✓	✓		
	S13L12	Many **of** students **did** not **got** the point after they read the text	Many students **do** not **get** the point after they read the text		✓	✓	
	S13L12	The **student** dislike **with** reading	The **students** dislike reading	✓	✓		
	S13L15	The **student did** not get enough motivation	The **students do** not get enough motivation	✓		✓	
	S13L16	the **student** will be lazy to read	the **students** will be lazy to read	✓			
	S13L16	reading a book **it is make** them bored	reading a book **makes** them bored		✓		
	S13L17	their learning can not _ affective and efficient	their learning cannot **be** effective and efficient	✓			
	S13L18	motivation is very **need** in this skill	motivation is very **needed** in this skill	✓			
	S13L19	The **student** need **about** intruction to read from their **parent**	The **students** need instruction to read from their **parents**	✓	✓		
	S13L20	the **student** understand well	the **students** understand well	✓			
	S13L21	The **student's skill** will **be** increase	The **students' skills** will increase	✓	✓		
	S13L22	before the **student** read **a** text, **their must** know…	before the **students** read **the** text, **they should**…	✓		✓	
	S13L25	that will make _ easy to understand **about** the text	that will make **them** easy to understand the text	✓	✓		
	S13L25	That will **be** happen	That will happen		✓		

S13L27	Reading together every day also **help** the **student**	Reading together every day also **helps** the **student**s	✓			
S13L29	**There** more **word** you know, the more you will learn	**The** more **words** you know, the more you will learn	✓		✓	
S13L30	you can develop **about** the material when you read the book	you can develop the material when you read the book		✓		
S13L31	That **mean is the knowledge of the student _** very low	That **mean**s **the students' knowledge is** very low	✓	✓		✓
S13L32	it will make the **student confuse**	it will make the **students confused**	✓			
S13L32	**The** grammar is important	grammar is important	✓			
S13L33	the **student** often **gets** lose in the complexity of the story	the **students** often **get** lose in the complexity of the story	✓	✓		
S13L37	it will make the **student** understand **about** the text	it will make the **students** understand the text	✓	✓		
S13L39	there are many **kind** of **skill**	there are many **kinds** of **skills**	✓			
S13L45	the teacher will ask _ **student** to read	the teacher will ask **the students** to read	✓			
S13L52	_ **Read** _ key words _ text or specific information the **student can be easy to** answer _ questions	**By reading the** key words **of the** text or specific information, the **students can easily** answer **the** questions	✓	✓		
S13L55	it _ more effective when the **student** _ reading	it **is** more effective when the **students are** reading	✓			
S13L58	the skimming strategy **save** our time	the skimming strategy **saves** our time	✓			
S13L58	The **student** will **fell** lazy to read	The **students** will **feel** lazy to read	✓		✓	
S13L60	The purpose of skimming strategy **are will** help **student locate the** information quickly	The purpose of skimming strategy **is to** help **students locating** information quickly	✓	✓	✓	
S13L61	The **student** become better at determining **what** parts of the text are…	The **students** become better at determining **which** parts of the text are…	✓		✓	
S13L62	the teacher **ask** _ **student** to understand the big	the teacher **asks the students** to understand	✓			

No	Code	Incorrect	Correct				
		picture	the big picture				
	S13L63	skimming **it's** important to help _ **student**	skimming **is** important to help **the students**	✓	✓		
	S13L65	**With** skimming **it's** will _ able to cover the material quickly	**By** skimming**, it** will **be** able to cover the material quickly	✓	✓	✓	
	S13L66	_ _ because **the** you have already **get** the main points	**It is** because you have already **got** the main points	✓	✓	✓	
	S13L69	skipping over large section of material _	skipping over large section of material **is difficult** *(optional)*	✓			
	S13L69	It is **of a** sort of reading	It is sort of reading		✓		
14.	S14L1	There are many **fact** in various educational institutions	There are many **facts** in various educational institutions	✓			
	S14L2	This article **discuss** about some **way** or media in teaching learning process to improve **grammar's student** ability	This article **discusses** about some **ways** or media in teaching learning process to improve **student**s' **grammar** ability	✓	✓		✓
	S14L7	Listening to English **song** has become a delighted hobby for teenagers	Listening to English **songs** has become a delighted hobby for teenagers	✓			
	S14L9	Teenagers' **hobby** in listening to **the** music especially English **song has lead** them _ learn _ foreign language unconsciously	Teenagers' **hobbies** in listening to music especially English **songs have led** them **to** learn **a** foreign language unconsciously	✓	✓	✓	
	S14L16	the greatest benefit **to** using songs in the classroom is that they are enjoyable	the greatest benefit **in** using songs in the classroom is that they are enjoyable				✓
	S14L21	The song **that** actually should comply **grammar's rule**	The song actually should comply **grammar rule**s	✓	✓		
	S14L22	in **the** fact many English songs ignore it	in fact, many English songs ignore it		✓		
	S14L29	One of _ **problem** in grammar learning process is **about** the teacher	One of **the problems** in grammar learning process is the teacher	✓	✓		
	S14L31	_ Teacher **teach** the **student** pattern by pattern	**The** teacher **teaches** the **students** pattern by pattern	✓			

S14L32	the teacher **ask** the **student** to memorize it	the teacher **asks** the **students** to memorize it	✓			
S14L32	They just explain about what the definition of grammar itself _	They just explain about what the definition of grammar itself **is**	✓			
S14L33	it **make** the process of learning **is** too boring	it **makes** the process of learning too boring	✓	✓		
S14L34	borring situation can make the **student** have no desire to study	Boring situation can make the **students** have no desire to study	✓			
S14L38	Some **student are** dislike studying grammar	Some **students** dislike studying grammar	✓	✓		
S14L40	the teacher **have** to make the **student** like or **interest** in english grammar	the teacher **has** to make the **students** like or **interested** in English grammar	✓		✓	
S14L41	Students **are looked** passive and less attentive	Students **seems** passive and less attentive		✓	✓	
S14L45	the problem is _ **student** just focus on memorizing the pattern	the problem is **the students** just focus on memorizing the pattern	✓			
S14L46	Students must push **theirself** to practice grammar	Students must push **themselves** to practice grammar	✓		✓	
S14L47	Furthermore, the lack of utilization of instructional media _	Furthermore, the lack of utilization of instructional media **also influence the students' achievement** *(optional)*	✓			
S14L47	The use of media _ to help students **learn**	The use of media **is** to help students **learning**	✓			
S14L56	the teacher and the collaborator **highlights** the general impression	the teacher and the collaborator **highlight** the general impression		✓		
S14L58	the teacher **gives** the explanation	the teacher **gave** the explanation			✓	
S14L60	The dynamics and interaction of the class as a miniature _ _ social group **has** not been seen	The dynamics and interaction of the class as a miniature **of a** social group **have** not been seen	✓		✓	
S14L62	The utilization of a song is _ **the** entertainment in the classroom	The utilization of a song is **as an** entertainment in the classroom	✓		✓	
S14L66	the **aim** of **song** as _ media in teaching are to help the **student enjoy the class grammar**,	The **aims** of **songs** as **a** media in teaching are to help the **students enjoying the grammar**	✓	✓		✓

		give them a new method to learn grammar more **interesting** than before, and…	**class**, give them a new method to learn grammar more **interestingly** than before, and…				
15.	S15L1	Grammar is one of **component** in English	Grammar is one of **components** in English	✓			
	S15L2	The **problems nowdays** is there are many **student** _ _ very difficult to understand more about grammar	**Nowadays**, the **problem** is there are many **students who are** very difficult to understand more about grammar	✓	✓		✓
	S15L4	they don`t know how to impliment their **grammar's** knowlage	they don`t know how to implement their **grammar** knowledge		✓		
	S15L6	_ **Teacher** are confiused to give _ proper methode to their students	**The teachers** are confused to give **a** proper **method** to their students	✓			
	S15L6	the lack of media **make _ teacher** more confiused to understand what _ students want and need	the lack of media **makes the teachers** more confused to understand what **the** students want and need	✓			
	S15L7	Whereas _ **student** need a good methode	Whereas **the students** need a good method	✓			
	S15L9	there are many ways **how** to improve **grammar skill of student**	there are many ways to improve **the students' grammar skill**	✓	✓		
	S15L9	**it's depend** on the teacher and **student**	**it depends** on the teacher and **students**	✓	✓		
	S15L10	The most important is the **methode of teacher how to teach** in the class	The most important **thing** *(optional)* is the **teacher**s' **method in teaching** in the class	✓	✓	✓	✓
	S15L11	One of _ **methode** which is a little old is direct methode	One of **the methods** which is a little old is direct method	✓			
	S15L11	**It's** principles have been applied by language teachers for many years	**Its** principles have been applied by language teachers for many years			✓	
	S15L13	Unlike**,** the grammar translation methode, which **use** anlytical procedures that focus on explanation of grammar rules in classroom teaching _	Unlike the grammar translation method which **uses** analytical procedures that focus on explanation of grammar rules in classroom teaching, **direct method**	✓			

			emphasizes on student-centered *(optional)*			
S15L15	By **compration** that direct methode relies on techniques which focus on speaking, listening , and grammar and _ **uses** of the target language for all classes	By **comparing** that direct method relies on techniques which focus on speaking, listening, and grammar and **the use** of the target language for all classes, **this method is worth it** *(optional)*	✓	✓	✓	
S15L17	There **is** a lot of oral **interaction**	There **are** a lot of oral **interactions**	✓		✓	
S15L20	_ **Teacher** want to teach english grammar to _ **student**	**The teachers** want to teach English grammar to **their students**	✓			
S15L21	direct methode **focus** on practicing and drilling	direct method **focuses** on practicing and drilling	✓			
S15L22	After direct methode was practiced by the **teacher** in teaching english language _	After direct method was practiced by the **teachers** in teaching English language, **the students would be interested** *(optional)*	✓			
S15L23	**Hopely _ student** will understand more about the rules without memorizing the pettern	**Hopefully, the students** will understand more about the rules without memorizing the pattern	✓			
S15L27	That is very important and necessary **it is** for _ teachers	That is very important and necessary for **the** teachers	✓	✓		
S15L29	How _ students naturally develop their abilities to interpret and produce grammatical utterances _	How **the** students naturally develop their abilities to interpret and produce grammatical utterances **is very impressive** *(optional)*	✓			
S15L30	Direct method is very **help _ _ teacher**	Direct method is very **helpful for the teachers**	✓			
S15L31	direct method **is focus** on drilling and **practice**	direct method **focuses** on drilling and **practicing**	✓	✓		
S15L32	it is very different **with** grammar translation	it is very different **from** grammar translation	✓	✓	✓	

No.	Code						
		method which **is** only **focus** on translation	method which only **focuses** on translation				
	S15L33	_ **Student** do not only want to develop their knowledge on translation	**The students** do not only want to develop their knowledge on translation	✓			
16.	S16L2	English is taught as one of **a** main **subject**	English is taught as one of **the** main **subjects**	✓		✓	
	S16L2	**In** teaching young learners is not easy	teaching young learners is not easy		✓		
	S16L4	children have their own **way**	children have their own **ways**	✓			
	S16L7	most teachers _ difficult to find the right method	most teachers **are** difficult to find the right method	✓			
	S16L9	English is considered **to be** one of **a** difficult **lesson**	English is considered **as** one of **the** difficult **lessons**	✓		✓	
	S16L10	Teachers **doesn't** have variety of learning methods	Teachers **don't** have variety of learning method		✓		
	S16L11	Children get bored easily if the learning method used by the teacher is not **variative**	Children get bored easily if the learning method used by the teacher is not **various**			✓	
	S16L12	Therefore to increase **motivation learning** _ is needed an effective and fun alternative method	Therefore to increase **learning motivation, it** is needed an effective and fun alternative method	✓			✓
	S16L13	These various **method** can be applied to children	These various **methods** can be applied to children	✓			
	S16L14	Children's **brain** are more adaptable	Children's **brains** are more adaptable	✓			
	S16L19	Most children enjoy singing a **songs**	Most children enjoy singing a **song**		✓		
	S16L21	Music also helps _ children **develop** cognitive skills, as well as **enhances** language skills	Music also helps **the** children **developing** cognitive skills as well as **enhancing** language skills	✓		✓	
	S16L22	by singing _ song, _ children learn language appreciation	by singing **a** song, **the** children learn language appreciation	✓			
	S16L27	Songs may be the starting point to train the **student**	Songs may be the starting point to train the **students**	✓			

				✓			
	S16L30	songs can allow young learners to practice a new vocabulary without **feel** bored	songs can allow young learners to practice a new vocabulary without **feeling** bored	✓			
	S16L37	the **teacher** also **makes illustrated card for** facilitate the process of teaching	the **teachers** also **make illustration card to** facilitate the process of teaching	✓	✓	✓	
	S16L42	"The Sing to Play" method aims to stimulate _ children's **brain**	"The Sing to Play" method aims to stimulate **the** children's **brains**	✓			
	S16L46	In this method, _ _ not only _ students _ are required to be creative in improving the learning, but _ teachers must also be creative	In this method, **it is** not only **the** students **who** are required to be creative in improving the learning, but **the** teachers must also be creative	✓			
17.	S17L1	Reading is _ important activity	Reading is **an** important activity	✓			
	S17L2	**Student** have to understand **about** the text	**Students** have to understand the text	✓	✓		
	S17L4	reading makes some **student** confused	reading makes some **students** confused	✓			
	S17L4	they do not understand what the text _ about	they do not understand what the text **is** about	✓			
	S17L5	This is the problem why _ **student** do not want to read	This is the problem why **the students** do not want to read	✓			
	S17L6	That is about the book or text which is not proper for _ **student level**	That is about the book or text which is not proper for **the students' levels**	✓			
	S17L7	the problem also comes from _ **teacher strategies**	the problem also comes from **the teacher s' strategies**	✓			
	S17L8	_ Teachers also have to know the quality of the **student** and _ _ _ responsibility to increase their **students** reading with much knowledge and enough facilities to make **students interesting to read**	**The** teachers also have to know the quality of the **students** and **they have a** responsibility to increase their **students'** reading with much knowledge and enough facilities to make **them interested in reading**	✓	✓	✓	
	S17L12	the **student** _ difficult to understand **about** the material	the **students are** difficult to understand the material	✓	✓		

