



**THE CENTRALITY OF LEXICAL CATEGORIES SUBJECT AND
COMPLEMENT IN THE PROCESSING OF SIMPLE SENTENCES: A
STUDY OF AUTOMATICITY AMONG JUNIORS OF ENGLISH
DEPARTMENT, JEMBER UNIVERSITY**

THESIS

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
JEMBER UNIVERSITY**

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THESIS

A Thesis Presented to the English Department, Faculty of Humanities, Jember University,
as One of the Requirements to Obtain the Award of Sarjana Humaniora Degree
in English Study

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DEDICATION

This thesis is dedicated to:

1. My beloved parents Ponidi and Mujiati who give me their endless loves, prayers and supports. You are my biggest wealth and inspiration to struggle in the hardest condition;
2. My dear sister and brother, Damai Dini Ariwisan and Bias Tri Banadi who always remind me to be a good son for my parent and a good brother;
3. All my family in English Department students' Association (EDSA) who have shared lots of experiences, memories and knowledge with me;
4. My Alma Mater.

MOTTO

Dan barang siapa berjihad, maka sesungguhnya jihadnya itu untuk dirinya sendiri. Sungguh, ALLAH mahakaya (tidak memerlukan suatu apapun) dari seluruh alam.

(Terjemahan QS. Al-Ankabut Ayat 6)^{*)}

And whoever strives hardly, thus he strives only for himself. Indeed, ALLAH is the richest (does not need anything) of the creatures.

^{*)} Departemen Agama Republik Indonesia. 2005. *Al Qur'an dan Terjemahnya*. Bandung : CV Publisher Diponegoro

DECLARATION

I hereby state that the thesis entitled “The Centrality of Lexical Categories Subject and Complement in the Processing of Simple Sentences: A Study of Automaticity among Juniors of English Department, Jember University” is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

Jember, October 2016

The writer

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Galang Fajaryanto

SUMMARY

Centrality of lexical categories subject and complement in the processing of simple sentences: a study of automaticity among juniors of English Department, Jember University; Galang Fajaryanto, 100110101109; 2016:111 pages; English Department, Faculty of Humanities, Jember University.

‘Automaticity’ is a phenomenon that usually happens and it is mostly considered as a common thing. Some people believe that the automaticity of L2 learners represents a good competence (expert user) in L2 production. Although, sometimes L2 learners can make mistake or error in L2 production. On the other hand, some people have the automaticity that is completed with a good competence toward the L2. The way how they learn the L2 becomes one of the factors that establishes the automaticity level and their competence. Here, the researcher conceives that ‘automaticity’ is a complex combination of thought especially in language learning process and it is observed through language production in written test.

The goal of this study is to find out (i) the participants who succeed in using *Be* and *Inf verb* in simple sentence (ii) how the lexical categories affect the participants to decide the appropriate predicate (iii) how the learning process affects the predicate decision. This study uses quantitative and qualitative methods that show several charts and tables as the tabulation, and interpretation from the questionnaire. Here, the researcher organizes two instruments to collect the data ; cloze test and open-ended questionnaires. The researcher uses random sampling method because this research tries to observe the common probability of the participants’ automaticity and competence in L2 production. In addition, the researcher also tries to find the relation between the participants’ learning tendency (monotonous or various learning) and the participants’ automaticity.

The conclusion of this research shows that the participants tend to use *Be* rather than *Inf verb*. On the other hand, in the centrality factor, the data show that

the dominant choice is 'Both/Meaning'. The data indicate that the participants choose 'Both/Meaning' as the option because they do not understand the referential relation between subject and complement in the predicate decision. All of the participants answer the test automatically and it proves that automaticity is not only based on certain type of learning method but also it is based on various learning methods. The differences between those methods explicitly reveal that multi-learning in which the participants use various media and learning activities affects the participant in using various words. Meanwhile, the 'drilling' or monotonous learning affects the participants to use *Be* as the consistent mapping. The participants' automaticity tends to move toward the over reliance of *Be* to connect 'Subject' and 'Complement' in simple sentence. Besides being relevant with its logical meaning of the output, this seems not to allow creativity to flourish.

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CHAPTER 1. INTRODUCTION

1.1 Background of Study

Learning English has long become the concerns of both researchers and teacher-practitioners in all parts of the world. There have been findings coming from researches and observations conducted that give ways toward better understanding of the process. The process in this research relates to how languages are learned and acquired by language learners. This study and research compile into a study called Second Language Acquisition (SLA). For more comprehensive reviews of the researches, the researcher suggests the reader to see Ellis (2003), Selinker and Gass (2000), Troike (2005).

The large access of learners to English language does not mean that learning process of English is an easy thing. For some people, English is still difficult to be mastered. Because, it engages several factors to build a “new language system” (Selinker and Gass, 2000:1) English language system as L2. The L2 learners study to build a system that connects their knowledge to L2 aspects in order to realize language comprehension and language production.

Based on Ellis (1997) there are two factors “internal and external factors” that influence the process of SLA (see also, Brown (2004), Troike (2005), Scolthen and Piske (2009)). The internal factor relates to age, lack of desire to acculturate, maturity and external factor relates to practicing, the material input and communicative pressure. As supporting argument, internal factor relates to mental self-esteem of the learners, self regulation and other advances in human personality whereas external factor relates to the linguistics factor and universals related to aspect accros languages (VanPatten, 2010:43-65). Another SLA researcher, William and Burden (1997) creates a frameworks about internal and

external factor. In their framework, Internal factor consists of intrinsic interest of activity, perceived value, sense of agency, mastery, self-concept, attitudes, other affective states (confidence, anxiety and fear), developmental age and stage and gender. External factor consists of significant others, The natural interaction, the learning environment and the broader context (cited in Dornyei and Ushioda 2011:54). Overall, those factors support and motivate L2 learners to learn about new language system and it will give a huge effect to L2 learners' achievement.

Beside those factors, the construction of new language system also cannot be separated from the influence of language background or L1. Because, L1 is a language foundation for learners before they learn their L2, it will give lot of benefits in learning process if the learners' L1 has close similarity with the L2. However for some countries which have multilingual backgrounds, it seems more complicated for instance Indonesian learners who learn English as the example. In Indonesia, bahasa Indonesia is not always the L1 of English learners in Indonesia because Indonesians also have vernacular. Bahasa Indonesia and some vernaculars may have similar features with L2 and yet it is also possible that both of them also impede the L2 mastery. Some of learners from Indonesia at least have 2 languages; vernacular and bahasa Indonesia. The multilingual context in daily activity of the learners are still perplexing which one of the languages that can be decided as L1 and give strong influence to master L2. Here, it is just an open talk about the condition of L2 learners in Indonesia and show few information about the complexity of calling what L1 is in Indonesia.

The process of creating new language system always involves acquiring and learning processes within acquiring and learning process. The learners will study the linguistic aspects and sub disciplines that relate to the establishment of L2 as new language systems such as grammar rules, syntax, morphology, semantic and pragmatic (Selinker and Gass, 2000:8). All of them are included into a concrete form processed in the brain.

Based on Randall (2007) there are two modular routes in language learning, they are language data and visual data. However, this research will concern to language data because the language production that has been mentioned above is included in language data. According to Randall (2007:18) language data is “the symbolicist approaches (following from linguistic descriptions which are hierarchical in nature) also suggest serial processing of language input”. This research will focus on language data as the module to express the language.