	S17L12	The teacher delivers the material just _ a full text without **give** some techniques to make the learning **is** more **interest**	The teacher delivers the material just a full text without **give** some techniques to make the learning **is** more **interest**	✓	✓		
	S17L14	The students only listen _ the material _ was given **from** the teacher	The students only listen **to** the material **that** was given **by** the teacher	✓		✓	
	S17L15	**In** this school uses lecturing technique	this school uses lecturing technique		✓		
	S17L18	Teachers must choose **the** proper strategies **with** their **student level**	Teachers must choose proper strategies **for** their **students' levels**	✓		✓	
	S17L19	This is to make _ process of teaching reading and **development reading running** well	This is to make __ process of teaching reading and **reading development run** well	✓	✓		✓
	S17L20	**All of the student are** not _ same	**Each student is** not **the** same	✓	✓	✓	
	S17L20	They have **know** many vocabularies	They have **known** many vocabularies	✓			
	S17L21	that can help them **know** waht the text or book **axplain** about	that can help them **knowing** what the text or book **explains** about	✓			
	S17L21	_ Reading skill, _ teacher should be able to control and know the class activities in order to make the **student can be interesting to read**	**In** reading skill, **the** teacher should be able to control and know the class activities in order to make the **students interested in reading**	✓	✓	✓	
	S17L23	this research to _ **found** out _ KWL Method _	this research to **is find** out **what** KWL Method **is**	✓		✓	
	S17L26	The **aim** of KWL Strategies are to make and develop **student** reading skill	The **aims** of KWL Strategies are to make and develop **students'** reading skill	✓			
	S17L30	The teacher also **know** what the **student** want	The teacher also **knows** what the **students** want	✓			
	S17L31	This strategies **is** also proper **with** the teacher	This strategies **are** also proper **for** the teacher			✓	
	S17L33	The main **of** purpose of reading a text is to…	The main purpose of reading a text is to…		✓		
	S17L35	Many **student's** find some difficulties	Many **students** find some difficulties		✓		
	S17L39	the process of teaching reading comprehension	the process of teaching reading			✓	

		running well	comprehension **runs** well			✓	
18.	S18L2	the children do not have **an** understanding **of** the **important to learn** English	the children do not have **any** understanding **about** the **importance of learning** English	✓		✓	
	S18L3	It **help** us to communicate	It **helps** us to communicate	✓			
	S18L15	As a teacher _ is not easy to teach English to young learners	As a teacher, **it** is not easy to teach English to young learners	✓			
	S18L16	Learning English is very different from **all** other **language**	Learning English is very different from **learning** other **languages**	✓		✓	
	S18L17	**This** is more difficult to teach english as _ foreign language	**It** is more difficult to teach English as **a** foreign language	✓		✓	
	S18L16	Every area **of the** world where english is spoken has different **accent**	Every area **in this** world where English is spoken has different **accents**	✓		✓	
	S18L19	all of the **target** of study didn't _ well	all of the **targets** of study didn't **go** well	✓			
	S18L20	The **teacher** should always **motivated** their children	The **teacher**s should always **motivate** their children		✓		
	S18L20	The **teacher** should have _ special effort to make **the student** feel fun	The **teachers** should have **a** special effort to make **their students** feel fun	✓		✓	
	S18L28	… learn English for more than 30 **minute**	**…** learn English for more than 30 **minutes**	✓			
	S18L31	the role of English as a global language and its potential for providing education and employment advantages to English speaker _	the role of English as a global language and its potential for providing education and employment advantages to English speaker **are quite important** *(optional)*	✓			
	S18L34	We should understand their **need**	We should understand their **needs**	✓			
	S18L40	learning English **focus** on aspects such as examining the skills	learning English **focuses** on aspects such as examining the skills	✓			
	S18L41	**Aspect** such as **skills** development, evaluation, and assesment are explored	**Aspects** such as **skill** development, evaluation, and assessment are explored	✓	✓		
	S18L42	**Aspect** such as **skills** development, evaluation,	**Aspects** such as **skill** development,	✓	✓		

		and assessment are explored	evaluation, and assessment are explored				
	S18L43	the learners _ able to communicate effectively	the learners **are** able to communicate effectively	✓			
	S18L44	The common aim of **study** a language is the learners _ able to communicate effectively	The common aim of **studying** a language is the learners **are** able to communicate effectively	✓			
	S18L46	Teaching English to young learners is not _ easy as **we teach** adult learners	Teaching English to young learners is not **as** easy as **teaching** adult learners	✓	✓		
	S18L47	As a teacher _ should **be** motivate and support **the** students what **they goal** or **aim _ learn** English itself _	As a teacher, **we** should motivate and support **our** students, what **their goals** or **aims in learning** English itself **are**	✓	✓	✓	
	S18L48	The students will be learning _ very basic material	The students will be learning **a** very basic material	✓			
	S18L49	_ **teacher** can design _ creative lesson	**The teachers** can design **a** creative lesson	✓			
	S18L50	_ **Teacher** play an important role in helping the **student**	**The teachers** play an important role in helping the **students**	✓			
	S18L51	The **teacher** should be able to **setting the class fun and active**	The **teachers** should be able to **set a fun and active class**	✓		✓	✓
	S18L53	the children learn some **aspect** of _ foreign language	the children learn some **aspects** of **a** foreign language	✓			
19.	S19L1	One of the skills in learning English language which should be focused on is **the** reading comprehension	One of the skills in learning English language which should be focused on is reading comprehension		✓		
	S19L3	Almost _ of the students in Indonesia _ still difficult to understand what they read	Almost **all** of the students in Indonesia **are** still difficult to understand what they read	✓			
	S19L4	They _ still confused **to determine** the main idea of the paragraph, making **question**, _ answering question the text	They **are** still confused **in determining** the main idea of the paragraph, making **question**s, **and** answering **questions of the**	✓		✓	

		text	✓		✓	
S19L6	Based on the first observation and interview with **the teacher in** senior high school of Padang, _ _ **get** some information	Based on the first observation and interview with **a teacher at** senior high school of Padang, **the researcher got** some information	✓		✓	
S19L8	they can't **concentration**	they can't **concentrate**			✓	
S19L10	the students _ still difficult to get _ main idea	the students **are** still difficult to get **the** main idea	✓			
S19L11	the teacher must have a good **strategies**	the teacher must have a good **strategy**		✓		
S19L23	The final result of reading activity is _ be able to understand the **mean** of the text	The final result of reading activity is **to** be able to understand the **meaning** of the text	✓			
S19L26	Skimming is one of the reading **strategy** that must be mastered by students	Skimming is one of the reading **strategies** that must be mastered by students	✓			
S19L27	The students can _ difficult to understand the meaning	The students can **be** difficult to understand the meaning	✓			
S19L28	The **consequences** is the students feel **burden**	The **consequence** is the students feel **burdensome**	✓	✓		
S19L33	_ Students will _ difficult to understand **a** text	**The** students will **be** difficult to understand **the** text	✓		✓	
S19L36	skimming is **the** important thing that must be **have**	skimming is **an** important thing that must be **had**			✓	
S19L36	**With** skimming we can find **a** main **idea,** _ keyword _ each paragraph without **read** all of the **text**	**By** skimming we can find **the** main **ideas and keyword of** each paragraph without **reading** all of the **texts**	✓		✓	
S19L40	Skimming **is** not only help _ **student** to get **a** main idea	Skimming **does** not only help **the** s**tudents** to get **the** main idea	✓		✓	
S19L40	**if** the **student** read a book they can use skimming	**When** the **students** read a book they can use skimming	✓		✓	

	S19L42	they just read _ a short time	they just read **in** a short time	✓			
	S19L42	The **student** can understand the content of _ book because in skimming _ just read **a** important **word** or the **keyword** of _ book	The student can understand the content of book because in skimming **we** just read **the** important **words** or the **keywords** of **the** book	✓		✓	
20.	S20L1	One of the strategies which is considered applicable to teach **students** reading comprehension is scanning technique	One of the strategies which is considered applicable to teach **students'** reading comprehension is scanning technique	✓			
	S20L2	we must know _ **first** _ reading	we must know **what** reading **is first**	✓			✓
	S20L11	we **look only for** a specific fact	we **only look for** a specific fact				✓
	S20L13	the students **was** still confused	the students **were** still confused			✓	
	S20L14	Why _ the students still confused	Why **were** the students still confused	✓			
	S20L15	the procedures in scanning **was** not clearly explained	the procedures in scanning **are** not clearly explained			✓	
	S20L16	The teachers do not use **the** authentic materials	The teachers do not use authentic materials		✓		
	S20L20	Why **is** scanning still have to be a problem?	Why **does** scanning still have to be a problem?			✓	
	S20L19	we can know that **the** scanning **skills** still **have the** problem for _ students	we can know that scanning **skill** still **becomes a** problem for **the** students	✓	✓	✓	
	S20L20	_ _ Because the procedures in scanning **was** not clearly explained	**It is** because the procedures in scanning **were** not clearly explained	✓		✓	
	S20L21	if we **used** scanning **methods** for reading we **are** only **getting** the gist of the book/story	if we **use** scanning **method** for reading, we only **get** the gist of the book/story		✓		
	S20L26	**With** scanning, we **look only for** a specific fact or _ piece of information	**By** scanning, we **only look for** a specific fact or **a** piece of information	✓		✓	✓
	S20L28	Scanning seems to be an easy reading comprehension strategy to be learned and applied by _ students according to their **age** and	Scanning seems to be an easy reading comprehension strategy to be learned and applied by **the** students according to their	✓			

		language level	**ages** and language level				
	S20L29	Scanning **have** many advantages	Scanning **has** many advantages			✓	
	S20L33	_ Scanning _ _ Able to find specific information	**By** Scanning, **we are** able to find specific information	✓			
	S20L35	we can read _ book quickly	we can read **a** book quickly	✓			
	S20L35	scanning _ Not **too much waste of time**	scanning **does** not **waste too much time**	✓	✓		✓
	S20L38	we must **used** the scanning technique	we must **use** the scanning technique		✓		
	S20L41	They would read and find various types of texts **as** _ reading materials based on their **purpose**	They would read and find various types of texts **in the** reading materials based on their **purposes**	✓		✓	
	S20L52	it can be seen from the results of _data collection during _ research	it can be seen from the results of **the** data collection during **the** research	✓			
	S20L53	**Of all** these instruments illustrate the factors	**All of** these instruments illustrate the factors				✓
	S20L57	Scanning technique is easy to _ **apply**	Scanning technique is easy to _ **apply**	✓			
	S20L59	Teaching process _ using scanning technique can save **in** time	Teaching process **by** using scanning technique can save time	✓	✓		
	S20L61	it can be seen from the **feedback of students** in **each answer question**	It can be seen from the **students' feedback** in **answering each question**	✓	✓		✓
21.	S21L2	Teaching **aim** at the mastery of four skills namely listening, speaking, reading and writing	Teaching **aims** at the mastery of four skills namely listening, speaking, reading and writing	✓			
	S21L5	they are more **fluently**	they are more **fluent**		✓		
	S21L6	most of them make English **become** their **language everyday**	most of them make English **as** their **everyday language**			✓	✓
	S21L7	their English is more dominant **then** countries **who makes** English as a foregin language	their English is more dominant **than** countries **which make** English as a foreign language		✓	✓	
	S21L8	English **become** the seond language	English **becomes** the seond language	✓			

S21L10	**Student is** able to acquire _ four skills as **like** listening, speaking, reading and writing	**Students are** able to acquire **the** four skills as listening, speaking, reading and writing	✓	✓	✓	
S21L10	we have to **mastery** those four skills in order _ _ **we** called **master in** English	we have to **master** those four skills in order **to be** called **mastering** English	✓	✓	✓	
S21L11	writing is not as easy as turning around our **hand**	writing is not as easy as turning around our **hands**	✓			
S21L11	the **student** can use writing for their **habit**	the **students** can use writing for their **habits**	✓			
S21L13	writing **need** practice **everyday** is not only _ theory	writing **needs** practice **every day** is not only **a** theory	✓		✓	
S21L16	_ **Student** admitted that they found difficulties in English writing skill	**The students** admitted that they found difficulties in English writing skill	✓			
S21L16	They **feel** difficult to find _ idea	They **felt** difficult to find **an** idea	✓		✓	
S21L17	some of them **can** not develop their **idea**	some of them **could** not develop their **ideas**	✓		✓	
S21L18	the teacher only **give theory** and **example**	the teacher only **gave theories** and **examples**	✓		✓	
S21L26	English writing skill is a practical need to support their future **carrier**	English writing skill is a practical need to support their future **careers**	✓		✓	
S21L32	**We** as students of English Department we have to **mastery** _ four skills	As students of English Department, we have to **master the** four skills	✓	✓	✓	
S21L33	in Indonesia English **become** _ Foreign Language	in Indonesia, English **becomes a** Foreign Language	✓			
S21L33	We **are** used to speak **Indonesia**	We used to speak **Indonesian**	✓	✓		
S21L34	our English is not as good as people who make English **become** their **language everyday**	our English is not as good as people who make English **as** their **everyday language**			✓	✓
S21L36	… can open our **brain**	… can open our **brains**	✓			
S21L37	we will not _ **confuse** to make _ idea	we will not **be confused** to make **an** idea	✓			
S21L48	This article will show you the strategy to have _ skill on writing by reading a lot, **write** _ journal **everyday**, **read** our **writing** out loud to **our self**	This article will show you the strategy to have **a** skill on writing by reading a lot, **writing a** journal **every day**, **reading** our	✓		✓	

No.	Code						
		and **work** with writing _ tutor	**writings** out loud to **ourselves** and **working** with writing **a** tutor				
	S21L41	The aim of this article _ to make the students know the strategy for writing _ journal	The aim of this article **is** to make the students know the strategy for writing **a** journal	✓			
	S21L42	most of them feel difficult in making _ idea	most of them feel difficult in making **an** idea	✓			
	S21L43	**by** this strategy will make the **student** easier to understand how to write and how to be _ writer	This strategy will make the **students** easier to understand how to write and how to be **a** writer	✓	✓		
	S21L45	nothing _ impossible	nothing **is** impossible	✓			
	S21L45	Just read a lot **everyday cause** before we write _ journal or others we should read first	Just read a lot **every day because** before we write **a** journal or others, we should read first	✓		✓	
	S21L46	it can open our **brain**	it can open our **brains**	✓			
22.	S22L1	In order to enhance the **students capability of** learning **needs** teacher must be creative in their courses	In order to enhance the **students' capabilities in** learning, teacher must be creative in their courses	✓	✓	✓	
	S22L2	English For Specific Purposes (ESP) **which** _ is branch of ELT	English For Specific Purposes (ESP) is **a** branch of ELT	✓	✓		
	S22L5	ESP must be transparent and flexible as the linguistic **needs** in each of categories or **level** of the education itself	ESP must be transparent and flexible as the linguistic **is needed** in each of categories or **levels** of the education itself	✓		✓	
	S22L9	**By** games, psychometric and cognitive **is** equal	**With** games, psychometric and cognitive **are** equal			✓	
	S22L11	As **the** stabilization in all over the world through globalization era _	As stabilization in all over the world through globalization era **occurred,** (optional)				
	S22L12	people should increase and loose their money, energy, and **others necessity**	People should increase and lose their money, energy, and other necessities	✓	✓		
	S22L16	_ _ so many reformation and **establish** due _ the way English should be equal **in Indonesia**	**There are** so many reformation and **establishment** due **to** the way English	✓	✓	✓	

Code	Original	Corrected				
	people	should be equal **for Indonesians**				
S22L19	_ Government _ education system could **be more focus toward** the strategy to **implemented** English learning course.	**The** government **of** education system could **focus more on** the strategy to **implement** English learning course	✓	✓	✓	✓
S22L22	One of _ **methodology** that proposed and supported to this kind of problem **was** ESP	One of **the methodologies** that proposed and supported to this kind of problem **is** ESP	✓		✓	
S22L26	university students as the foundation of the future country **must be** analyze their **weakness** and **opportunity also**	university students as the foundation of the future country **should** analyze their **weaknesses** and **opportunities**	✓	✓	✓	
S22L27	Economic University student as one of the **target** _ "Global Market" **that** should be more **genuinely** in English ability	Economic University student as one of the **targets of** "Global Market" should be more **genuine** in English ability	✓	✓		
S22L29	There**'s** so many **problem** that actually exist in our environment	There **are** so many **problems** that actually exist in our environment	✓		✓	
S22L31	English _ just _ supporting subject	English **is** just **a** supporting subject	✓			
S22L32	they could build their English **since** now to become **more strengthen** and _ fluent in order _ communicate easily	they could build their English **from** now to become **stronger** and **more** fluent in order **to** communicate easily	✓	✓	✓	
S22L34	English _ just for native and foreign people only	English **is** just for native and foreign people only	✓			
S22L36	This research **more concerned** about how **was** the development toward English in order to communicate and learn connected with the major itself	This research **concerned more** about how the development toward English in order to communicate and learn connected with the major itself		✓		✓
S22L37	people all over the world, including Indonesia should **be** master English	people all over the world, including Indonesia should master English		✓		
S22L42	This strategy would be more variable if treated to the college **student which is** more critical	This strategy would be more variable if treated to the college **student whom are**	✓		✓	

			more critical	✓		✓	
	S22L44	I would **modified** and **analysis**	I would **modify** and **analyze**	✓		✓	
	S22L42	There**'s** some **weakness**	There **are** some **weaknesses**	✓		✓	
	S22L45	monopoly _ not only **use** in manual games	Monopoly **is** not only **used** in manual games	✓			
	S22L49	The **goals** of this method is to be able _ communicate in English	The **goal** of this method is to be able **to** communicate in English	✓	✓		
	S22L50	they can interact as **like** they were **the** business **man** or **woman** who casually **do** some international business related to export, import, distribution, stock market and **any** others	They can interact as **if** they were **some** business **men** or **women** who casually **did** some international business related to export, import, distribution, stock market and **many** others			✓	
	S22L51	The simulation is The Pikachu _ is composed of board, _ artificial bills	The simulation is The Pikachu **which** is composed of board **and** artificial bills	✓		✓	
	S22L54	the **rests** are the players	The **rest** are the players		✓		
	S22L58	they could make a group chat and probably **countinuing discuss**	They could make a group chat and probably **continue discussing**	✓	✓		
23.	S23L1	English language as **a** internasional language is really important	English language as **an** internasional language is really important			✓	
	S23L2	because pronunciation is the most important **one** of English language, **so** _ electronik dictionary is **the one** of key for **more easlly learn**	Because pronunciation is the most important **aspect** of English language, **an** electronic dictionary is **one the** of key for **learning more easily**	✓	✓	✓	✓
	S23L5	**learner's** dictionaries **being** the most preferred choice	**Learners'** dictionaries **become** the most preferred choice	✓		✓	
	S23L9	**its** one of the most important _ to _ **learn**	**It's** one of the most important **aspect** to **be learnt**	✓		✓	
	S23L9	they need aquipment for **more eassy to learn about English**	they need equipment for **learning English more easily**	✓	✓		✓

	S23L10	Most **of** people have **difficult to pronounce** the word	Most people have **difficulty in pronouncing** the word	✓	✓	✓	
	S23L12	…to improve **the skill of pronunciation**	…to improve **pronunciation skill**		✓		✓
	S23L13	_ electronik dictionary **have** so many information and _ **fast search**	**An** electronic dictionary **has** so many information and **it search fast**	✓		✓	✓
	S23L14	**And its** suitable for **more easlly to practice the pronunciation**	**It's** suitable for **practicing pronunciation more easily**	✓	✓	✓	✓
	S23L16	_ electronik dictionary **is appear** to be a useful tool	**An** electronic dictionary **appears** to be a useful tool	✓	✓		
	S23L34	The **using** of _ electronic dictionary by one student could affect the rest of **students**	The **use** of **an** electronic dictionary by one student could affect the rest of **them**	✓	✓	✓	
24.	S24L1	everyone has _ smart phone	everyone has **a** smart phone	✓			
	S24L2	You can improve your skill by **use** Youtube	You can improve your skill by **using** Youtube	✓			
	S24L14	There are many _ of social media	There are many **kinds** of social media	✓			
	S24L17	Youtube **it'**s a website that everyone has heard of	Youtube **is** a website that everyone has heard of	✓			
	S24L18	**Because** in _ modern **times**, education is easy	In **this** modern **time/era**, education is easy	✓	✓		
	S24L19	_ Just _ _ have a smartphone or _ laptop **can** use Youtube	**You** just **need to** have a smartphone or **a** laptop **to** use Youtube	✓		✓	
	S24L20	There are many **of channel in** youtube for **practice** your speaking skill	There are many **channels on** Youtube for **practicing** your speaking skill	✓	✓	✓	
	S24L21	You can get and repeat any sentences from that video **by correctly** accent	You can get and repeat any sentences from that video **with correct** accent		✓	✓	
	S24L23	There **are** a way	There **is** a way			✓	
	S24L29	_ _ To improve and practice your speaking skill by **use** youtube as a media for _ who don't have much money	**This is** to improve and practice your speaking skills by **using** youtube as a media for **those** who don't have much money	✓			

	Code	Original	Revised				
	S24L30	This is a **one** choice	This is a choice		✓		
	S24L33	all of **that** media will not affect _ if _ lack **of** practicing	All of **those** media will not affect **you** if **you** lack practicing	✓	✓	✓	
	S24L34	Youtube is **the** popular application now and it can _ **use** _ almost every **devices**	Youtube is **a** popular application now and it can **be used in** almost every **device**	✓	✓	✓	
	S24L35	there are many **of channel** about English learning and there are many **of** Language **level** _	there are many **channels** about English learning and there are many Language **levels as well**	✓	✓		
	S24L36	You can choose what level **do** you want to learn according **on** your skill	You can choose what level you want to learn according **to** your skill		✓	✓	
	S24L37	Besides you can choose which accent **do** you want	Besides you can choose which accent you want		✓		
	S24L42	You can improve your speaking skill by **use** Youtube application	You can improve your speaking skill by **using** Youtube application	✓			
	S24L48	the internet **play** a vital role	the internet **plays** a vital role	✓			
	S24L66	Communication occurs **inevitable**	Communication occurs **inevitably**				✓
	S24L93	Now days the old traditional paper based **methods** of teaching learning process **have** shifted to electronic and digital **technology**	Nowadays the traditional paper based **method** of teaching learning process **has** shifted to electronic and digital **technologies**	✓	✓	✓	
	S24L96	their real **lives** experiences	their real **life** experiences		✓		
	S24L98	it facilitates Collaboration, team work, peer assessment and **provide** practical environment	It facilitates collaboration, teamwork, peer assessment and **provides** practical environment	✓			
	S24L104	We **believes** that the above mentioned approaches provide reasonable and suitable basis for identifying the new role of social media as a **tools** in language learning	We **believe** that the above mentioned approaches provide reasonable and suitable basis for identifying the new role of social media as a **tool** in language learning		✓		
	S24L10	the learners _ able to understand	the learners **are** able to understand	✓			

				✓			
	6						
	S24L116	social media has **becomes** the most comprehensive tool that **allow** digital **connect**	Social media has **become** the most comprehensive tool that **allows** digital **connection**	✓	✓		
	S24L142	no matter how much they know about **the** English language, _ still face many speaking difficulties	No matter how much they know about English language, **they** still face many speaking difficulties	✓	✓		
25.	S25L2	Pronunciation _ not only learn how to pronounce vowels and **consonant**, but _ the rhythm and intonation	Pronunciation **does** not only learn how to pronounce vowels and **consonant**s, but **also** the rhythm and intonation	✓			
	S25L4	Learners are difficult to pronounce different **word** or **phrase**	Learners are difficult to pronounce different **words** or **phrases**	✓			
	S25L4	The **advantages** _ mastering pronounciation correctly **are** our English skill will be different from other	The **advantage of** mastering pronunciation correctly **is** our English skill will be different from other	✓	✓	✓	
	S25L8	pronunciation is **the** knowledge _ how to produce **the word is** _ oral communication	Pronunciation is knowledge **about** how to produce **words** in oral communication	✓	✓		
	S25L9	When _ speaker **mispronounce _**, people can **be misunderstanding _**	When **a** speaker **mispronounces a word**, people can **misunderstand it**	✓	✓		
	S25L10	_ teacher must **be** teach _ _ how to **understanding**, **responding** and **expressing theirself**	**A** teacher must teach **the students** how to **understand**, **respond**, and **express themselves**	✓	✓	✓	
	S25L11	the teacher must _ a strategy to solve the problem	the teacher must **have** a strategy to solve the problem	✓			
	S25L15	_ Writer found _ that there **are** a lot of **researches** about how to teach pronunciation	**The** writer found **out** that there **were** a lot of **research** about how to teach pronunciation	✓	✓	✓	
	S25L15	One of the **title** of _ research is An Analysis of The Process of Teaching Pronunciation	One of the **titles** of **the** research is An Analysis of The Process of Teaching	✓			

		Through Song	Pronunciation Through Song				
	S25L19	_ Song _ as an alternative media to teach pronunciation	**A** Song **is** as an alternative media to teach pronunciation	✓			
	S25L26	Based _ the interview by the researcher	Based **on** the interview by the researcher	✓			
	S25L29	the students were **confuse** on how to pronounce English **word** correctly	The students were **confused** on how to pronounce English **words** correctly	✓			
	S25L30	Teaching pronunciation _ using audio visual is _ effective way	Teaching pronunciation **by** using audio visual is **an** effective way	✓			
	S25L31	The audio visual media **is provide** a good model (the native speaker) for teaching pronunciation	The audio visual media **provides** a good model for teaching pronunciation	✓	✓		
	S25L33	There are so many **strategy** to improve _ **student** pronunciation	There are so many strategies to improve **the students'** pronunciation	✓			
26.	S26L1	There are so many **strategy** that can be **improve** in teaching and learning process	There are so many **strategies** that can be **improved** in teaching and learning process	✓			
	S26L1	Reading is one of _ **skill** that should be mastered by the students	Reading is one of **the skills** that should be mastered by the students	✓			
	S26L2	As a teacher we should be able to choose the most effective and suitable strategy to _ **implement** in teaching	As a teacher we should be able to choose the most effective and suitable strategy to **be implemented** in teaching	✓			
	S26L4	the writer **trying** to write about one of _ **strategy** to improve _ **students** reading skill	the writer **tries** to write about one of **the strategies** to improve **the students'** reading skill	✓		✓	
	S26L4	This research was aimed to **found** _ one of the **strategy** to improve _ students' reading skill	This research was aimed to **find out** one of the **strategies** to improve **the** students' reading skill	✓		✓	
	S26L14	These skills **are relating** _ each **other's**	These skills **relate to** each **other**	✓	✓		
	S26L15	Reading is one of _ important **skill** to get _	Reading is one of **the** important **skills** to get	✓			

Code	Original	Corrected				
	message, _ understand the meaning of the text	**a** message **and** understand the meaning of the text				
S26L23	**student** reading ability **in Indonesia** is still **decrease**	**Indonesian students'** reading ability is still **low**	✓		✓	✓
S26L26	They also do not understand what **did** they read	They also do not understand what they read		✓		
S26L28	the teacher must have the best strategy to **facing** this problem	the teacher must have the best strategy to **face** this problem		✓		
S26L29	**It is** method _ done by know, want, and learn	**This** method **is** done by know, want, and learn	✓	✓	✓	
S26L31	_ Writer found _ that there **are** a lot of **researches** about students' reading skills	**The** writer found **out** that there **were** a lot of **research** about students' reading skills	✓	✓	✓	
S26L31	One of the **title** of _ research is Implementation of Intensive-Extensive Reading Strategy	One of the **titles** of **the** research is Implementation of Intensive-Extensive Reading Strategy	✓			
S26L33	the writer's **purposing** _ this title are various	The writer's **purposing of** this title are various	✓		✓	
S26L36	This research **shown** that the percentage of the **students achieving the score** _ bigger than or equal to C	This research **showed** that the percentage of the **score the students achieved were** bigger than or equal to C	✓		✓	✓
S26L39	The **writer's write** that the teacher **can used** text structure tasks	The **writer wrote** that the teacher **could use** text structure tasks		✓	✓	
S26L42	Rahman's research **shown** that the students' reading **score** gradually improved	Rahman's research **showed** that the students' reading **scores** gradually improved	✓		✓	
S26L46	This research **shown** that the students' reading proficiency **improvements**	This research **showed** that the students' reading proficiency **improved**			✓	
S26L48	based on these **case**	based on these **cases**	✓			
S26L48	The writer **trying** to write another reading strategy	The writer **tries** to write another reading strategy			✓	

Code	Original	Corrected				
S26L55	This strategy could be _ solution	This strategy could be **a** solution	✓			
S26L61	_ _ Because of that writer **trying** to write about Using KWL (know, want, learn) Strategy to Improve Students' Reading skill	**It is** because of that writer **tries** to write about Using KWL (know, want, learn) Strategy to Improve Students' Reading skill	✓		✓	
S26L63	This strategy **it** is expected to reduce the problem	This strategy is expected to reduce the problem		✓		
S26L65	Activating background knowledge or doing brainstorming before **start** to **reading** a text _ very helpful _ the students	Activating background knowledge or doing brainstorming before **starting** to **read** a text **is** very helpful **for** the students	✓	✓		
S26L67	it can **be** stimulate the students	it can stimulate the students		✓		
S26L68	the writer **decide** to write this article	the writer **decide**s to write this article	✓			
S26L69	this article can **be** help **to** improving _ students' reading skill	this article can help improving **the** students' reading skill	✓	✓		
S26L73	reading is not _ easy skill to _ **master**	reading is not **an** easy skill to **be mastered**	✓			
S26L73	It is a complicated process that requires _ **specialized** skill	It is a complicated process that requires **a special** skill	✓		✓	
S26L74	There are some problems related to the class situation when reading lesson _	There are some problems related to the class situation when reading lesson **occurred**				
S26L80	_ teachers have to be able to facilitate _ **learner** to learn with appropriate teaching learning **strategy** so that _ can easily learn	**The** teachers have to be able to facilitate **the learners** to learn with appropriate teaching learning **strategies** so that **they** can easily learn	✓			
S26L81	the writer **trying** to write about k-w-l strategy which is expected to be able to solve problems related to **students** reading **skills**	the writer **tries** to write about k-w-l strategy which is expected to be able to solve problems related to **students'** reading **skill**	✓	✓	✓	
S26L82	The reason why the writer **choose** this strategy _ because in the k-w-l strategy there **are** several stages	The reason why the writer **chose** this strategy **was** because in the k-w-l strategy, there **were** several stages	✓		✓	

Appendix 7: The Students' Writings

STUDENT 1

Language is one of the significant elements that affect international communication activities. In education, student use different part of English language skills such as, reading, speaking, listening, and writing to comunication well with the others.

And also every language has a unique rule of course in English, English has grammar as a rule to know about the form or structure of the sentence. And definition about grammar according to Harmer (1987) in article about Understanding inductive and deductive approaches in teaching grammar said that, "The grammar of a language is what happens to word when they become plural or negative, or what word order is used when we make questions or join to clause's to make one sentence". ٥

The important of grammar in real life, grammar ability is useful in very aspect of life, starting from community, social life, work, and also in education.If we have lot of ideas and thoughts, but the knowledge of English grammar is minimal, so how to explain the idea it self to others? And the simple answer is laern about grammar. Especially people who learn English is a foreign language as like in Indonesia. ١٠

In my opinion deductive is one of strategy to teaching grammar because in deductive strategy is involved the learners being given a general rule, which is the applied to specific language examples and it is a teacher centred strategy to presenting the conten, this is compared with an inductive strategy, which start with example and ask learners to find the rules and hence is more learner centred ١٥

Deductive strategy I think suitable with lower level learners who need a clear base from which to begin with a new language item or with Learners who are accustomed to a more traditional strategy. ٢٠

STUDENT 2

English is chosen as one of lessons in Indonesia's curriculum. In English learning process, elementary student are good in imitating their teacher. In the other hand, the problems also appear, that is students are bad in memorizing after they have learned. The facilities for supporting English learning process are limited. This case can be one of the difficulties in teaching English. Teacher's creativity is really needed in this case because teacher should not always rely on the school. Teachers can provide the perfect media that can help them to teach English.

There are some relevant previous researches to support this article. The first researchers are Siti Suharsih and Aisyah Hamidiyah who conducted a research entitled "Realia: The Effective Media for Teaching English for EYL" state that Realia is an alternative media which provides many advantages for teacher and students, especially to find the name of object by having discussion. The next is "Improving Student's Vocabulary Achievement by Using Realia" that conducted by Mery Meilza Indria Aritonang and Johan Sinulingga, and "Increasing Student's Vocabulary Mastery Using Realia at the Fifth Year of SDN 1 Blimbing Ampel Gading Pemalang: An Action Research" that conducted by Retno Sumarni show that Realia can be a significant media to improve student's vocabulary achievement. From the three researches above, we can use Realia as the one of effective media to teach English vocabulary for elementary school.