The routes of language system are implemented in learning process and it is used as the way to transfer new language. Every learner has different capability in learning language but those routes are not the only factor to achieve a success in language learning. Some of researchers in SLA admit the internal and external factors influence. They also agree that these factors affect their learning process and result of establishing new language system.

The language data are observed through writing, reading, speaking and listening material. The learners need a lot of practices and always improve their knowledge through class activity, discussion, additional materials. According to the researcher experience, some of L2 learners tend to use less variety and monotonous practice by using certain book or based on the class activity only. They rarely compare with the other materials to find other definitions of the similar materials from other references.

The monotonous practice can make the learner easily to understand certain material and they do not need a hard effort to apply their comprehension when they face similar information with the same material.

“A series has the advantage of standardizing content and approach across levels, guaranteeing consistency of presentation of skills, Spiralling of vocabulary, and reasonable progression of text difficulty. However this regularity can become monotonous and predictable for learners and could potentially cause an increase in negative attitude toward textbook or even toward the course itself ” (Garinger, 2002).

By practicing, the L2 learners will memorize all the material and the information that they have got. On the contrary, if they do the practices monotonously, it affects them in a certain point of learning. The effect of monotonous practice, it limits the mastery language level and influence the language skill improvement. Monotonous teaching or learning creates habituation that provokes a loss effectiveness in attention (Hall and Rodriguez, 2010:44). The monotonous practice will be applied regularly when the learners face similar stimulation. Gradually, they use the same form regularly when they face similar sentence without realize there are lot of ways to use the language. Another effect of monotonous and continuous practice affects the learners to focus on form than the meaning. It is similar with Dulay and Burt that state “the performer must also be focused on form or thinking about correctness” (cited in Krashen 2009:16).

Some learners cannot explain the details of their thinking process sometimes and they tend to give less consideration to the stimulation when they give a quick response to the stimulation. This quickness of thinking process is called as automatic respond and this capability is called ‘automaticity’. The definition of automaticity, it is also called as unconscious process in which it is initiated without deliberate intention by Posner and Snyder (cited in Kiefer, 2012). This process is not used to judge the effect of learning process but it is used as the term that represents the phenomena in learning process.

Automaticity is a mental process in which the leaners choose and decide the words that will be applied in a sentence to express what they want quickly and it does not need high concentration or focus. Their mental process will analyse the meaning of context and situation, predict what will happen next and bring up their memory. The automaticity process can be observed through the output of language production. This research will try to show the automaticity in writing test. Sometimes, L2 learners confuse to combine “to be” and “verb” when they create a progressive and passive participle sentence. Learners mostly have

problems to make a sentence especially within the decision to use certain predicate. For the example,

- She is makes me happy.
- The accident is happened suddenly.
- I will going home.
- My father and my mother asks me to go to a party.

These sentences are incorrect and these situations happen in learning L2 especially English language. These samples are related to vocabulary and grammatical problems faced by L2 learners that are called as *error* or *mistake*.

However, this research does not analyze the wrong form of language production but this research will observe the central attention of the learners that trigger their “automaticity”. This research tries to analyze the automaticity of the learners. L2 learner as the participants will be stimulated by using incomplete simple sentences that make them put predicator (to be or infinitive verb). The learners have to think when they have to choose between ‘to be’ or ‘infinitive verb’, how to combine this two possibilities in order to make a grammatically correct sentence and a meaningful sentence. The decision of predicate is also based on consideration from other element such as ‘Subject’ and ‘Complement’. In formal materials, the placement of predicate commonly uses general rules such as the rules of subject verb agreement and transitive or intransitive verb to explain about Predicate.

In this research, the learners think about every single lexicon before they create word, phrase, clause and sentence. They combine the words that have been processed in their brain to transfer the L1 into L2. Additionally, they also adapt the structure and the style of L2. In this opportunity, English language as the L2 has three types of sentence; they are simple, compound and complex sentences. From all of the types above, simple sentence seems to be the most attainable in the overall understanding of the other types (compound and complex sentences). The emergence of predicate in a sentence or clause tightly relates to the subject that

comes before and the complement at the end to decide which one is nominal and verbal sentences. In this part, it also represents the process stimulation and memory process in mental cognition. The process to conclude certain stimulation is known as associative learning and it builds basic explanations of the language learnt or cognized (Randall, 2007:6).

Furthermore, this study is conducted to know about the L2 learners' automaticity in writing test especially simple sentence production done by students of 2012 academic year, English Department Students Faculty of Humanities, Jember University. This research also provides additional insights the process of learning styles that they undergo into the concept that may be associated with the second or foreign language performance in writing especially sentence production. This study aims to know the process of language production and the relation of lexical categories of either subject or object to decide the best predicate in simple sentences.

1.2 Research Topic

This research focuses on general topic SLA that happens in the context of EFL. It seeks to find the automaticity process of language production especially in using 'to be' and 'verb infinitive' as the predicate of simple sentences. It specifically wants to know how the participants build up the understanding in using 'to be' and 'verb infinitive' and how much they are consistent in practicing the understanding.

1.3 Research Problems

This research observes the participants' (ten participants) automaticity of using 'Be' and 'Inf verb' in their L2 production of simple sentences and how the L2 learners establish their automaticity through learning process.

1.4 Research Questions

- 1) How many participants are there succeed in using 'Be' or 'Inf verb' as predicate of sentence?
- 2) How much do the subjects and object/complements help the respondents to decide the predicate in simple sentence?
- 3) How does the learning process affect the predicate decision?

1.5 Purpose

The purpose of this research is to observe one of SLA phenomenon that happens in L2 learners called as 'automaticity'. The automaticity process is a complex combination in SLA. Through this research, the researcher wants to know about several phenomena that relate to automaticity process and its result. The results of this research are expected to show the specific arrangement of subject or complement that gives strong influence to decide the predicate. All in all, the research is hoped to contribute to the overall description of the students of 2012/2013 competence in written simple sentence production.

1.6 Significances

- 1) Through the descriptions of research, it is expected to be able to introduce the branch of SLA and psycholinguistics analysis especially in English Department, Jember University about SLA and cognitive linguistics. In addition, it also shows more specific features within SLA process.
- 2) For other researchers especially in English Department of Jember University, this research can be used as the stepping stone in order to do a similar research that relates to language production.

- 3) This research is used to interest other researchers go deeper and try to find out the process of producing a language by L2 learners of EFL. The mix culture of the language production becomes very wide possibilities to influence the human cognition.

1.7 Organization of the Thesis

This thesis is divided into five chapters; they are introduction, theoretical review, research design and method, results and discussion, and conclusion. The earliest chapter presents an introduction which consists of the background of the study, research problems, research questions, research topic, the goals of the study, the significances of the study, and the organization of the thesis. The second chapter, theoretical review, copes with several previous studies conducted by other researchers in the same area and also supporting theories of the research. The following chapter contains research design and method of doing research. The fourth chapter is results and discussion which comprise of the result by completing sentence test of lexical categories subject and complement toward predicate decision and written interview which encompass participants' learning process and their process of language production during the test, and the interpretation of the data to find out the automaticity and the process that construct the automaticity. The last chapter is conclusion that encloses the analysis of the research.