Realia is used for making easier the students to comprehend the material and this is one of the effective media for them to memorize new word. Teachers also can take many advantages from this media because this media is cheaper than using computerized. Realia also stimulate student's multi-sensor function by experiencing the learning through hearing, touching, seeing, and manipulating. By using this media, student can be more active and creative without compulsion from the teachers.

Realia can be a real life tool to help teachers and students to teach and learn vocabulary. Realia is an object that is better than just an image because students can directly see, hold, and even taste it to remember a word. Realia also only requires a small amount of money because the vocabulary which is learned by young learners has already existed in their surrounding

5

10

15

20

25

environment and is easy to find. So, the teacher does not need to carry items like a computer to save more money. Besides that, Realia is also one of the solutions to improve student's memory in memorizing vocabulary rather than having to memorize them one by one. Therefore, Realia can be an effective media in teaching vocabulary for young learners.

STUDENT 3

Alfi. July 2014/ The PQRST Strategy, Reading Comprehension, and Learning Styles Reading is important for students to improve their knowledge. The students still difficult to understood what they read. Example: many difficult words, the writer so small so the students no interest to read some of book. So I choose this this method to make easier the students in reading.   ٥

Because the theory states about the PQRST strategy, is that strategy encourages the students to watch for detail when reading, help them pay closer attention to what they read, increases that concentration by giving them something to hunt for their study, and enables them to spot more test questions.

Students still bored with book which's nothing picture to understanding what they read   ١٠ and also the writer so small, the students still didn't interested to read.I choose this method to increase the students in reading comprehension and make the easier to understand what we read.

The strategy of PQRST achieved better scores in reading comprehension than those taught using translation and reading aloud.   ١٥

The Goal of Reading (and Basic Strategies for Achieving It)June 3, 2017 By Dave Stuart Jr. 4 Comments A pivotal point in a reader's journey is when she realizes, either intuitively or explicitly, that the goal of reading is to obtain meaning. If we're not gaining meaning in a nove or a textbook or an article, then we're not really reading. You've not read something until you've understood it.   ٢٠

When our students reach this understanding, it's as if something clicks into place inside of them, and suddenly the reading that we assign becomes much more effective at promoting their long-term flourishing because it makes them smarter and more knowledgeable and so on. It yields fruit. When a student reads to understand, each article of the week builds background knowledge, each textbook passage improves vocabulary, each poem becomes a   ٢٥ possibility, each annotation becomes purposeful. In short, understanding the goal of reading moves our students from Reading as Compliance to Reading Learning as — a shift critical.

STUDENT 4

Teaching a foreign language is a process in which a language has a different structure than mother tongue is taught. Most of student's think, grammar is the most difficult than other, they think learning grammar is so complicated, lot of materials that must be memorized. It does not seem like that, there are several methods and approaches used in teaching a foreign language, one of them is task-based language teaching or TBLT. The present study investigates the effects of Task-Based Language Teaching on students' grammar knowledge of teaching grammar, it has been studied with 32 students from 8th grade during a two-and-a-half-month process. And the result are satisfying.

An application of task-based language teaching (TBLT) in the EFL classes around the Asian countries. There have been some official supports for this teaching approach in government curriculum reform for English teaching, illustrated in Hong Kong and China. In Japan, the Task-based Learning Special Interest Group of the Japanese Association for language teachers was established in 2010 and the increase in its membership also reveals the more attention paid on this teaching method in this Asian country. The increasing popularity of TBLT in Asia can be attributed to the requirement for a quality-oriented education model. In EFL context, in which the students can develop a wide range of all-rounded abilities besides the foreign language competence. It demands a change from the teacher-centered approach and more transition of language knowledge in the traditional teaching methods specialized in Asia, such as grammar translation, presentation-practice-production and audio-lingual methods, to a communicative approach like TBLT where the learners are required to use language, with emphasis on meaning, to attain an objective.

Referring to the four basic language skills: reading, writing, speaking, and listening, are divided into two groups as receptive and productive skills. All these skills in fact are related to each other and one of them is a prerequisite of the others like the links of a chain. Effective use of the language prerequisites the effective use of the grammar, so the language users have to be efficient grammar users. The problem of this study is that teaching and learning process tends to be monotonous

due to the single method used by English teachers. The learners` speaking course is familiarized with English structures. It requires a communicative and constructive method such as TBLT. Actually learning grammar is not difficult as long as we want to learn.

For the reason of Teaching Grammar through Task-Based Language Teaching to Young EFL learners can provide insight for learners to design and implement real communicative tasks. It is so important to give the learners to experience meaningful language use, and it will also contribute to facilitating EFL teachers practical use of TBLT techniques, so that can improving the learners' communicative abilities. There are many arguments that relate to this reason. As Prabhu (1987) and Krashen (1982) point out: They argue that language learners should give importance to meaning rather than form and they should learn to use the language in terms of meaning. And the others argument as Dickins and Woods (1988, p. 626) point out : They argue that knowledge of grammar is essential since the grammatical competence is viewed as a component of communicative competence. Task-Based Language Teaching (TBLT) is one of these teaching methods and deals with grammar teaching through communicative use of the languange. Learners work on tasks and face the language as a whole. There was differences both of them. In TBLT language is not a target but a tool for communication and it unites the features what Krashen (1982) and Prabhu (1987) said, even Dickins and Woods (1988) advocate with in the content.

Grammar teaching by using the TBLT method can accelerate student understanding, because in this method the teachers must always give assignments to the learners, so after they are given an explanation of the material ,they can apply directly to the assignments that have been given, this TBLT can also be referred to as the form of the teacher's approach to the learners, some day if there are student who finds difficulties on their learning , or difficulties in working on the tasks that have been given by the teacher, the learners can ask questions directly to the teacher and the teacher will explain again until they can do it well.

STUDENT 5

Pronounciation is the most important skill to be learn. Because it is definitely the biggest thing that people notice when you are speaking English. Although we speak with difficult word or grammatical sentence, if your pronounciation is bad, the people may do not understand what you want to say. In indonesia,many teachers still use mother tongue to teach english. Because majority of indonesian student still difficult to understand if they study english by using full of english language. So most of teacher combine english and mother tongue to teach english. Eventually the students still weak in prnounciation. Like in other countries, pronounciation is significant. Because english is international language. Most of countries in this world use english language to communicate with other countries. So They have to pronounce english word correctly to facility the communication process.

We can appraise how good someone's pronunciation by seeing how they speak or communicate with native speaker, if native speaker get what we want say, it means their pronunciation is good. Study about pronunciation will be easy if the teacher have a good method to teach english pronunciation. In the fact, most of teacher just lead the student to imitate how they pronounce english word. In this method, the student just imitate and I am sure that this method will make the students bored to study pronunciation. Finally,they think if they can speak in the class, they are good in pronunciation . Unfortunately, if the students or teachers listen to the audio of native speaker, they will find many mistakes of the way they pronunce. So in this case, the teacher must have innovation in teaching english pronunciation. They have to make an interest strategy to make the student enjoy and make them easy to understand how to pronunce english word. The teacher should give them motivation. For the student, you should realize that study english is not about grammar or make structural sentence, but if you want to speak, you should correct your pronunciation even you speak with native speaker. You should make them understand what you want to say.

Why we need study pronounciation? Because with study pronunciation we can less our confusion during conversations, and with good pronunciation we will feel more comfortable and confident with communiting in english. When we learn to make the correct sounds, our English will become easier to understand. And with learn pronunciation, it will help us listen to English better. Because we will study to identify the sounds that the other people say.

According to the article that I have read, speaking or conversatiom is the most difficult skill for English learner to improve because we need to find someone who can correct your mistake. It would be great if every student had their own native speaker to practice, but that is not going to happen. We need to be our own teacher and correct the mistakes or the Teacher should command his students to correct the student's mistake by themself. The way we correct our mistake by self is by using record and replay method.

STUDENT 6

Language is one of the most important to make communicate with others, and also by using language the simple way to understand what people mean and to make understand what other people say. We have already know, English is one of international language in the world, because every country to communicate by using English language after their first language for example in Malasyia. Malasyia decided a way to improve their English is to teach pronounciation to the student well. They make some courses with professional teacher and international student to improve their English pronounciation skills, so they could speak English clearly. Not only courses, Malasyia also make English language is the 2nd language after their 1st language. ٥

Different with Indonesia, in Indonesia to pronounce English is so low. English language ١٠ becomes the most interesting language in Indonesia. Many Indonesian people try to pronounce English well, they think they can speak English clearly because it will look like smart people. We know from the fact, there are few young language learners who can speak English well. Indonesian learners felt difficult to pronounce English because Indonesia has 3 language, 1st language is our traditional language or mather tongue, the 2nd is Indonesia language, and the 3rd ١٥ is English language.

Indonesian education have big problem in pronounciation English because many students have difficult in pronounce English. There are many reason student hard to learn pronounciation, for example ; because their pronounciation is still by their mother tongue, it is the most popular reason why student or Indonesian learners hard to learn it. ٢٠

STUDENT 7

Speaking is skill that has a goals to express opinions, to say, and to converse or to communicate with another person. As we know, English is international language. When we travel to other country, we use English to communicate with someone who meet us. However, student is emphasized to speak english fluently by the teacher.

Every student has a different way to study and they have a different characteristic. There are some student that has a lack of motivation, self-confidence, and they feel anxiety or afraid to speak up in the class. Basiclly, some of them can speak English but there are problems that make could not speak English fluently. Such as the student are ban to make a mistake. They do not fell free to express their ability. The teacher do not give motivation to build self-confidence. The teacher only correct the mistake that student make and careless about how to make student enjoy when they study.

Teacher should not only focus on the method. But they have to create an atmosphere conducive to enhance the student ability. Hopefully, teacher can create a humanistic situation, relaxing and give more motivate.

1. Reason
   English becomes a foreign language. Many of students cannot speak English because of some problem that happend in the process of teaching learning. One of the problem is uncomfortable situation in the class. The teacher, as the fasilitator in the class, should create a humanistic, relaxing and motivating atmosphere to low the students' anxiety, tolerate learners' errors, and respect indivial differences.

2. Goals/ aim
   The goals of this writing is to remain the teacher how to get atmosphere condicive in the class. Maybe this is unimportent thing for some people. But, this is can have a big effect for another student. So, I prefer to write this topic.

3. Argument
   As we know, the explanation about fact that happend in the class, when the process of teaching learning speaking, we should discuss this problem more deeply. Based on from my experience, when I study about speaking, many teacher cannnot create an atmosphere conducive, Only for about 10 per cent teacher who can do it. And many of my friends cannot express their ability. They are passive in the class, they complain about the startegy that used by the teacher. Hopefully, teacher are made their students speak English fluently by this strategy.

STUDENT 8

In this globalization era, English is really needed to dominate the communication technology and direct communication. As the tool of global communication, English should be mastered actively by oral or written. Unfortunately, still there are many Indonesian who are not fluent in English. It is because the teaching and learning method which is used in school is still using conservative method. In which, the teachers only explain the lesson and the students listen and read the book without practicing it directly. It makes the students feel bored. Besides, they will be difficult to understand the lesson well. In fact, there will not be any progress from the teaching and learning activity.

٥

According to Mr. Eko as the English teacher of SD Masudirini 77 Salatiga said that, the English learning media for elementary school especially first and second grade is textbook which still cannot make students enthusiastic in learning English. Their interest in learning English is still lack and they also think that English is unimportant for them. It can give big influence when they have been senior high school and they start to realize how important English is. Because of the lack of their basic knowledge in English, it can inhibit their learning process in the class. So, it is really needed for them to have a learning media that can help them to increase their interest in learning English. (16)

١٠

١٥

As well known, the effective time to start teaching language is from the early age. Because their brains are still fresh and it can make them easier to receive and remember something taught. In the other hand, they also really like playing and drawing. Therefore, teachers should have something interesting to be their teaching method. Because it can help the students in their learning. Morever, when the teachers are able to make the teaching and learning activity more interesting. (22)

٢٠

One of the media which is currently popular is pop up book. Pop up book is a book with pages that rise when opened to simulate a three-dimensional form. This is one of alternative learning media that can attract students interest. Because it gives more visualization of story. Start from illustration display that has dimensions, image that can move, change shape, etc. Besides, this book gives a surprise at each page that can invite student's interest to keep opening next page. This book also provides a different way in student's learning process. Pop up book can arouse student's motivation in their learning with some interesting stories. They also can enjoy the stories while developing their creativity.(30)

٢٥

٣٠

STUDENT 9

Some people say learning grammar is not important, because the essence of language is the achievment of intentvor massage from the speaker to the listener. In indonesia, english language has now became a daily consumption. Since being in school, mastering the language which is said to be an international language is a must. In fact, it has became a subject tested in the national examination. And grammar is one of the material contained in school lesson which is very important to master. For some students in indonesia, learning grammar is very difficult because they have memorize the kind of tenses and others material of grammar and boring. In indonesia, we can get grammar material in bookstores or booksfrom the institude course if the english course or can also learn to use english material that is made directly by native speaker.

٥

In this case one of the grammar learning strategis is by writing. Learning grammar by writing serves as a self correcting tool for students, who have already learned founditional grammar and should be applying what they know in their composition work. Writing can be used as a tool for learning grammar, because in writing we are required to use proper grammar rules. Foe example, every dat write an english language diary in which to discribe daily activities or write any story, then by applying the method the apportunity to become proficient in grammar will be fast.

١٠

١٥

The ability of each individual is different and the willingness of people to learn is indeed diverse. Learning grammar is one that some student don't like especially in indonesia. To overcome this problem we need fun and not boring learning methods. By learning grammar by writing like the example above is an effective way to improve our writing and grammar skills.

Many thinks learning grammar is difficult. And the fact is that learning grammar is indeed difficult, compared with speaking, listening, and other component for teaching for english language. There are many strategies fOr learning grammar to be easy. One of the grammar learning strategies so that you can easly and quickly use writing learning grammar by writing serves as a self correcting tool for students, who have already learned foundational grammar and should be applying what they know in their composition work. Writing can be used as tool for learning grammar, because in writing we are required to use proper grammar rules. If you want to go to school abroad or work in a large company overseas one of the requirements is ability in grammar. And of course they will see the extenr of our grammar abilities by writing. Learning grammar by writing will also improve our writing skills.