CHAPTER 2. LITERATURE REVIEW

2.1 Previous Researches

Unfortunately, the researcher does not find previous research that has precisely the same topic to this research in English department's library and Jember university library. However, the researcher finds two researches that almost similar with this research in the data collection only. First previous research entitles "Automaticity of language production in monologue and dialogue" written by Garrod and Pickering (2007). This article appears in a journal "Automaticity and control in language processing" edited by Mayer, Wheeldon and Krott (2007). They observe the apparent ease with which speakers make complex social judgment by using Bargh's (1994) graded notion of automaticity. They argue that language production in monologue and dialogue involves controlled and automatic process. Language production in monologue is likely to be controlled at the earlier stage than the latter stage. On the other hand, the interactive alignment process can change the situation that occurs in dialogue. The interactive alignment in dialogue is not completely automatic. However, the interactive alignment serves automatize process at many level and reduce the decision space.

Second previous research entitles "Error analysis on simple present sentence construction of grade eight student of 2013-2014 academic year in MTs negeri Sukowono" written by Dloyfi (2015) a graduated student of English Department, Jember University as his final project study. In his research, he observes about the difficulties of making simple present sentence that happens to grade eight students. He tries to find out the error types made by the student in

MTs Negeri Sukowono and he also observes the dominant error that is done by the students.

The similarity of those previous researches to this research is that this research also observes about language production especially simple sentences produced by L2 learners. In other words, this research has similar purpose that is to measure the students' competence in L2 production through their performance. The second previous research focuses on unstable memory of L2 production that creates error or mistake. This research has different goal although it works on the same field of study that is SLA (Second Language Acquisition). Whereas this research tries to look at different point of view that is how the participants perform correct L2 production (not error or mistake), how the variation of vocabularies that they make after long process of learning representing their language competence, the velocity of lexical decision in completing simple sentences and the influence of lexical categories to predicate decision.

This research goes deeper into personal description that explores the competence of language comprehension and learners' learning process. This research analyzes the competence of L2 learners in higher level. This research is conducted to analyze how the informations are processed and how the automaticity in mental process of English department students in 7th semester, Jember University is established. This research is still in the area of Second Language Acquisition study although it combines several scopes of studies inside.

2.2 Theoretical Reviews

2.2.1 SLA: Input, Intake and Output (IIO) framework

SLA is a subject study of language learning, especially language subsequent. "SLA refers both the study of individual and groups who are learning language subsequent to learning their first one as young children, and to the process of learning that language" Troike (2005:2). The subsequent language is

called as Second Language (L2) or Target Language (TL), even though it may actually be the third, fourth or fifth to be acquired.

Other definitions stated by Gass and Selinger (2000:1), SLA is a process of language learner that creates ‘new language system’ and it is called as L2. Generally, L2 can be mastered by learning and acquisition processes. Both of them are purposed to build a memory in each individual or group before it is ready to use. The process includes the integration of several actions, there are input, apperceived, comprehended input, intake, integration and output by Susan M. Gass (cited in Block, 2003:96).

The Gass’ framework (1988, 1997) is used to show the pathway of this explanation before it continues into a deeper analysis to find where automaticity process appears. The integrated model from Gass helps the researcher to show the general process of information. The definitions of each step are:

Table 2.1 Input, intake and Output (IIO) definitions

Input	a process involving the marrying of the new with previous knowledge, the linking of bottom up/inductive and top down/deductive processing.
Apperception	Attention to noticing and parsing of input
Comprehended input	Analysis involving bottom up and top-down processing of apperceived input.
Intake	Assimilation of comprehended input to existing knowledge systems

Moreover, she also uses ‘Output’ as the additional consideration to show the result of information processing. Gass’ framework is used to lead the explanation of cognitive perspective in order to give a perception within language processing. This research has correlation to the perception analysis from

psycholinguistics that is cognitive linguistics (CL). CL is a study of how language is processed in the brain. CL is process of forming language which is grounded by perceptual experience. The involvement of CL is only an additional way to achieve the research goal.

a. Input

In the framework of SLA in the previous sub chapter, Gass' framework (1988, 1997) states that input is a process of combining knowledge. However, in this chapter the researcher uses different definition of input. Carrol (2001:17) states "input is used to refer to physical entity that affects visual and auditory perceptual systems that is staff out there and also the words stimuli". In other word, input is a concrete object that is received by our senses. In the SLA research, input is a trigger to cognitive process of language and it is the starting point of language production and comprehension.

b. Apperception

The process to understand the input is called 'Apperception'. Apperception is an identifying process about the object material and this process involves cognitive process to understand linguistics form that relate to prior knowledge (Gass and Selinker, 2000:400). The apperception process relates to how the learners consider or notice the input. This section is the process when the learners access their experience that relates to the selection input, it is called as "noticed material". In order to recognize the input, there are several possible factors influenced "frequency, affect, prior knowledge and attention" (Gass and Selinker, 2008:483). All of these factors cannot be separated because they determine the result of apperception. The theory of Gass and Selingker is supported by Block (2003). Block (2003:97) states that the concepts such as attention, noticing and

information parsing are introduced to account for how mind copes with the massive amount of linguistic input to which it is exposed when an individual is engaging in a conversational interaction.

Apperception process is not the step in which the learner comprehend the message or meaning. The theories above are used to provide that the input make the learners to remember their previous experience. Without several factors in the previous paragraph, the learners cannot recognize the input, if they do so the continuing process to comprehend the input will fail.

c. Comprehended input

For the beginning, we need to know the definition of comprehension. Comprehension is the general idea or understanding in the semantic level. Yet, idea or understanding is a combination result of cognition process. In semantics studies, Ogden and Richard (1923) have explained through their ‘semiotic triangle’ (cited in Palmer, 1976:26). In order to grab an understanding, the learners should have the symbol, concept and thought or reference. If the learners do not have these requirements completely, they will fail to understand utterances/words. This concept is not only used as the concept to comprehend a word or lexical but also to build a complex combination of words or lexical that establishes language comprehension.

According to Krashen (1985) “we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read when we receive comprehensible input” (cited in Gass and Selinker, 2000:200). In other word, comprehensible input is focused on the form of the input (it can be visual or audio). However, if we talk about ‘comprehended input’ it has different meaning with ‘comprehensible input’. Comprehensible input is to transfer the input as language production clearly to listener or reader. Whereas, comprehended input depends on learners’ control (Gass and Selinker, 2000:404).

In order to understand the input, the learners do not only understand the meaning level (L2 into L1), but also implement the linguistic aspects. They combine their feeling and sense of linguistics aspects to construct the sentence and utterance. The learners imagine more analytic understanding that is taking place by performing a mini linguistics analysis. Here, the learners know about the component parts of a sentence and thus they gain an understanding syntactical form or phonological pattern represented (Gass and Selinker, 2008:484).

The comprehended input of each learner has different result because one input can be interpreted in a different way or thing based on the learners' previous experience. On the other hand, the ability to understand the input and their cognition process are divided into two processes 'bottom up' and 'top down' process. 'Bottom up' is a process of interpretation or production of language meaning by prior knowledge of the language system and physical (graphical or auditory) cues. Whereas, 'top down' is a process of interpretation or production of language meaning by prior knowledge of content, context, and culture (Troike, 2005). Those two abilities emerge in the process of comprehended input within L2 learners mind and this process belongs to the receiver of input that will give response or feedback.

In this section, the data show lot of variations. The process of interpretation and language comprehension is a complex and shows multiple diverse. This diversity of comprehension is caused by the learner experience in analyzing deeper about the involving factor of diversity. On the other hand, the researcher assumes that the emerging of automaticity process happens and relates to the learners' learning and acquisition experiences. The complete automaticity explanation will be in the following parts 'memorization and automaticity'.

d. Intake

Intake is a process that happens after input, apperception and comprehended input process in second language acquisition. Intake forms a part of input product, Putz and Sicola (2010:99) state “intake in SLA refers to a variety of phenomena ranging from intake as a product, that which has been integrated into the learner’s language system, to intake as process, beginning with perception and moving towards assimilation”.

Input and intake are almost similar process that both of them stimulate the language comprehension and knowledge. For some researchers, it is difficult to distinguish between input and intake. However, the researcher finds an expert who distinguishes intake and input. Coder (cited in Putz and Sicola, 2010:100) states that intake is “what goes in” whereas input is “what is available for going in”. Intake process is a binding process after the learners give their perception, assimilation process occur to respond and understand about the stimulation that comes.

Other definitions come from VanPatten (2000), he classifies intake into three categories ‘intake as incorporated data’, ‘intake as a process’ and ‘intake as filter’ (cited in Putz and Sicola, 2010:100). ‘Intake as incorporated data’ is the part of memory or we can state it as corpus. Corpus is a memory storage that the learners have in their memory (word, experience, meaning). The second category is ‘intake as a process’, this process allows the learners to build up their own understanding by combining the data in their memory in order to comprehend the input. The assimilation of the input happens in this stage because the learners try to verify the input with their corpus. The third category is ‘intake as filter’. Here, the learners filter their corpus or their memory by choosing several data that only relate to the received input. In the previous description ‘intake as incorporate data’, the learners access all of their memory without filtration. Whereas, the second category ‘intake as process’ is the product in which the data have been narrowed after filtration process.

e. Integration

Integration process is the result of intake process that ensures the final result from the previous process before. The consideration of structure and the memory storage in cognition process is regained in this process. The learners try to construct and make sure about the sentence construction. According to 'intake as a process', integration has similar works with 'intake as filter'. However, in integration process, all of the lexical items have incorporated and it creates a complete understanding.

Based on Gass (2000:408) there are 4 processes that happen in this stage, there are hypothesis confirmation/ rejection, apparent nonuse, storage and nonuse. First, hypothesis confirmation/rejection (intake), this process decides the confirmation or rejection from comprehended input and intake process. The learners will understand the input through intake process then the learners confirm their understanding of the input. The input is understandable by the learners if it has equalization to their L1. On the contrary it will fail to be understood if the learners do not have reference in their L1. Second, apparent nonuse relates to the arrangement of information that is appropriate with the learners' grammar. The aim of apparent nonuse is to reconfirm or strengthen the grammar rule and syntactic relations in order to show a good arrangement.

The Language learners will connect all of the lexical or word that they have in their mind then they arrange it based on grammatical rules to express their feeling or give response. Third process is storage, this process happens because the learners get or activate certain memory from on going process. The learners collect and use the recent memory to produce it later on. Sometime, the learners use the new term from L2 and use it when they produce L2 without figure out what is the meaning and the way to use it. Fourth, in this stage 'noneuse', the learners do not use any kinds of input. This process happens if the learners do not success in comprehending the input.

f. Output

In the last part of Gass' framework (1988, 1997), output is not explained in her framework but this step is exist in order to show the response after we get an information. Output is the product of the sequence arrangement of information processing. According to Swain (1985), she indicates "producing the target language may be the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning" (cited in Patten et.al., 2004:39). So, output is a media to show the effect of information. Through, 'Output' we can analyze, does the learners success or fail to understand and respond the information. In addition, 'output' is also used to show the learners' competence of using L2.

Gass and Selinker (2008:328) classify the output into several functions a) receiving crucial feedback for the verification, b) testing hypothesis about the structure, meaning of the target language, c) developing of target language production, d) forcing a shift from more meaning-based processing of the L2 to more syntactical mode. These functions are the criteria of success in transferring an information. This research wants to observe how the L2 learners understand and manufacture the information, and how the language competence of the learners is represented in language production or their output.

2.2.2 Lexical Priming

Before continuing to this section, the researcher gives short flash back to the background of study. In those parts, it mentions about two modular routes "visual and language data" stated by Randall (2007:39-41). This research focuses on 'language data' that is shown in textual material. Textual material is used as the stimulation to trigger the learners' memory. Then, from the stimulation, the learners classify the data that they want to use to respond the input. Textual

materials relate to word, clause and sentence for which the learners will separate the component of sentence into single word as the minimal part in sentence building. The noticed words chain several words that have relation with the noticed word (input), this process is called as priming.

“Priming is the result of speaker encountering evidence and generalising from it. [Priming come] from single focussed and generalising encounters. Language teaching materials and language teachers can provide essential shortcut to priming” (Hoey, 2005:185).

When, the learners produce a sentence that use word or words sequence, the experience of confirming the association between word and its co-text and context. It is called as priming (Hoey, 2005:9). This statement shows that all of language productions involve priming process inside. However, “priming” is still a general classification to be analyzed. This research concerns to the “lexical priming”. According to Jones (2012:2) she states “Lexical priming is a process when the response to target word varies systematically as a function of the preceding linguistics context”. She also provides several models of lexical priming, they are spreading activation, expectancy, semantic matching, episodic retrieval and thematic integration. This research tightly relates to lexical priming and expectancy model of priming.

This theory has relation to certain material that is given in ‘Let’s Write English’ book by Wishon and Burks (1980). The relation between subject and complement that are connected by ‘linking verb’ is called as ‘subjective complement’. It means that other lexicals in a sentence are used to support the subject or the position of the subject is the central point. In addition, the using of verb infinitive as the predicate, it indicates that the subject does something to the complement (especially direct object). It means the position of complement (direct object) as the main focus in the sentence.

This part is semi conceptual to this research because this research wants to delve into personal competence of L2 learners response. In order to see in coming possibilities of language production, the researcher adds this part and lets it as the additional information in which contiguous material to language competence in SLA.

2.2.3 Memorization and Automaticity

Learning and acquisition of new language are not something that can be mastered instantly. Process of learning involves a lot of activities such as reading, listening, reading, speaking and writing. Those activities are trained through lots of models depending on the learners will. For the example, according to the researcher experience, drilling or monotonous practice are mostly used in his environment. Drilling or monotonous is applied in learning process such as in the class or course. This method is also represented in the way some English teachers and lecturers who use same handbook to teach their student. The purpose of practice aims to memorize the material of new language system. The ability to remember or memorize is one of brain works and this ability becomes important thing in the process of learning. Drilling or monotonous methods is still trusted and used as the best learning method in second language learning.

Memory is a storage system that can record data including visual, audio data. Memory has dominant role in comprehension especially in SLA. Memory connects between the L2 and L1 meaning. Randal (2007) divides memory into two classifications Short-term memory (STM) and Long-term memory (LTM). Randal states “LTM is permanent memory that contains information about the world from our experiences about language and shapes (semantic memory). The cumulative experience which we have had in life (the episodic memory) and the automatic procedures in skilled behaviors (the procedural memory)”.Whereas,

“STM refers to temporary nature of the store and associates more with serial model of language processing” (Randal, 2007:14-15).