٢٠

٢٥

٣٠

STUDENT 10

Pronunciation is a fundamental aspect that important in part of learning English.because of this aspesct is important, so we are not only learning a language but also using that language. Clear pronunciation makes the student easy to understand and produce intellegible sound. In learning process, student may face which is crucial to be described and analyzed. One of them is diffulty to pronuncing English words. Pronunciation has become a dilemma for students. Pronunciation is necessary because helps student learn and understand how to form souds words, phrases, and sentences. In most languanges, including Indonesian language, pronunciation follows predictable rules but not in English. Spelling is not a reliable guide to know how a word is pronounced. English must surely rank among the most irritating language when it comes to pronunciation. Certainly, it has caused so much trouble for the learners to students.(11)

Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times. The main argument against it is that it can interfere with successful pronunciation, spelling clearly affects pronunciation performance adversely. But reading aloud offers opportunities for the study of the link between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech, all of these can be highlighted and investigated further in fun and interesting ways through reading aloud. Reading aloud is also very much related to reading comprehension. For example, they only read text based on what is written in the text or they read it unclearly. Because they read the text unclearly so that it can be influenced their accuracy in reading the text. Moreover, they always read the text with a long stop or not smoothly. In addition, they did not pay attention to how to read aloud by considering pressure and intonation. Furthermore, by reading aloud and paying attention to how to pronounce words and phrases in the text according to the English pronunciation rules they will be able to read the text well and understand what they read.(25)

based on the text above, this article will discuss a lot about reading aloud and its benefits. For example, reading aloud can improve reading fluency, can monitor pronunciation and being able to read aloud is part of being proficient in a language. reading aloud is repeatable, so the students can be reassessed at any future time to document progress.(30)

By looking the explanation above, this is probably caused of the technique that the teacher uses in teaching reading to the students is not optimal. This means that their ability in pronounce the words still low, in other side the technique that given by the teacher is not make them interest to learn pronunciation even in obeyed. To anticipate the problems, I want to improve the students' pronunciation. In this case I choose reading aloud technique to increase students' pronunciation. I choose reading aloud technique because it's in line with curriculum of teaching English in second semester of Junior High School. Beside that reading aloud is easy to apply and it can help to practice pronunciation. Reading aloud is a simple way to learn faster and better. And it is easy to do by students. This technique could help the students in solving the problem when they have difficulty in pronouncing. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of dissiliency, repeat, improper pause, and develop natural and good pronunciation habit.**(43)**

the purpose of this article is to provide a way out for students who have difficulty in pronunciation. as according to Shaw (2002) "teaching reading aloud can improve active pronunciation skills". and reading aloud can also increase the motivation of students who previously did not like to read. according to Huang (2003) at English Department, Zhenjiang Watercraft College of PLA in his research about reading aloud said "reading aloud to middle and high school students can motivate them to read, tackle them with a good short story and providing a model of excellent reading, phrasing, expression and pronunciation. Aloud reading is an effective way to improve student pronunciation. and also easy to implement.**(52)**

STUDENT 11

Nowdays, English is used increasly by many people. It is mean that English is spoken in every part of the world, English is not only spoken by native speaker in the UK, America, New Zaeland or Australia but it is also sopken by non-native speakers like India, Indonesia, Malaysia, Singapore andmany elseas their foreign languange. So that why having good pronunciation is needed for non-native speakers to talk with native speakers. According to the reaserch in indonesia, most of javanes student in senior high school still law in the pronunciation, this reaserch were collected by reading text or having conversiation in the class. As we know together that in indonesia still used their mother tongue when they are reading teks or talk in English language, and it can break their skill in English or can be missunderstanding when they are talking with other people.

Having a good speaking like native speakers is one dream of foreign language students including for Indonesian students who learn English as foreign language. However, to realize it is not easy. One of Indonesian difficulties in learning English speaking is how to pronounce English sounds correctly. Ussually the student will study pronunciation with reading teks, listen to the audio or try to have conversiation with their friends.

Additionally, still many student do not want to study english, beaceuse They used to think that English pronunciation is difficle for them. In Malaysia they used english language as their National languange and it's becoming the main subject in their school also, the teacher will be focus on their skill in pronuncing some word or telling some topic.

When the teacher ask them "Do you like english" and "What is your reason to study english" some Torajan srudents answer their motivation in learning english such :

- I like English even though It's hard to learn about it. Reason I like English because English was an International language so if we have been able to master a little, there will be a special prestigious. Hmm,, I have loved English for a long time. I like to collect English songs.

It is mean that still many student want to study about English, but depend on how the teacher can hendle the class and can be interested in the class.

STUDENT 12

In this modern era there are many technology which is increasing. Many schools also used modern technology, but some still use traditional methods. The effect of modern era many students began to leave books, they prefer to gadget than books. Students are less motivation to read book. Their vocabularies are low , and their ability in grammar are low too. It is can be their weakness and it is possible will be influence in their value. Student difficult to determine the structure or text in the book, especially if this is used as a test question. To face this problem teacher have to know the student needs. They should increase their material, method, and media to more interesting than before.

Reading comprehension is the ability to process text, understand its meaning, and to integrate with that the reader already knows. Word identification is a process that results in a fairly exact outcome. Every student is different to interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language's structure, knowledge of text structure and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

To improve students reading comprehension, the teacher applied text structure tasks in the learning-teaching process. When the strategy was applied, the students reading achievement gradually improved. The goal of this strategy is to increase students score in the class. In addition to provide reading practice with student's understanding , the teacher also gives tasks to students in the form of practice assignment about the text structure in the reading at every meeting. Strategies for improving reading comprehension must be taught directly by teachers.

In the different ways teacher can ask students to write summaries of what they have read sounds like you're requiring them to do a lot of work, but you can emphasize that these summaries can reduce how much time they spend studying, or cramming for a test. Essentially, these summaries can be homework. It can also help students prepare for class discussion and oral presentation. This method can help the teacher to correct the

٥

١٠

١٥

٢٠

٢٥

extent to which students develop abilities. But it must be noted that teaching in the classroom directly must be emphasized to students, because this method is an effective way to increase interaction between teachers and students, teachers can also pay attention to student carefully and directly.

٣٠

Text structure tasks which are prepared can improve the student's reading comprehension skill. There are six step done to improve student's reading comprehension through text structure tasks. They are 1). Asking students the type of writing the writer used. 2). Asking students to find the way the writer organizes the text. 4). Asking student to find how the text is developed. 5). Asking students to find what the main idea of paragraphs is. And 6). Asking student to find how each paragraph is related to each other.

٣٥

According me, this method make student to understand the text structure, help them to comprehend the text and make them easily to doing task that content about reading comprehension by using text structure. On the other word, students who don't understand the structure of the text will find difficulties in comprehend the text. Because students have difficulty comprehending a passage if they don't organize the ideas presented in a meaningful way. Moreover, good readers organize what they read, poor reader do not.

٤٠

٤٥

STUDENT 13

Reading is one of the most important skills for learners of English as a second language, that students have to master besides listening, speaking, and writing. That is very important because it develops our mind. Understanding the written word is one way the mind grows in its ability. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Then, the teacher asks the students to read the texts to get information in order that they ٥ could understand the material. The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. Therefore, sometimes, the readers will get a new conclusion as a new knowledge for them. So that the student can improve their knowledge by reading a text without the teacher. ١٠

There are many students did not good in reading, it is depend on themselves or their teacher. Many of students did not got the point after they read the text, because the student dislike with reading. The factor of the problem of reading is less motivasion to read, vocabulary is low, and low ability in grammar. Motivation is an important contributing factor in learning, because it will make the student more effective and efficient. The student did not get enough ١٥ motivation from their parents to read, so that the student will be lazy to read, they think reading a book it is make them bored. They do not have habitual action in reading, Therefore their learning can not affective and efficient. So that the motivation is very need in this skill, the student need about intruction to read from their parent, they need some advice about how to develop their reading skill, advantages of reading. That way will make the student understand ٢٠ well and try to read step by step. The student's skill will be increase from that motivation.

The second factor is Vocab mastering is low, because before the student read a text, their must know about the word in the text. Having a strong vocabulary is important component of reading comprehension. Student can learn about the vocab from everyday experince and also reading, so that will make easy to understand about the text. That will be happen because reading ٢٥ also provides repetition of vocabulary word you have already learned to help when you want to remember them. Reading together every day also help the student to improve their vocab. Automatically their knowledge about the vocab will be increase slowly. So that they will be easy

to get the point of the content. There more word you know, the more you will learn about the new knowledge and you can develop about the material when you read the book. ٣٠

The third factor is less grammar. That mean is the knowledge of the student very low, therefore it will make the student confuse and difficult to understand about the text. The grammar is important especially in the second language, because the student often gets lose in the complexity of the story. And also the student sometimes does not know how to find the essence from the text. Therefore we must know the grammar because it can help us like as to ٣٥ understand the content, start to know the verb in the sentence, then the subject and object, adjectives, phrase and clause. So it will make the student understand about the text.

There are several correlated studies dealing with speed reading technique and reading comprehension. The first previous in reading skill there are many kind of skill. Such as Previewing and predicting that Students are able to guess what the text is about by looking at the ٤٠ text a quick once over. Identifying purposes that Students are able to predict what the form and context of the text will be. Scanning that Students are able to find out the specific information in a text by looking at the text very rapidly. Skimming that Students are able to process a text rapidly at many levels in order to get an overall picture of it. But on this research use the skimming method, therefore the teacher will ask student to read consider something quickly in ٤٥ order to understand the main points, without studying it in detail. When the student skimming, they should not read the whole text. students' eyes should move very quickly over the pages and you should read only the parts of the text that will help readers answer readers' question or questions.

Another is scanning strategy. Scanning is useful for finding answers to simple questions ٥٠ and permits the eyes to move rapidly down the page searching for the answer. Practice in scanning will help you learn to skip over unimportant words so that readers can read faster. Read key words text or specific information the student can be easy to answer questions and not spend students' time. The scanning strategy is not effective because we do not know the specific if the teacher ask student to retell the detail of the text. So on this strategy use skimming because it ٥٥ more effective when the student reading, the student will be easy to understand when they get have read the main point. And also can improve our mind from the point the student can develop

with their own language. And the skimming strategy save our time if the student will fell lazy to read.

The purpose of skimming strategy are will help student locate the information quickly ٦٠ while making sure. The student become better at determining what parts of the text are most important. There may also be times when the teacher ask student to understand the big picture, not all of the little details. In these case, skimming it's important to help student the overall points of the text and its relevance to your course without make you down. And also make the most of your time. Sometimes, you do not have time to do everything. With skimming, it's will ٦٥ able to cover the material quickly and save the time, because the you have already get the main points.

The name of method that is used in this article is skimming in reading. Skimming is quickly reading topic sentences but skipping over large section of material (G.C Ahuja, 2017). It is of a sort of reading that is used to survey a selection to get an overall picture of its holding. ٧٠ This method will help us to get through in a short period time when we searching for information sources especially in libraries or on the internet. If you have sufficient background knowledge or believe you do not need the information, then skip it. Skipping material may sometimes be the best use of your time. If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of ٧٥ time.

STUDENT 14

There are many fact in various educational institutions, as a problem in learning process within the teacher or the student. This article discuss about some way or media in teaching learning process to improve grammar's student ability by song. Song is one of the media that has been used in language learning. Some research found that song can improve students' vocabulary, pronunciation, speaking, and listening skills. However the study about the influence of song lyrics and students' grammar learning still need to be investigated.

٥

Listening to English song has become a delighted hobby for teenagers. They can spend their time all day just for listening to music. Nowadays, there are songs created for teenager oriented. They can be found and listened easily on the Youtube channel. Teenagers' hobby in listening to the music especially English song has lead them learn foreign language unconsciously. Most of them are not only able to understand the meaning of English sentences in the lyrics but they can pronounce the English words and improve vocabulary and even they can sing the English songs as native speakers do. In this regard, Millington's research (2011) indicates that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable.

١٠

١٥

The case which was mentioned above shows that there are good impacts of the song and its lyrics for teenagers as the student in learning foreign language especially English language. Moreover, In English language must load the meaning and grammar itself. In another case, instead of using grammatical sentences the song that actually should comply grammar's rule in the fact many English songs ignore it, for instance, the unsuitable apostrophe in some words of song, incorrect conjunction, incomplete sentences, and etc. Actually if the song lyrics have correct grammatical sentences, the teenager will be easy to learn grammar from it.

٢٠

٢٥

English grammar is one thing that is quite annoying in language learning. So, a lot of people set learning english without grammar. But for us, grammar is important in a language learning and should not be missed. There are many fact in various educational institutions, as a problem in learning process within the teacher or the student. One of problem in grammar

learning process is about the teacher. Base on article that I have read that sometime teachers are lack of idea or media in teaching. Teacher teach the student pattern by pattern in grammar and the teacher ask the student to memorize it. They just explain about what the definition of grammar itself and a the student to do the task. So, it make the process of learning is too boring. As we know that worse process or borring situation can make the student have no desire to study about grammar. Teachers need a new idea or media to help and fasilitate learning process with the result that make the process of learning more effective and interesting.

The second problem in grammar learning process is about the student. Some student are dislike studying grammar in english. Their opinion is grammar too difficult for them. So, the teacher have to make the student like or interest in english grammar. Base on article that I have read that data were collected through observation, questionnaires, and tests. Students are looked passive and less attentive when they were taught the structure of English. The research team agreed that the problem was rooted in deductive teaching, the students were not given enough sample of real use. On the other hand, the teacher spoonfed the students with structural formula. So, the problem is student just focus on memorizing the pattern but lack in practice. Students must push theirself to practice grammar in their speaking or writing.

Furthermore, the lack of utilization of instructional media. The use of media to help students learn. The use of media also show the readiness and commitment of teachers in implementing the learning. The dryness of learning contextual is another problem again. Learning contextual aims to make the students really feel the benefits of the learning experience. Learning is meaningful because students learned more from the experience.

Another problem is the lack of effective format of the assignment. In completing the task or activity, students are directed to work on tasks individually, without looking at the nature of learning task (learning task) given to them. There are times when a specific task is appropriate to be solved together with the group or in pairs.

Among a number of above issues, the teacher and the collaborator highlights the general impression which existed for the learning takes place. The learning process that has been ongoing include the teacher gives the explanation, the students sat quietly listening, writing or speaking themselves, as well as doing the exercises-written exercise which is generally done

individually. The dynamics and interaction of the class as a miniature social group has not been seen.

٦٠

Song can make the students become more enjoy the course of learning so that they are encouraged to actively participate. The utilization of a song is the entertainment in the classroom that creates an atmosphere of teaching and learning fun. Excess-the excess of the song as mentioned is expected to increase the participation of students in the learning process[1]. So, the aim of song as media in teaching are to help the student enjoy the class of grammar, give them a new method to learn grammar more interesting than before, and help the teacher easier in teaching learning process.

٦٥

---

[1] https://www.researchgate.net/publication/321303867

STUDENT 15

Grammar is one of component in English Language which is very important. It must be understood more by the student in order easier to study English Language. The problems nowdays is there are many student very difficult to understand more about grammar. They just stand to memorize the pettern without understanding the function of grammar itself, and they don`t know how to impliment their grammar's knowlage in their daily activities. Because of those problems sometimes teacher are confiused to give proper methode to their students and the lack of media make teacher more confiused to understand what students want and need. Whereas student need a good methode to make them easier to understand the material of the grammar.

Actually there are many ways how to improve grammar skill of student but, it's depend on the teacher and student. The most important is the methode of teacher how to teach in the class. One of methode which is a little old is direct methode. It's principles have been applied by language teachers for many years. Most recently, it was recived as a methode when the goal of instruction become learning how to use a foreign language to communicate. Unlike, the grammar translation methode, which use anlytical procedures that focus on explanation of grammar rules in classroom teaching. By compration that direct methode relies on techniques which focus on speaking, listening , and grammar and uses of the target language for all classes. The student should learn to speak and understand the target language in every situation. Consequantly, there is a lot of oral interaction, spontaneous use of the language, no translation and little analysis of grammar rules and syntax.

Those are very effective when teacher want to teach english grammar to student because direct methode focus on practicing and drilling that will make student easier to understand the rules while practicing the grammar skill in daily activities. After direct methode was practiced by the teacher in teaching english language. Hopely student will understand more about the rules without memorizing the pettern and can practice their knowlage about grammar in their daily activities such as in their convertation in the class and outside class. So direct methode is very helpful for student and teacher to improve learning english grammar in class and daily activities.

However, that is very important and necessary it is for teachers to have a comprehensive knowledge of their subject matter, it is equally important for them to understand their students'

learning process. How students naturally develop their abilities to interpret and produce grammatical utterances. Those are why direct method is very help teacher to be easier when thought grammar in the class. As we know that direct method is focus on drilling and practice what they have learned. So that, it is very different with grammar translation method which is only focus on translation. Whereas, student do not only want to develop their knowledge on translation but, they want to practice their grammar knowledge in their daily activities. Therefore, teacher can use direct method to make affective teaching grammar in the class.