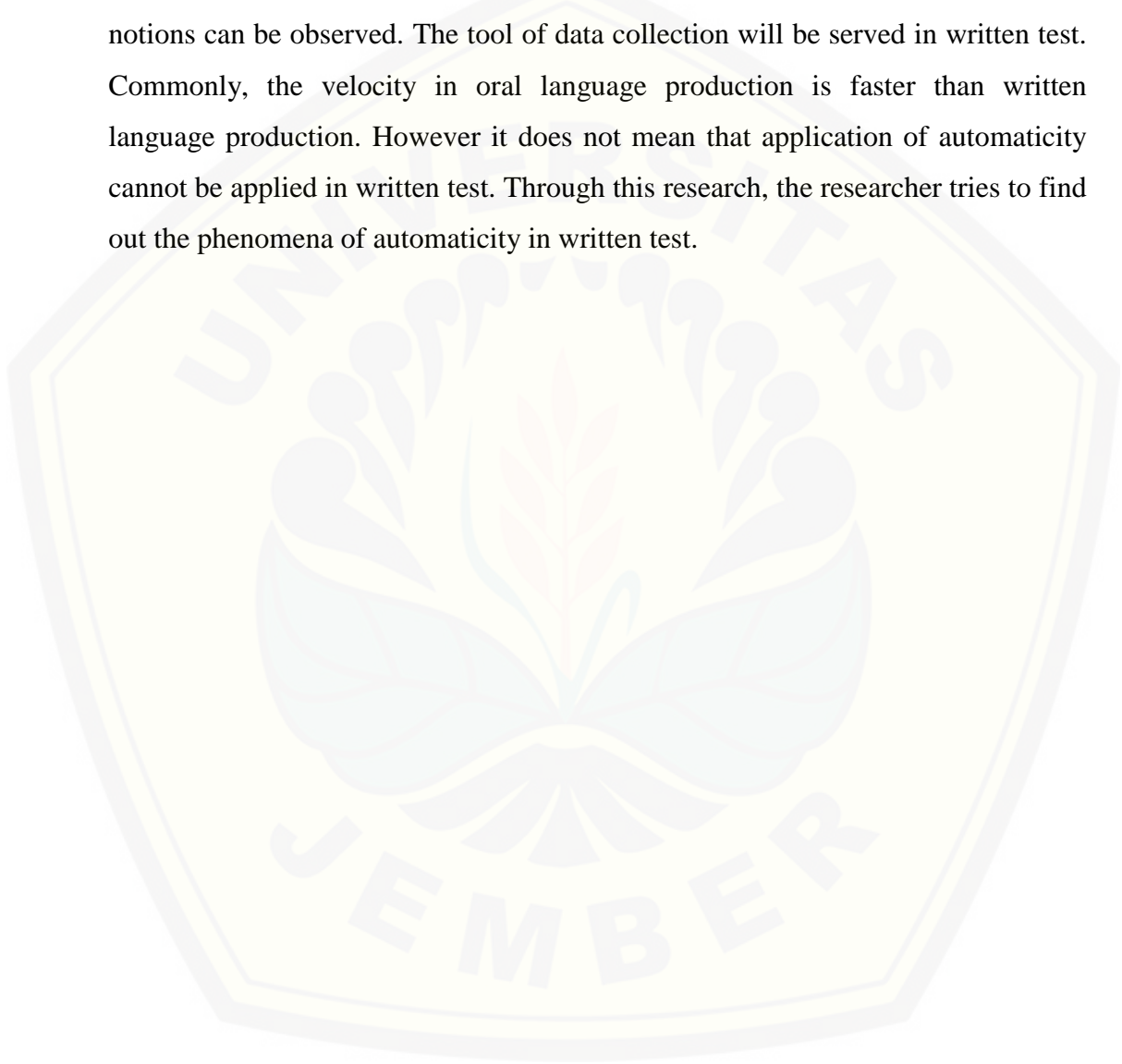
As explained by Randal in the paragraph above, both of them cause automatic procedures in skilled behavior. The statement about long-term memory that creates automatic procedure is strengthened by McLaughlin's (1987) automatic definition. He states “automatic process comes about a result of consistent mapping of the same input to the same pattern over many trials” (McLaughlin, 1987:134).

The term of automaticity is identic to a quick response and unintentional process to do something. Automatic process relates to human cognition process that create several features related to uncontrolled, efficient, and fast (Gawronski & Payne, 2010:20). The process of automatic sometimes is considered as the unconscious response and it is hard to explain the step of process by the learners. Automaticity is also called as unconscious processes. According to Posner and Snider (1975, cited in Kiefer, 2012), they state that unconscious processes are prototypical example of automatic process, which are initiated without deliberate intention.

Other explanation by Bargh (1994, cited in Garrod and Pickering, 2007), he identifies four criteria called ‘four horsemen of automaticity’. His notion mentions awareness, intentionality, efficient and controllability. These criteria are used to know the automaticity. According to Garrod and Pickering (2007), ‘Awareness’ is the process that the learners do not aware to the situation or condition (in this case they do not aware to the stimuli). The learners have not built a stereotype about the respond or understanding to the stimuli. ‘Intentionality’ is the process in which the learners need willingly to instigate the process, for example in stroop interference effects are considered automatic because it occurs whether the learners want them to or not. ‘Efficiency’ is fast respond and this is more efficient than controlled process. The last notion is

‘controllability’, in this process a subject cannot easily control the sense of stopping or modifying the process once it is under way.

These notions are implemented in all of media in language production. The researcher tries to construct an equipment to collect the data in which those notions can be observed. The tool of data collection will be served in written test. Commonly, the velocity in oral language production is faster than written language production. However it does not mean that application of automaticity cannot be applied in written test. Through this research, the researcher tries to find out the phenomena of automaticity in written test.



CHAPTER 3. RESEARCH DESIGN AND METHOD

3.1 The Type of Research

This research uses mixed methods in order to get the research goal. Denscombe states that the term of mixed method means “applies to research that combines alternative approaches within a single research project” (Denscombe , 2007:107). Through this statement, it explicitly means that the combination of quantitative and quantitative is reliable to use in a research as method.

The quantitative method drives to show the task results of the learner tendency by using numerical data. It evinces the tendency of the participants by using ‘to be’ and ‘verb infinitive’ in predicate decision of simple sentence. In this research, the researcher emphasizes that this research wants to measure the frequent tendency of using both types of predicate. Furthermore, qualitative method is used to show short description about automatic process during the test that relates to the learners’ experience toward L2. The qualitative data are presented into written report by using ‘introspective measure’. Mackey and Gass state “introspective measure is a method which taps participatns’ reflections on mental processes” (Mackey and Gass, 2005:77). ‘Introspective measure’ is used to present the process during the test from the participants. The qualitative method involves the description of participants’ experience, and interpretation based on the real condition. It is used to find the reasons of their cognition process, experience of using L2 and especially the influence of subject and complement that gives strong influence to predicate decision. In addition, qualitative method is expected to give short description that explains automaticity process.

3.2 Research Strategy

This research uses test and survey as the strategy to collect the data. In this research, the data are divided into two parts. The first strategy, the researcher uses a test. According to Hornby (1984:112), a test is “a short examination of ability, consisting of question that must be answered or activities that must be carried out”. This statement endorses the researcher to use test as the research strategy. The test instrument applies several incomplete sentences that should be answered by the participants. The researcher asks the participants to fill the blank part of the sentences by using their own understanding and assumption. The second strategy, the researcher will use a survey to obtain the data. The survey will use questionnaire. Brown (2001) describes “questionnaire is a written instrument that presents a series of questions or statements to which the respondents react by either writing or selecting answers” (cited in Mackey and Gass, 2005:92). Questionnaire is an equipment to collect ‘verbal report’ (Mackey & Gass, 2005:77). The questionnaire employed in this research is an open-ended questionnaire (see Mackey & Gass, 2005:93). This open-ended questionnaire aims to explore the participants’ cognition process or uncover the automatic decision of learners and show little information about their learning experiences.

3.3 Data Collection

This part explains the detail information of the data collection. Each subchapter in this session explains the parts of data collection separately to show detail explanation. This part comprises several subchapters: the population of the research, the instrument, the procedure and type of data.

3.3.1 The Participants of the Research

This research uses “Random sampling”. Mackey and Gass state “Random sampling refers to the selection of participants from general population that the sample will represent” (Mackey and Gass, 2005:119). The researcher uses random sampling in order to know the common probability of language competence in certain period of English department students as homogenous population in Jember university. So, this research deals with several participants from students of 2012 academic year or 7th semester students of English Department, Jember University.

The deliberation of the participants considers the general criterion that they have taken basic skills subjects especially grammar (Grammar and Structure 1-4 units) and writing (1-4). In other words, they have lot of experiences by using English as their L2 especially in writing. According to the researcher’s personal experience as student of the same department, the learning method used for the several periods of learning grammar skill is roughly the same ‘drilling’. It is represented through the guidance book that they use repetition to do certain material. The used method tends to be monotonous because the learners practice by using typical tests. Besides, the deliberation is also made because the participants are in the same department and are more likely to have similar experience of learning English as L2 in English department. The last, this research invites 10 participants as the subject research.

3.3.2 Instruments

After long searching process in university’s library and several websites (PDF Search Engines, Elseviere and DOAJ), there are no appropriate instruments that can be adapted to this research according to several guidance books research. The researcher gets several obstacles during the process to find similar instrument that is used to reach his goals such as the lack of information, limited internet

access, and official site that needs registration and payment. In order to shorten the time of observation, the researcher bravely tries to make an instrument that can be used to answer the research questions in the previous chapter. The process of making the equipment is done by adapting several questions as the tests from grammar books such as “Living English Structure, Let’s write English and A Practical English Grammar”. So this is not originally hand made by the researcher. This instrument is adapted from several tests that exist in grammar books and it is modified by the researcher to create the instrument. The researcher is also motivated by theory from Erzberger and Kelle (2003, cited in Dornyei, 2007:482) who state “The selection of adequate methods should not be made mainly on the basis of sympathies toward a certain methodological camp or school”.

As mentioned in the research strategy (3.2), this research uses two strategies to obtain the data. The first is a test that asks the participants to fill the blank part (predicate) of the sentences. The researcher makes two types of the test. The first test uses simple sentences and the second is simple sentence in context. The tests are created to be able to answer by using two possible predicate ‘to be’ and ‘verb infinitive’. The total numbers of items in the first test are 24 incomplete sentences (see appendix C). The researcher constructs the incomplete sentence tests by using several categories:

- Subject (singular and plural) + Predicate + Noun (singular/plural)
- Subject (singular and plural) + Predicate + Adjective
- Subject (singular and plural) + Predicate + Adverb

This category will make the researcher easily to classify the subject and complement types that influence the predicate decision. In addition, each type will show up for twice in the test in order to adduce the participants’ automaticity. The test will randomly arrange in order to prevent monotonous or similar answers by the participants. The second type of the test uses incomplete simple sentences in

context. Basically, the test is arranged by using the same categories but the researcher adds supporting sentences in order to build a context aimed to narrow the predicate decision done by the participants. Every single sentence test is augmented by simple questionnaire. The questionnaire is to probe the participants' opinion on which one between subject and complement that gives strong influence in the predicate decision.

This equipment is made by adopting the type of simple sentence and its lexical arrangement. This equipment is chosen through several tests in grammar book exercise especially simple sentence material. The researcher chooses the simplest sentence in order to grab the goal that he wants to achieve in this research. The chosen tests also view several models in the previous research in chapter 2 that about the dominant error done by L2 learners. The researcher only views the design of sentence and compare with his equipment to collect the data.

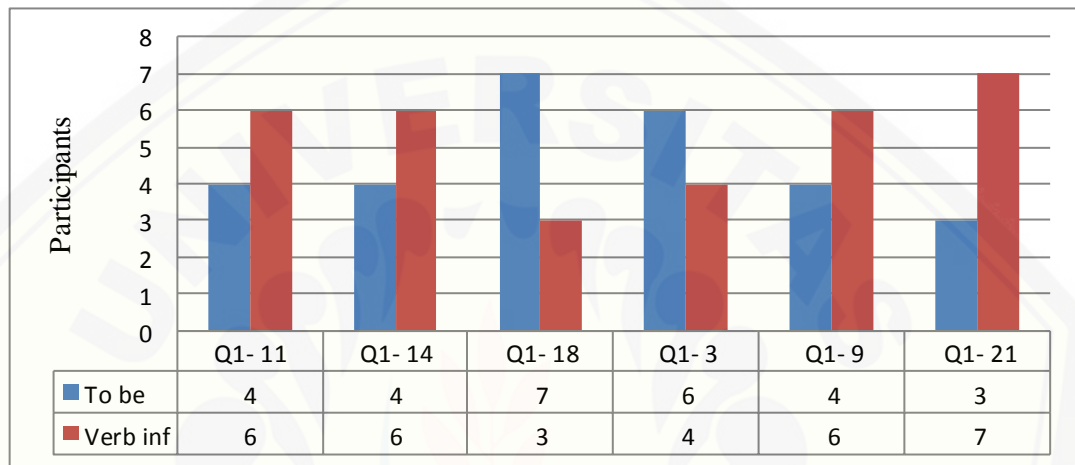
The second strategy is survey. The researcher uses open-ended questionnaire to explore the participant's automaticity by asking their experiences in order to acquire English language as L2 (see appendix D). The researcher composes the questionnaire in purpose to guide the participant access their experiences during learning process. Through this second strategy, the researcher expects that the participants' short descriptions about their experiences especially in simple sentence production are represented in the first test result and appropriate with automaticity theory.

3.3.3 Type of the Data

As mentioned in the previous parts, this research uses quantitative and qualitative or mix methods as the methodology. For this purpose, the researcher will show the report of the data into two parts. The first result will be shown in numeric form. The researcher will count the tendency between 'subject' and 'complement' influence of the first test result. The researcher will show the

counted data in a table that contains the incomplete sentence categories and the used predicate (to be or verb infinitive/*Be or Inf verb*). Then, the researcher converts the chart result into percentage and show the dominant predicate that appears in the first result.