٣٠

٣٥
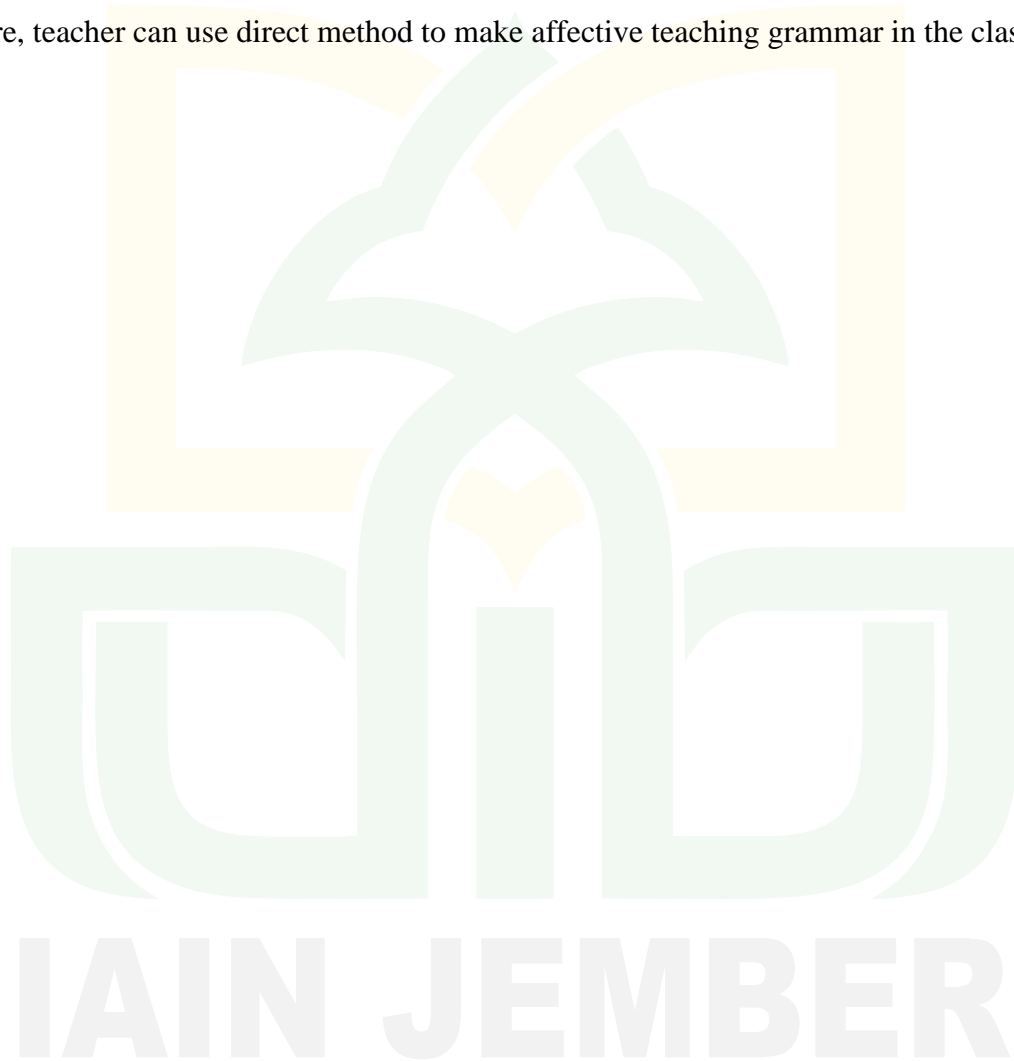
STUDENT 16

Teaching English to young learners has become a trend nowadays. In every school, English is taught as one of a main subject. In teaching young learners is not easy and needs more patience. The process of teaching children or young learners is different from the process of teaching adults, because children have their own way of learning. Children usually have bad memories in remembering subject matter. It needs such method to make it easy in delivering the material. Since children like to play and have fun, the learning and teaching process should be suited with the nature of the children themselves. However most teachers difficult to find the right method for teaching young learners.

English is considered to be one of a difficult lesson because English become the third after regional language and Indonesian language. Teachers doesn't have variety of learning methods resulted in low for student spirit. Children get bored easily if the learning method used by the teacher is not variative. Therefore to increase motivation learning is needed an effective and fun alternative method for learning English. These various method can be applied to children who are good imitators. Children's brain are more adaptable before puberty than after puberty. The process of learning languages is also faster at an early age, because children have more opportunities than adults. So that learning methods are needed that are easy to imitate and apply to children.

Using songs is one of marvelous ways in introducing English vocabulary to the young learners. Most children enjoy singing a songs, and they can often be welcome change from the routine of learning a foreign language. These activities help the children to move from sensorimotor experience to a symbolic transformation of it. Music also helps children develop cognitive skills, as well as enhances language skills, by singing song, children learn language appreciation, vocabulary and rhyme. The learners, the parents, and the teachers can get many benefits from this method.

In the previous research, Orlova (1997) identifies that songs can encourage learners to use English. The English teachers from many non-English speaking countries find the difficulty in stimulating learners to use English in speaking. Songs may be the starting point to train the student in speaking English. It will help teachers in motivating students to be more active and confident to speak English. Some teachers use minimal-pair drill, these types are rarely

digilib.iain-jember.ac.id   •   digilib.iain-jember.ac.id   •   digilib.iain-jember.ac.id   •   digilib.iain-jember.ac.id   •   digilib.iain-jember.ac.id   •   digilib.iain-jember.ac.id

interesting for young learners. But, songs can allow young learners to practice a new vocabulary without feel bored. Songs also have a natural rhythm with a recurring beat that is similar to the tress pattern of spoken English. These patterns make some songs useful for practicing rhythm and stress.

In this article the author will explain "The Sing to Play" method, which is singing while playing. This method teaches children to sing some simple songs in English, then the teacher gives the translation. The teacher also adds body movements when singing English songs to practice abilities motor and strengthen children's memory. Besides that, the teacher also makes illustrated card for facilitate the process of teaching and provide images of objects that are still abstract. The illustrated card is adapted to the lyrics in the songs and real objects in the children environment, namely kinds of fruit, animals, and food. At the back of the card there is an image description using English.

"The Sing to Play" method aims to stimulate children's brain, so they can understand the material more quickly. Music affects the teachers and students, can set the mood, change students' mentality, and support the learning environment. Because of the world education must be able to accommodate students' creativity. Music can also help students work better, remember more. In this method, not only students are required to be creative in improving the learning, but teachers must also be creative in using "The Sing to Play" method by creating simple songs which contain learning material. So, this method is expected to help teachers deliver English material and make it easier for children to learn it.

STUDENT 17

Reading is important activity in teaching learning process which students will enrich their knowledge and vocabularies with much information from text or book. Student have to understand about the text that explain everything about knowledge but the reality for this time, reading makes some student confused and lazy to read because they do not understand what the text about. This is the problem why student do not want to read and other result of this problem That is about the book or text which is not proper for student level. So, it`s not only problem from the student but the problem also comes from teacher strategies. Teachers also have to know the quality of the student and responsibility to increase their students reading with much knowledge and enough facilities to make students interesting to read.

Based on the observation, the researcher finds many problems in delivering the material and the student difficult to understand about the material. The teacher delivers the material just a full text without give some techniques to make the learning is more interest. The students only listen the material was given from the teacher and read the text. In this school uses lecturing technique most of the time. It made the students feel bored in English learning process.

The reason why they get bored or lazy in learning reading is because the teaching strategies from teachers. Teachers must choose the proper strategies with their student level. This is to make process of teaching reading and development reading running well. All of the student are not same to understand the text and they have know many vocabularies that can help them know waht the text or book axplain about. Reading skill, teacher should be able to control and know the class activities in order to make the student can be interesting to read. In accondentce with this situation abocve, this research to found out KWL Method that will be the answer to solve the problem of teaching and learning reading skill.

The aim of KWL Strategies are to make and develope student reading skill because they must have spesifict purpose in their maind and they will have new ideas with the text which they have understood to read. It can help learning reading process for the student

٥

١٠

١٥

٢٠

٢٥

trhat can be easy to read and not be bored because the text or the book is proper quality wioth the strudent. The teacher also know what the student want to develope material with reading skill. This strategies is also proper with the teacher to give material for the student.

The main of purpose of reading a text is to comprehend and obtain much information. To understand a text a student must have a good command of vocabulary of the target language but it does not mean merely learning the words. Many student's find some difficulties when they are reading. Most of the students are passive in the class and they felt that learning reading comprehension is boring.[1] I thought that the reason why they got bored in learning the reading was because of the teaching strategy. The teacher must choose the suitable strategy to make the process of teaching reading comprehension running well. I learned that to improve the student's reading comprehension is by choosing the appropriate strategy that is by using K-W-L (Know-Want-Learn) strategy. I think that KWL strategy can help the teacher to improve the student's achievement in reading comprehension.

---

[1] Salmi Zaki Yanti , Improving Students' Achievement In Reading Comprehension By Using K-W-L (Know-Want-learned), Thesis Proposal.

STUDENT 18

Teaching english to young learners is a way to introduce english as a foreign langauge to young students. While the children do not have an understanding of the important to learn english as a foreign language. English language is an important role in our life, it help us to communicate with nearly all the people around the world. So this is a reason we must start to teach english language to young learners. The reason for early start to study english is the fact in most countries, children are learning english at younger and younger ages. In many countries, english is a compulsory subject in the early primary grades (Nikolov, 2009; Pinter,2006). In a recent survey of EYL teacher from 55 countries around the world, Shin and Crandall(2011) found that more than 50 percent of these countries where families may choose the foreign laguage for their children to study. Decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use for some learning hours for what has become known as "local contents" (Jalal & Musthafa, 2001). As a result of this decetralized decision-making, since last decade, public interest in English for Young Learners (EYL) has become enhanced.

As a teacher is not easy to teach english to young learners because they are not sure about the important of english itself. Learning english is very different from all other language. Every area of the world where english is spoken has different accent. This is more difficult to teach english as foreign language especially for young learners. In learning english motivation is needed for achievement and success, but all of the target of study did'n well, so here the role of teacher appears. The teacher should always motivated their children the aim of learn english. The teacher should have special effort to make the student feel fun while learn english.

One reason for starting English in the primary grade is the amount of time that children will have to learn the language. Although some researchers believe that adolescents are more efficient language learners, younger learners simply have more time to learn the language, and time is an important factor in overall attainment, as anny adult who has tried to learn another language has discovered, so when language learning begin earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness. However, duration is not enought.Intensity also matters children need the oppurtunity to learn English for more than 30 minute period a week.

English must be introduced at earlier and earlier ages around the world, many children now start English as early as age 6, it is important because of the role of English as a global language and its potential for providing education and employment advantages to English speaker. Young learners learn directly from their surrondings not only from their peers but also from the adults. We should understand their need and support them to learn English. 30

Goals are targets that learners and teachers have in learning a language, it may be short and long term. Goals can be compared to aims, which usually refer to the targets of one lesson or unit of study. Teaching english to young learnersis a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons. 35

The learning English focus on aspects such as axamining the skills children need to be able to learn effectively. Aspect such as skills development, evaluation, and assesment are explored through media rich content and oppurtunity to discussion with other learners around the world. The common aim of study a language is the learners able to cummunicate effectively in a foreign language. 40

Teaching English to young learners is not easy as we teach adult learners, teaching english to young leaarners is a cours for all teacher, as a teacher should be motivate and support the students what they goal or aim learn english itself. The students will be learning very basic material but the teacher can design creative lesson and make the lesson relax or fun. 45

Teacher play an important role in helping the student develop into lifelong learners. So the teacher should have some plan in teaching. The teacher should be able to setting the class fun and active because learning a language is abstract and children are concrete, theymay not be able to articulate grammar and other technical aspects of language. So make sure the children learn some aspect of foreign language more easlily than adults. 50

STUDENT 19

One of the skills in learning English language which should be focused on is the reading comprehension. Reading comprehension itself is the ability to process text, understand its meaning and to integrate with what the reader already know Almost of the students in Indonesia still difficult to understand what they read. They still confused to determine the main idea of the paragraph, making question, answering question the text

٥

Based on the first observation and interview with the teacher in senior high school of Padang, get some information. First, the student can't understand the information from the text because they can't concentration when they read so that the students don't remember the text. Second, speed reading learning in the first grade isn't good, the result of lesson under minimum score. Third, the students still difficult to get main idea and understand the text because they are lazy to read. To overcome the problem, the teacher must have a good strategies, one of them is skimming. Skimming strategy is reading quickly to get a general idea of meaning in the text.

١٠

Erdiana Abiyanti (2017) investigated the effect of effectiveness to read fast against ability to find main ideas in the paragraph at senior high school of ciamis. The participants consist of 280 ciamis students. Based on the result of analysis data,objective the effectiveness of speed reading in senior high school in effective criteria. This is known the total score obtained from the instrument research on the effectiveness of speed reading students are 239, with an average of 80,00. Suwarti (2018) conducted a study to investigate the reading strategies of improving capability understanding the text narration in the elementary school of blitar. The result is skimming strategies can improve the result of ability to understand the text especially in the text narration.

١٥

٢٠

Based on standard of competence and basic competence in Educational unit level curriculum is mentioned that The student must be able to understand what they read and The final result of reading activity is be able to understand the mean of the text also can catch the information.

٢٥

Skimming is one of the reading strategy that must be mastered by students. The reason is when students read a text and don't use a strategy, the students can difficult to understand the meaning, the consequences is the students feel burden with the assignment from the teacher.

Another reason is based on interviews with English teachers in high school, students have low participation in the teaching and learning process because they are difficult to understand and capture information in the text. Therefore it is necessary to get skimming strategy. It can help students get detailed information from the text.

The purpose of this journal is the students know that without skimming students will difficult to understand a text and also give understanding to students that we can get information from a text without interpreting words per word using skimming.

In my opinion, skimming is the important thing that must be have when read a text. With skimming we can find a main idea, keyword each paragraph without read all of the text. In addition we can Save our time because skimming is a fast reading strategy. If we don't use skimming, We will find the main idea but for a long time because they only focus on translating words per word. Skimming is not only help student to get a main idea but also if the student read a book they can use skimming, you can explore many pages of books in a short time. Although they just read a short time, the student can understand the content of book because in skimming just read a important word or the keyword of book.

STUDENT 20

One of the strategies which is considered applicable to teach students reading comprehension is scanning technique. So before we go to know about scanning, we must know first reading. Reading is one of the important skills which is needed by the students from elementary school to university. 1Reading is the most important skill of all for most students of English. From these theories, it can be concluded that reading comprehension is the activity of constructing the meaning of reading, that has important funding in the process of education and the success of students in learning

٥

There are two types of reading techniques: Skimming and Scanning. While the definition of reading by scanning techniques is reading rapidly in order to find specific facts or how to find the main information contained in the text quickly. Scanning is another useful tool for speeding up our reading. Unlike skimming, when scanning, we look only for a specific fact or piece of information without reading everything.

١٠

Based on the Indonesian students we can know that the students was still confused in scanning technique process. Especially for the students who had low ability in English. Why the students still confused about scanning? It's because the procedures in scanning was not clearly explained in the teaching learning process. In addition, the teachers do not use the authentic materials and only adopt the course book. It caused the students do not realize and understand how to apply reading technique. 1

١٥

From the previous paragraph we can know that the scanning skills still have the problem for students. Why is scanning still have to be a problem? Because the procedures in scanning was not clearly explained in the teaching learning process. In addition, if we used scanning methods for reading we are only getting the gist of the book/story. We are not really getting to know the characters and all the little things that affect who they are or the events that shape the book/story.