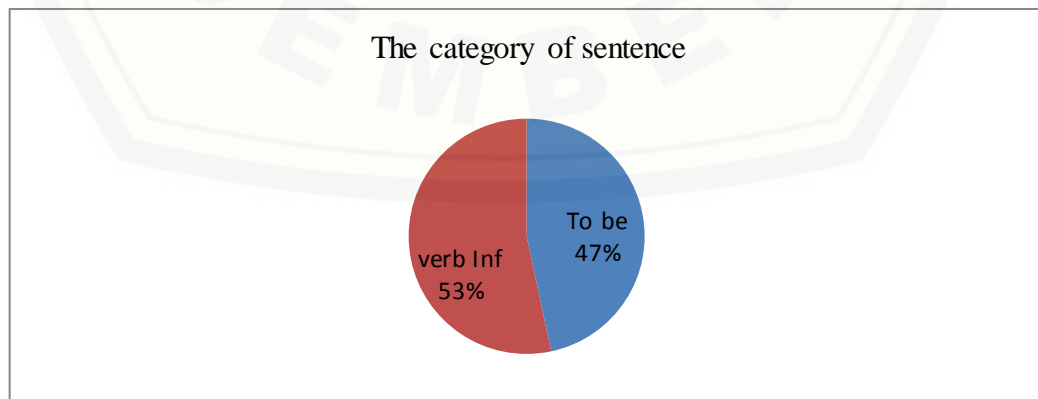
Figure 3.1 Sample of Frequency



Here is the formula to convert the first result into percentage:

The basic formula	Explanation
$\frac{\sum \text{Option}}{\sum \text{Tests amount}} \times 100\% = n\%$	Option : the total participants' answer of using <i>Be or Inf verb</i> Test amounts: the total of test of 10 participants n% : the result in percentage

Figure 3.2 Sample of Percentage



Then, the researcher uses the data from the second instrument as the qualitative data in this research. The second data contain short description from the participants then it is used to build the analysis by the researcher in the next chapter.

3.3.4 The Procedures

Before the participants are involved to work with the first and second instruments. The researcher asks for permission from the participants (see appendix A). Then, the first step is started by giving a test in such way by using incomplete simple sentence. The numbers of the sentence test are 24 questions that consist of 16 simple sentences and 8 simple sentences in context. The sentences are in random arrangement to avoid continuing answer in certain types of sentences. The classification of sentences structure is not shown to the participant. The test is expected to be able to reveal the participants' automaticity process of using *Be* or *Inf verb* as the predicate in simple sentence. The researcher tries to make the participants hesitant to answer, because some sentences on the tests have ambiguous answer. The tests are possible to answer by using *Be* or *Inf verb* as the predicate.

Second, the researcher suggests the participant to use only simple present tense and asks them to answer the test quickly. The researcher gives limitation time to work on the test that is 5 minutes to finish the first test and the participants do not allow to look at dictionary. After they answer each number of the test, there is additional questions that ask them about the factors influence them to decide the predicate. The researcher asks the participants to give check mark in the additional questions' column. The researcher gives a suggestion for the participants to use various answers rather than continuous answer. The first test uses the easiest test level for advanced learner especially for students of English departments because the test is taken from grammar book in which uses elementary level.

Third, the researcher collects ‘verbal report’ from the participants by using arranged questionnaires. The participants can explain their experiences through short explanation related to the questionnaires. In this part, the researcher will present the questionnaires in Indonesia language to get comprehensible data then it will be transcribed into English.

3.4 Data Analysis

This research does not use data processing. The reason is that the researcher can analyze the data without any data processing. The data do not need to change into different form in order to do the continuing analysis.

This section, the researcher has classified the data collection. The data will be shown as explained at table 3.1. The data show the amount of classification that need to be analyzed such as the amount tendency of using ‘to be’ or ‘verb infinitive’ as predicate. Through this result, it will answer the research questions in the previous chapter in which the researcher tries to find the learners’ consistency. The number of participants who tend to use ‘*Be*’ and ‘*Inf verb*’ as the predicate will be counted to show their consistency. The first instrument has two types to do; the first type is that the participants should complete the incomplete sentence tests and the second type, the participants work on short questionnaires that ask them about the central factor of predicate decision. The result of this second category will answer the second number of research questions. In this part, through the first instrument, the researcher grabs two values to answer the first and the second research questions.

However, the result is not only shown in simple serving data. The data from the participant are analyzed and verified with the appropriate predicate in such of sentences. The researcher also checks the participants’ answers with the theory of sentence formation and the meaning of sentence. The tendency of predicate decision is assumed that the predicate is chosen by the participant

through certain focus on the input. This analysis will help the researcher to assess the validity and acceptability of result in the test.

Second instrument is open-ended questionnaire, the questionnaire results contain several descriptions and yes/no question related to the participants' learning process. The questions are arranged to lead the participants recollect their experience and it is also used to show the participants learning style. The researcher designs the questionnaire to delve into the participants' learning process, and participants' subjective opinion toward their competence.

In the third steps, the researcher also tries to find the relation between the language production and the type of learning. The researcher has a hypothesis that monotonous or drill in learning triggers continuing of using certain word especially 'Be'. Whereas, the various answer represents the various cognition process by matching large amount of words and shows their awareness in a test. This process enables the participant to use verb as predicate because it has numerous words to express and fill the predicate function. The questionnaire results are interpreted to find what does the learning style that lies behind. Furthermore, the researcher concludes the result from all of the analysis and present the conclusion in the last chapter. The conclusion contains the resume and the results from the first analysis until the last analysis.

CHAPTER 5. CONCLUSION

The analysis in the chapter 4 answers all of those research questions. The first research question is answered by the calculation of the participants' answer in the test (Q1). The results of this research find out that the participants' answers tend to use *Be* rather than *Inf verb*. In the category Subject + Predicate + Noun, most of the participants answer by using *Be* (47%), infinitive verb (48%) and the rest of the answers (5%) are eliminated. The category Subject + Predicate + adjective, most of participants use *Be*; *Be* is used 63%, *Inf verb* is used 18%, and 19% answers is eliminated. The last category Subject + Predicate + Adverb, most of participants use *Inf verb*; 1% datum is eliminated, *Inf verb* is used 52% and *Be* is used 47%.

The second research question asks how much the subject and complement influences the predicate decision (4.2). It means that the 'Subject' is more central than the 'Complement'. Whereas, in fact the data show that the dominant choice is 'Both/Meaning'. The data also indicate that the participants choose the central attention randomly without knowing the referential relation between subject and complement in the predicate decision. Nevertheless, this data generally show that the subject or complement does not influence the participants, but they tend to apply the concept that they have had in their mind. This result points out that the participants' competence especially in the rules of transitive/intransitive or the use of predicate tends to be weak. Most of them succeed to answer the sentence in all categories Subject+ Predicate +Noun, Subject + Predicate + Adjective and Subject + Predicate + Adverb (see table 4.1 to 4.8). However, most of them put wrong answer in the sentence category subject+ predicate +noun especially in the second variant. This research does not intend to judge that the participants' answers (bad or good) but it wants to reveal one part of the participants' competence, i.e. the mastery of predicate in simple sentences.

Here 3 participants (P6, P7, P10) are eliminated because their data in Q2 cannot be interpreted. After the elimination, the rest of the data show that 3 participants (P3, P8, P9,) dominantly answer by using *Be* in the test and 4 participants (P1, P2, P4, P5) tend to use *Inf verb*. Based on the data, the researcher concludes that 4 participants (P1, P2, P4, P5) use various/multi learning methods and 3 participants (P3, P8, P9,) use drilling method. However, P8 shows different result in Q2. Although, she is classified as the participant who uses *Be* dominantly but her learning methods indicates that she uses various or multi learning methods.