٢٠

As we wrote above that scanning is another useful tool for speeding up your reading. With scanning, we look only for a specific fact or piece of information without reading everything. So it's why scanning can be useful to speed up our reading skills. Other than that, Scanning seems to be an easy reading comprehension strategy to be learned and applied by

٢٥

students according to their age and language level. Scanning have many advantages for the students to improve their reading skills. So that, it can be an amplifier of why this article was made. ٣٠

So here we will explain to you the advantages of scanning it self. In our opinion, Scanning Able to find specific information expected from text or read books quickly and efficiently. Other than that Scanning can also explore many pages of the book in a short time. So we can read book quickly as we said before. Also scanning Not too much waste of time to find ٣٥ something you want from the book, especially actions that do not support the search for information.

From the research we can know the reason why we must used the scanning technique for our reading comprehension. One of the reasons is scanning technique can be used to help the students become aware of the specific information found in their reading materials in classroom ٤٠ and daily life. They would read and find various types of texts as reading materials based on their purpose of reading. By using scanning technique, the students were able to elicit the data and specific information quickly without reading the whole passage. 2In other words, scanning had maximized students' reading comprehension ability in identifying the specific information in the text.2 ٤٥

In the past, we probably scanned without knowing we were doing it. Now with the information provided in this article, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help us become a more flexible reader. Scanning adds another high gear to our reading. So it's the goals for the article was made. ٥٠

From the results of the research, it can be concluded that students lack the ability to comprehend reading and it can be seen from the results of data collection during research such as, Observation, Interview, questioner, and test. Of all these instruments illustrate the factors that cause low reading comprehension ability of students. Thus, researchers try to improve students' reading comprehension using scanning technique. ٥٥

Based on the result of the research The researchers drawn conclusions as follows: The use of scanning technique can improve the students' reading comprehension. Scanning technique is easy to apply for students and teachers in teaching and learning activities especially in reading

comprehension. Teaching process using scanning technique can save in time. Students are expected to easily absorb information from other subjects. With the scanning technique of increasing student activeness, it can be seen from the feedback of students in each answer question.

STUDENT 21

In Indonesia, English is learnt as a foregin language (EFL) where it exists in the curriculum of the schools from elementary to senior high shools. Teaching aim at the mastery of four skills namely listening, speaking, reading and writing. These four skills cannot be separated from one to another because they are in a unity and also in Asia, English is learnt as a foreign language but they are more fluently to speak English than people in Indonesia but different with the other countries as like Australia, Singapore, Canada and other countries most of them make English become their language everyday so that's why their English is more dominant then countries who makes English as a foregin language (EFL) especially in Indonesia, English become the seond language because our first language is our mother tongue.

Student is able to acquire four skills as like listening, speaking, reading and writing cause we have to mastery those four skills in order we called master in English furthermore writing, because writing is not as easy as turning around our hand and the student can use writing for their habit in order their writing is better day by day, writing need practice everyday is not only theory but also practice because theory without practicing is doing nothing and practice makes perfect.

Student admitted that they found difficulties in English writing skill. They feel difficult to find idea and some of them can not develop their idea into a good coherent paragraph and grammatical structure of writing because the teacher only give theory and example of writing in the class, the teacher cannot accompany the students all the time the teacher can accompany the student only in the class

Writing is one of those four language skills which is used as one medium to communicate with others in academic field, as well as in daily life. There are two reasons why writing is very important, the fisrt reason is writing ability is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance.

The second reason is English writing skill is a practical need to support their future carrier and by writing we will not be forgotten by the world so that's why writing is very important by writing we can share our knowladge to the other one and there is Al-hadith said that:

٥

١٠

١٥

٢٠

٢٥

"Tie knowladge by writing it" if you don't write knowladge, the knowladge will be lost or will be forgotten by us.

We as students of English Departmen we have to mastery four skills listening, speaking, reading and writing eventhough in Indonesia English become Foreign Language (EFL). We are used to speak Indonesia than English so that our English is not as good as people who make English become their language everyday.

Reading a lot everyday as like reading the works of respected of the author can open our brain to example of good writing and also if we always read literarture we will not confuse to make idea when we want to make journal. This article will show you the strategy to have skill on writing by reading a lot, write journal everyday, read our writing out loud to our self and work with writing tutor.

The aim of this article to make the students know the strategy for writing journal because most of them feel difficult in making idea and making coherent between one paragraph to another paragraph, by this strategy will make the student easier to understand how to write and how to be writer.

Writing is easy, nothing impossible because there is a saying that if you want, you will. Just read a lot everyday cause before we write journal or others we should read first. it can open our brain to example of good writing and if we want to start to make journal we will be easier to find idea because we often read literature and we will know the types of writing.

STUDENT 22

In order to enhance the students capability of learning needs teacher must be creative in their courses. English For Specific Purposes (ESP) which is branch of ELT by encompassing various linguistic efforts to define it, tracing with historical growth, discussing its characteristic, and trying to find out its scope and purposes: these goals might be professional for some reasons. Trough a lot of contradict in case of curriculum problem, ESP must be transparent and flexible as the linguistic needs in each of categories or level of the education itself. It is found out that the purpose of an ESP course is to enable learners to function adequately in the target situation. Thus an ESP program should be aim-directed, learner directed and situation-directed. One of the categories that include is by using media as a games. By games, psychometric and cognitive is equal.

As the stabilization in all over the world through globalization era, human skill in communicating internationally is required. In order to communicate efficiently, people should increase and loose their money, energy, and others necessity to expand in English. Therefore, research in EF 2016 (on bisnis.com) said that Indonesia point for *English Proficiency Index* (EF EPI) was 52.91, positioned rank in 32th from 72 country. Basically Indonesia was on crisis time, so many reformation and establish due the way English should be equal in Indonesia people. English For Specific Purposes (ESP) which is branch of ELT by encompassing various linguistic efforts to define it, tracing with historical growth, discussing its characteristic, and trying to find out its scope and purposes: these goals might be professional for some reasons. Government education system could be more focus toward the strategy to implemented English learning course. Eventually global market was amazingly growth faster as long as global economic was in stable and good features. One of methodology that proposed and supported to this kind of problem was ESP (*English for Specific Purpose).* According to Hutchinson and Waters (1987) define ESP as an approach to language teaching in which determination as to the content and method are based on the learners reasoning in that subject.

Probably, university students as the foundation of the future country must be analyze their weakness and opportunity also. In here, Economic University student as one of the target "*Global Market*" that should be more genuinely in English ability and skills also couldn't reach their wings to do that. There's so many problem that actually exist in our environment, the ultimate was deep causes which leave behind. One of the causes is lack of motivation, they still have opinion that English just supporting subject to reach their appointment in study. It's definitely wrong, they could build their English since now to become more strengthen and fluent in order communicate easily. Others was the environment wasn't in good condition, many others thought English just for native and foreign people only. But the situation from paradigm ana analytical thinking should be more different that English was basic skill, not the supported skills.

This research more concerned about how was the development toward English in order to communicate and learn connected with the major itself. Therefore, people all over the world, including Indonesia should be master English to face the changing of the world. We should think

more about our weapon as our skill in the future. Barely make English as our needs of college life is really important as described before[1]. Base on research before by Erlina Mufidah and Sri Rachmajanti that games method really applicable to catch senior high school student (SMK) interest in learning English more[2]. This strategy would be more variable if treated to the college student which is more critical and experimental person. There's some weakness before that they only learn and do this activity when they were with the teacher only, in this case I would modified and analysis their potential through the struggles and process. In this case, monopoly not only use in manual games interact with each other using English. The modification is they still learn in manual games, but also they can use this team as the online team using social media application "*Whatsapp"* or online games such as Line "*Let's Get Rich*".

The goals of this method is to be able communicate in English with the Economic vibes, so they can interact as like they were the business man or woman who casually do some international business related to export, import, distribution, stock market and any others. The simulation is The Pikachu is composed of board, artificial bills, (value of 1000,2000,5000 rupiahs), player cards, Pikachu card, a dice, and pawns. The Pikachu is played by two to four players, one is Pikachu (as the leader of the game) and the rests arethe players. A student who plays the role as Pikachu should read the instructions or questions on Pikachu's cards. Meanwhile, the player should answer Pikachu's questions or do Emon's instructions. A student who plays role as the player should answer Pikachu's questions or do Emon's instructions based on the clue on the player cards. The online player game method such as, they could make a group chat and probably countinuing discuss about the judgement also to interact well with each other casually with one "Guard" who probably control their English by the winner from previous games.

---

[1] https://busyteacher.org/11401-10-english-skills-students-need-college.html, Monday 29th April 2019, 12.00 P.M.
[2] *Developing A Prototype Of English Monopoly Games fo Teaching Speaking to Tenth Graders of SMK.* (State University of Malang Press: Malang, 2016), 7.

STUDENT 23

We know that English language as a internasional language is really important for us, especially learn about how to be good in pronunciation, because pronunciation is the most important one of English language, so electronik dictionary is the one of key for more easlly learn about how to pronunce English,The findings indicate that the subjects of the study use electronic dictionaries for pronunciation practice relatively often, learner's dictionaries being the most preferred choice. 1 As for teachers, helping students tap into electronic dictionaries effectively is one of the best ways to help them become independent, lifelong language learners.

٥

Learning pronunciation of particular word is something learners need to know about how to pronunce the word, its one of the most important to learn about English language, of course they need aquipment for more eassy to learn about English. Especially Most of people have difficult to pronunce the word, sometimes a teacher is often confused about how to teach pronunciation techniques easily, electronik dictionary ia really efective for kesemrawutan to improve the skill of pronunciation and electronik dictionary have so many information and fast search about the word itu self. And its suitable for more easlly to practice the pronunciation.

١٠

As we know that so many learners has been difficult how to improve more about pronunciation, electronik dictionary is appear to be a useful tool for practicing and improving pronunciation. "An electronic dictionary has the potential to provide an instant access from within a given entry to a key to the symbols used in the relevant phonological transcription and also, at the click of a button, to model the pronunciation of any given word in audio mode" (Singleton, 2016, p. 208). Therefore, English learners can actually see, hear, and model the pronunciation of any word within seconds, when working with electronic and online editions of modern dictionaries. Moreover, the dictionaries typically offer pronunciation of the two most widely taught pronunciation varieties: BBC pronunciation (Standard British Pronunciation) and General American (Standard American Pronunciation).

١٥

٢٠

The results, ranked in the descending order, demonstrate that 7 subjects (29%) used online electronic dictionaries for pronunciation practice once a week, 6 subjects (25%) two – three times a week, 3 subjects (13%) every other day, 3 subjects (13%) once a month, 2 subjects (8%) once in two weeks, 2 subjects (8%) did not use the dictionaries for pronunciation practice at all,

٢٥

and 1 subject (4%) used them on a daily basis. Surprisingly, only one subject exploited electronic dictionaries every day, which means that electronic dictionaries as such might not represent the most frequently used way of pronunciation practice.

But Electronic dictionaries can also be very disturbing when students use them in the classroom. The voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who are busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciations and explanations of irrelevant words while their teacher is teaching, which could discourage them from focusing on the lesson.
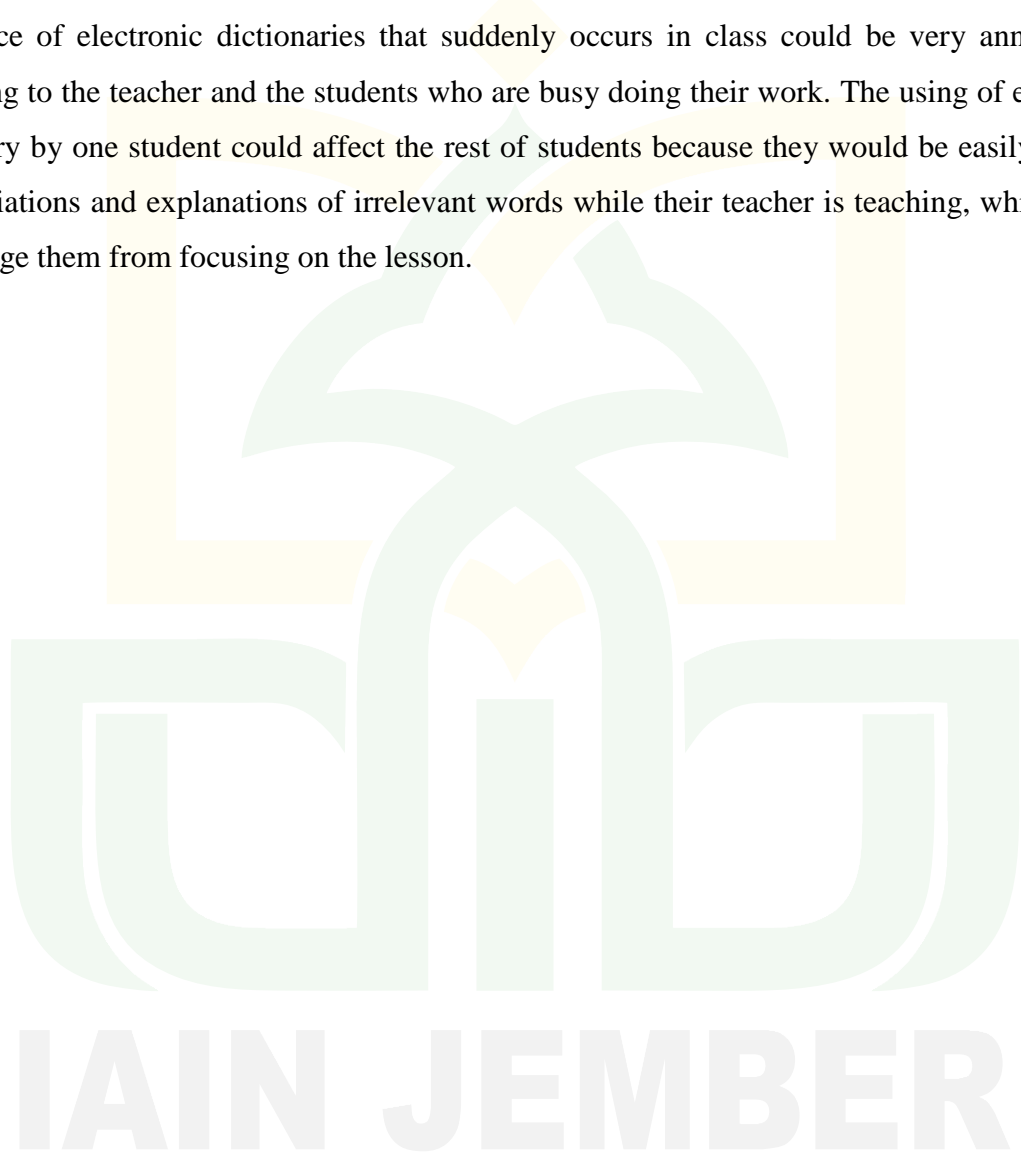
STUDENT 24

Education system has developed rapidly, technology has invaded our life, everyone has smart phone these days, using Youtube , Facebook, Twitter, Instagram, etc. You can improve your skill by use Youtube or another media application and practice or use it in your daily activities, if you practice every day your speaking skill will be better of you have the discipline in your practicing. Besides you can learn directly from Native speakers in the channel or accent that you choose and increase your new vocabulary from those Native speakers both of Formal language and Informal language. Social media provides learners the opportunity to practice English every day, in different context. Their improvement is gradual, they learn from their mistakes as they have monitor and scaffolding all the time. They feel motivated and encouraged to keep producing..

Studies concerning social media and its use have become evident in area of education which may lead to a significant change in how we structure learning circles in the future. Social media has made it possible for a more flexible language learning experience, in which students are given more control and guidance. This process is known as constructivism. There are many of social media on internet that you can chat or video call with your friends such as Facebook or Instragram for example, And the most popular video web for now is Youtube from Google corporation. Youtube it's a website that everyone has heard of. Perhaps most people even use it on a daily basic, and it's a form of both entertainment and social media. Because in modern times, education is easy at the fingertips Just have a smartphone or laptop can use Youtube. It is an alternative way to improve English without having to spend money on courses. There are many of channel in youtube for practice your speaking skill and you can get and repeat any sentences from that video by correctly accent and try to practice it in your daily.

There are a way of being able to experience the way in which real people talk. This can make a good change from the speaking sentences we practice in class, which aren't always authentic. For example many English speakers have different accents or use lots of colloquial words and phrases . have you ever seen sentence 'all right, guys' as a greeting in a practicing speaking in your class? May have some, but most are formal language. Some English learners don't have the chance to talk to native speakers in person, so surely YouTube videos can offer an invaluable alternative. To improve and practice your speaking skill by use youtube as a media for who don't have much money to spend on English course. This is a one choice that you can watch how do native speakers say both formal and informal. Watching youtube is the best free media for learning and practicing speaking skill but by the way there are othere applications or media that you can learn and all of that media will not affect if lack of practicing.

Youtube is the popular application now and it can use almost every devices such as Smart phone, Smart watch , Laptop and etc. In this application there are many of channel about English learning and there are many of Language levels that you can choose what level do you want to learn according on your skill. Besides you can choose which accent do you want American or

British and you can choose Formal Language or Informal Language, you will hear pronunciation of accent that you choose by Native speakers directly and you can take those sentences to repeat or practice and try to use it in your daily activity. You can watch it and practice everywhere you want such as watch it in the bus or car while you are on traveling, it's comfortable application. You can improve your speaking skill by use Youtube application and practice or use it in your daily activities, if you practice every day your speaking skill will be better of you have the discipline in your practicing. Besides you can learn directly from Native speakers in the channel or accent that you choose and increase your new vocabulary from those Native speakers both of Formal language and Informal language

The usage of digital devices like the internet and some internet applications are the new model of learning in the 21st century digital world. Moreover,   the internet play a vital role in all type of technological developments which allow the public to quickly contact, evaluate, share and transfer either data or knowledge. Fundamental concept of second language acquisition highlighted the difference between language gaining and language learning. He further pointed out that in second language learning discovered competence and acquired ability developed in very different ways in which language learning takes place through the recognized study pattern, rules, and conventions. On the other hand, language acquisition expands entirely. Furthermore, he coined the term, understandable input which means second language learners acquire language by their contact with the language that is both coherent and significant to them. It is noteworthy that a psycholinguistic approach to second language acquisition is confined to the critical role of social interaction only

Social media has to be thought as a whole set of tools rather than individual effortless and isolated mechanism. Community Managers work interconnected with all their tools (Facebook, Tweeter, Youtube, Google+, Whatsapp, telegram, Skype, etc.)   to create affective communication and achieve their goals. In this case, teachers act as community managers, providing students attractive content (Youtube, Instagram, Vine, etc) in social media platforms (Facebook and Twitter). Teachers also show personal interest by using direct communication tools (Whatsapp, Facebook Messenger). Teachers will have their strong and weak ties stronger than before. Communication occurs inevitable, when a teacher provides the first content, it can be a video or an image with a quick question to make reflection and to check comprehension. Students will start conversation in the comments area, they will have more confidence and eventually they'll dare to share their own content.

Social media are computer mediated tool that allow people to create, share or exchange information, ideas, and pictures/videos with other friends or relatives. Social media plays an important role in this present competitive and technological era. There are various tools of Social Media which are commonly used among the university level mature learners like Facebook, WhatsApp, Twitter, and LinkedIn etc. It is clear from the results of previous research studies and

٤٠

٤٥

٥٠

٥٥

٦٠

٦٥

٧٠

٧٥

practical observations of various active users of Facebook, WhatsApp and other tools of social media that it has a positive effect on the English language learning proficiency at university level. Most of the young students at university level use various social media tool for social interaction, popularity, social relations, and English language learning purposes. Different research studies in advance countries have clearly highlighted the importance of Social Media sources like (Facebook, Twitter, Flicker, LinkedIn, WhatsApp, and Skype). Social Media plays a pivotal role not only in one single skill or competency of English language but plays a great role in the four basic skills of language i.e. Listening, Speaking, Reading, and Writing and also develops the vocabulary and grammar competency of English language in a very proper way.The most important aspect of social media sources in English language learning is that it makes the EFL learners autonomous to do the practice of listening, speaking, reading, and writing at home, in guesthouse, on road or in a shop without any difficulty.

٨٠

٨٥

It is a fact that integration of technology, use of various online social media sources i.e. (Facebook, Twitter, Flicker, LinkedIn, WhatsApp and Skype) and thinking of innovative teaching methods and learning approaches in recent years stimulated educators to teach in a much more enjoyable, motivating and practical learning environment. It is due to this fact learners' interest is limited to those directions which are accessible for them without too much hard working and struggle like before to read different text books in libraries. Now days the old traditional paper based methods of teaching learning process have shifted to electronic and digital technology to a greater extent. The energetic learners want to enhance meaningful learning while using new strategies and then relate it their real lives experiences for example various social media sources like Facebook, Twitter, Flicker, LinkedIn, WhatsApp, and Skype because it facilitates Collaboration, team work, peer assessment and provide practical environment of sharing information with their class-fellows and friends in the easiest possible way.

٩٠

٩٥

١٠٠

Contribution in the original language is deemed essential and input that is understandable, which to some extent are away beyond the proficiency level of the students may offers direct information about the language, which in turn help to demonstrate the appropriate forms expressed in the language. Having such a background, We believes that the above mentioned approaches provide reasonable and suitable basis for identifying the new role of social media as a tools in language learning. For instance, the learners able to understand the linguistic appearances of the input from person they interact, are able they can replicate their language structure and take note of their faults, and use their computer-enhanced communication opportunity to enhance and expand their fluency.This new tools may help in enhancing the learning of second language and even more significantly, as a tools to improve the entire teaching and learning process. It has been reported that the learning communities have progressed from the regular classroom to computer-generated education environment in which the learners come together in a virtual atmosphere to interchange notions, resolve difficulties, explore substitutes, and produce new senses along with a connected journey. The new digital

١٠٥

١١٠

technology natives bring new challenges to the teaching and learning environment. Thinking along this line the researcher deems that social media has becomes the most comprehensive tool that allow digital connect to interrelate with each other as providers to a particular site.

A considerable amount of relevant studies to date have empirically shown that the use of social media facilitated student's language learning. For instance, the study which was carried out by (Kaplan & Haenlein, 2010) showed that in in Saudi Arabia, incorporating technology into second language learning classrooms is not something new. It is also noteworthy that, educators and language teachers around the globe have paid close attention to the utility of technology in language education settings. Despite its popularity and incorporation into second language learning environments as a vital means of providing learning opportunities for the learners beyond the boundaries of the classrooms, social media has yet to take the center stage of the reported findings of empirical investigations. Also, despite Social media's popularity and potential for personal interaction, its significant role has not been widely looked into at the tertiary levels. Therefore, studies such as the present one may need to examine how social media is used or can be potentially used in second language learning environments particularly at tertiary level contexts. Many colleges in the context of Saudi Arabia use social media and individuals in various institutions spend an enormous amount of time online, but the extent to which students and instructors use social networks for educational purposes is relatively unknown. The findings of the present study may offer new insights on the prominence of using social media in the context of a second language learning contexts in relation to how social media impact on the second language learning outside of the regular classroom settings..

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which 'problems' are constructed.

STUDENT 25

In English Language Teaching, there are 4 elements that we learn. There are vocabulary, pronunciation, structure and spelling. Pronunciation is the important one. Pronunciation not only learn how to pronounce vowels and consonant, but the rhythm and intonation. Sometimes, learners are difficult to pronounce different word or phrase. The advantages mastering pronounciation correctly are our English skill will be different from other, not causing misunderstanding when talking with foreigner/native speaker. ٥

Researchers have observed that the students are lack of pronunciation. But Nurhayati (2008:1) states that pronunciation is the knowledge how to produce the word is oral communication. When speaker mispronounce, people can be misunderstanding. To decrease it, teacher must be teach how to understanding, responding and expressing theirself when ١٠ communicate with other people. Therefore, the teacher must a strategy to solve the problem. A kind of strategy that can be used to improve students' pronunciation is by using homophone games. By homophone games, the students will know the difference between a number of different writing words but the same pronunciation.

Writer found that there are a lot of researches about how to teach pronunciation. One of ١٥ the title of research is An Analysis of The Process of Teaching Pronunciation Through Song by Hardiansyah Putra, Muhammad Sukirlan and Hartati Hasan, the writers' purpose to use this title is song can encourage the students' enthusiasm in teaching learning process. Song also allows the students to build their confidence. Song as an alternative media to teach pronunciation because song will create an enjoyable teaching learning for students. Another consideration why ٢٠ the researches use song in teaching pronunciation is because the tone could interest them to learn English pronunciation. The researchers conducted the research in SMAN 15 Bandar Lampung. The researchers assume that teaching pronunciation using song may help the teacher solve their problem. Beside, the researchers found that this technique has never been applied in this school. Another case has a title Improving Students' Pronunciation by Listening to The Audio Visual ٢٥ and Its Transcription of The Narrative Text. Based the interview by the researcher and the teacher of SMPS Khatulistiwa, stated that VIII grade students had difficulty in reading with a good pronunciation. The researcher also did an observation to solve his problems. The first problem was that the students were confuse on how to pronounce English word correctly. The second problem, the students' pronunciation was lack of intonation. Teaching pronunciation ٣٠ using audio visual is effective way. The audio visual media is provide a good model (the native speaker) for teaching pronunciation. The students can imitate the model of the speaker.

There are so many strategy to improve student pronunciation. The better way, using interesting strategy to interest the students to improve their pronunciation, one of them is Homophone games. Games offer students a fun-filled and relaxing learning. After learning and practicing ٣٥ new vocabulary, students have the opportunity to use language in a non-stressful way.

STUDENT 26

There are so many strategy that can be improve in teaching and learning process. Reading is one of skill that should be mastered by the students. As a teacher we should be able to choose the most effective and suitable strategy to implement in teaching and learning process. Because of that, the writer trying to write about one of strategy to improve students reading skill. This research was aimed to found one of the strategy to improve students' reading skill. The strategy that will be implemented in this case is KWL strategy. In the kwl strategy there are some stages that must be passed. The result of this research showed that this strategy can work well in the teaching and learning process at the class and it results in increasing students' score in reading subject.

Language is a means of communication used by people to deliver information, express their feelings, their ideas, and etc. there are many different languages in the world, which is used by different countries. In Indonesia, English language was an important role in educational world. There are four language skills that should be mastered by language learner. They are listening, speaking, reading, and writing. These skills are relating each other's and can not be separated. Reading is one of important skill to get message, understand the meaning of the text delivered by writer. Reading gives many advantages for students such as they can receive more information after reading, they can share their information that they have gotten from reading to others, and the information can enrich their knowledge.

There were some data that showed the students' reading ability in Indonesia still found some problems. The survey results from the Most Littered Nation In the World study in 2016 showed that reading interest in Indonesian society was very low. Because reading interest in Indonesia is ranked 60th out of 61 countries. The result of program for International Student Assessment (PISA, 2012) showed that student reading ability in Indonesia is still decrease in mastering reading skill, students usually have some difficulties. For example, the students do not understand the meaning or the purpose of the text. Students had difficulties in finding the main idea of the text, to understand the text, and they lack of vocabularies. They also do not understand what did they read and could not answer the question based on the text. Therefore, the teacher must have the best strategy to facing this problem especially when teaching reading.

٥

١٠

١٥

٢٠

٢٥

One kind of strategy that can be used to resolve these problems is KWL strategy. It is method done by know, want, and learn.

Writer found that there are a lot of researches about students' reading skills. One of the title of research is Implementation of Intensive-Extensive Reading Strategy to improve reading comprehension by M. Zaini Miftah, the writer's purposing this title are various, one of which is because the strategy applied in teaching reading combines some characteristics of both intensive and extensive reading activity in which it is able to provide a lot of exposure to improve the students' ability in reading. This research shown that the percentage of the students achieving the score bigger than or equal to C (60-69) is 31.25%, it is increased enough into 56.25% (18 students out of 32 students)[1]. Another case has the title Improving students' reading comprehension through text structure tasks by Abdul Rahman. The writer's write that the teacher can used text structure tasks to help the students' improving reading comprehension because by doing the tasks for example by asking the students some questions related to text structure the students will get easily to understand the comprehension questions. Rahman's research shown that the students' reading score gradually improved. After done the evaluation, the students' scores increased. The students' mean score reached 57.05 (range 40-80), it is increased 15.3%. The other case is about Bringing extensive reading and reading strategies into the Taiwanese junior college classroom by Ying-Chun Shih. This research shown that the students' reading proficiency improvements and increased use of reading strategies, especially activating background knowledge[2]. However, based on these case that have been mention, the writer trying to write another reading strategy to improve students' reading skill to resolve the students' reading ability problem. The strategy is Using KWL (know, want, learn) strategy.

The KWL strategy (accessing what the students know, determining what the students want to find out, and recalling what did the students learned) combines several elements of approaches. By this strategy, students activate their own personal background knowledge, predict about the information they expect to find in the reading text, and take notes related to information. This strategy could be solution to improve students' reading skill.

---

[1] Abdul Rahman, "Improving Students' Reading Comprehension Through Text Structure Tasks", *Script Journal: Journal of Linguistic and English Teaching,* Vol. 2 No. 1, 7

[2] Ying-Chun Shih, "Bringing extensive reading and reading strategies into the Taiwanese junior college classroom", *Reading in a Foreign Language,* Vol. 30 No. 1, 131

In reading, the students are expected to be able to get information and knowledge from the text that have been read. It means that students have to understand the meaning of the texts. The students' understanding includes the ability to now the main or general idea, detailed and implied information, and the structure of the text itself. The students often feel difficulty when dealing with reading subject. As a teacher we must help the students to solve this problem which is related to the students' reading ability. Because of that writer trying to write about Using KWL (know, want, learn) Strategy to Improve Students' Reading skill. ٦٠

This strategy it is expected to reduce the problem of the students in reading. With this strategy the students are expected to activate their background knowledge, know what they want to know from the text, and gain information then answer their curiosity about the text. Activating background knowledge or doing brainstorming before start to reading a text very helpful the students because it can be stimulate the students and arouse their curiosity about the text. Therefore, the writer decide to write this article to continue previous research in terms of trying to find reading strategy to improve students' reading skill. The writer hopes that, this article can be help to improving students' reading skill. ٦٥

٧٠

Reading is a necessary skill that any learner needs and it is not merely a receptive skill. It is a selective process and characterized as an active process of comprehending. Moreover, reading is not easy skill to master. It is a complicated process that requires specialized skill of the reader. There are some problems related to the class situation when reading lesson; (1) the students had low motivation in reading; (2) the students usually found difficulty to identify text, find the main or supporting idea and etc; (3) the students usually lost concentration after half time teaching and learning process. Due to several issues regarding the students' reading skill mentioned above, therefore teacher must be able to prepare a strategy that can be minimize or resolve the problems related to students' reading skill. In teaching learning process, teacher also plays an important role as a facilitator. As facilitators, teachers have to be able to facilitate learner to learn with appropriate teaching learning strategy so that can easily learn. Therefore, the writer trying to write about k-w-l strategy which is expected to be able to solve problems related to students reading skills. The reason why the writer choose this strategy because in the k-w-l strategy there are several stages that are expected to be able to improve students' reading skill. The stages must be carried out in accordance with the existing procedure so that can achieved the intended goals. ٨٥

٧٥

٨٠