The drilling and various learning show that it is possible to enhance automaticity. All of the participants answer that they answer the test automatically and it proves that automaticity is not only based on certain type of learning method but also it is based on various learning methods. The differences between those methods explicitly reveal that multi-learning affects the participant to use various words. Meanwhile, the 'drilling' learning affects the participants to use *Be* as the consistent mapping that the participants' automaticity tends to move toward the over reliance of *Be* to connect 'Subject' and 'Complement' in simple sentence. Besides being relevant with the logical output of meaning, this seems not to allow creativity to flourish.

Finally, after doing this research, it is expected that this research can contribute to the English Department students' better understanding and captivate other students to observe about SLA especially in language cognition. The finding above is expected to open the readers' insight about learning process and the effect of learning. This research is not a perfect research but the researcher expects that this study is useful for others as a reference of doing more researches in SLA. The researcher realizes that his research still have weaknesses such as the instrument and the number of participant because of his lack of knowledge and information about related research in his environment. However the researcher also finds the potential discussion of this research. Other researchers can

potentially observe to prove whether the learning variation decide the learners' creatifity in predicate decision? and whether the learning variation establish a complete competence or undertanding in certain L2 material? Other researchers should know that language production cannot be separated from the process of how the language is learned by L2 learners. There are some areas in SLA such as teaching strategy, learning strategy, internal and external factors that have great influence to the language production and especially learners' automaticity. All of the findings developed in those area aim to find the best way of increasing proficiency (proficiency level) of L2 learners and they also become interesting consideration to take into research in language production.

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APPENDICES

Appendix A. Consent Form (Indonesian Version)**Formulir Persetujuan Penelitian****The Centrality of Lexical Categories of Subject and Complement In The Processing of Simple Sentences: A Study of Automaticity among Juniors of English Department, Jember University****Gambaran Umum**

Dengan formulir persetujuan ini, Anda diundang untuk berpartisipasi dalam sebuah penelitian yang dilakukan oleh Galang Fajaryanto. Tujuan dari penelitian ini adalah untuk mengetahui 'Automaticity' (otomatisasi) dalam sentralitas kategori leksikal dari 'subject' dan 'complement' dalam proses kalimat simple yang dilakukan oleh mahasiswa sastra Inggris periode 2012. Pada penelitian ini, partisipan diharapkan telah menyelesaikan matakuliah dasar yakni *writing* (1-4) dan *Grammar and Structure* (1-4) Dan dengan adanya *consent form* ini, sekaligus digunakan sebagai pernyataan bahwa partisipan telah memenuhi kriteria yang di tentukan oleh peneliti. Selain itu, penelitian ini ditujukan untuk menelusuri proses 'Automaticity' dan pengaruh 'subject' dan 'complement' dalam penentuan predikat kalimat serta mencoba mengamati proses-proses yang berkaitan dengan 'Automaticity'.

Resiko dan Ketidaknyamanan

Dalam penelitian ini ada beberapa resiko yang akan di tanggung partisipan. Diantaranya adalah: malu jika 'automaticity' yang dimiliki partisipan dirasa buruk karena kurang menguasai materi yang digunakan dalam pengambilan data. Dalam proses pengisian kuisioner ada data seperti nama, NIM, dan nomor telepon akan diminta, dengan demikian identitas akan terbuka. Akan tetapi hal itu hanya untuk mempermudah pengolahan data. (lihat point 4)

Keuntungan

Ada beberapa keuntungan yang dapat di ambil oleh partisipan. Diantaranya adalah: partisipan dapat mengetahui terbentuknya proses 'Automaticity' dan menguji kompetensi pribadi partisipan terhadap L2 utamanya pembentukan kalimat simple. Dengan demikian, partisipan diharapkan mampu mengembangkan kompetensi dalam bidang L2 dan mampu menyadari bagaimana proses proses informasi terbentuk. Setelah semua proses penelitian berhasil partisipan diperbolehkan untuk memperoleh hasil penelitian ini.

Protection of confidentiality

Dalam proses pengisian kuisioner, data seperti nama, NIM, dan nomor telepon akan diminta. Partisipan berkewajiban untuk mengisi data tersebut sebenar-benarnya. Informasi ini dibutuhkan untuk mempermudah peneliti untuk mengolah data. Untuk menjaga privasi partisipan, nama partisipan akan di samarkan, sedangkan NIM dan nomor hape tidak di cantumkan dalam laporan.

Informasi Lanjut

Jika anda mempunyai pertanyaan dan kebingungan tentang penelitian ini, hubungi Galang Fajaryanto (100110101109) di fakultas sastra, universitas Jember. Anda bisa menghubungi peneliti di nomor 085646355443.

Persetujuan

Saya telah membaca surat partisipasi ini dan telah diberi kesempatan untuk bertanya beberapa pertanyaan. Saya bersedia untuk berpartisipasi dalam penelitian ini.

Nama :

NIM :

Tanda tangan partisipan _____ Tanggal: _____

Appendix B. Consent Form (English Version)**CONSENT FORM****The Centrality of Lexical Categories of Subject and Complement in the Processing of Simple Sentences: A Study of Automaticity among Juniors of English Department, Jember University****Overview**

By this consent form, you are invited to participate in a study conducted by Galang Fajaryanto (100110101109). The purpose of this study is to observe the 'automaticity' of centrality in lexical categories of subject and complement in the processing of simple sentences among juniors of English Department, Jember University. This research requires that participants have got the basic materials such as 'writing' (1-4) and 'Grammar and structure' (1-4). In addition, this consent form is also used as a declaration that the participants have qualified the criteria from the researcher. This study aimed to know the automaticity and the effect of subject and complement in the process of predicate decision in simple sentence. In addition, this research also tries to observe some processes that are related to automaticity.

Risks and Discomfort

In this research may rise some risks to the participants. One of them is the embracing moment if the participants' 'automaticity' are bad because their lack of knowledge in the questionnaire. In the process of filling the questionnaire, the data such as name, student number, and phone number will be required, thus participants' identity will be known. However, that information is needed to make easy in the processing of data. In this research report, participants' name is written by code, student number and phone numbers are not set out in the report, so that the original identity of the participants are protected.

Profit

There are several advantages that can be taken by the participants. Among them are: the participants can find out how 'the automaticity' is established and it tests the participants' L2 competence especially in simple sentence construction. Thus, the participants are expected to be able to improve The L2 competence and understand how the process of automaticity is established. The last, the participants are allowed to get the tests result.

Protection of Confidentiality

In the process of filling the questionnaire, the data such as name, student number, and phone number will be required. Participants obliged to fill in the data truthfully. This information is needed to make easy the researcher in data processing. To keep the privacy of participants' information, participants' name is written by fake name, student number and phone numbers are not set out in the report.

Further information

If you have any questions and confusion about this study, please contact Galang Fajaryanto(100110101109) in Faculty of Humanities, Jember University. You can contact the researcher at number 085646355443.

Approval

I have read this concern form and have been given the opportunity to ask some questions. I agree to participate in this study.

Participant's Signature _____

Date _____

Appendix C. Q1: Incomplete Sentences Test (Cloze Test)

Questionnaire 1: Incomplete Sentences Test (cloze test)

No	Incomplete sentences	Influence
1	I.....a student.	O. Subject O. Complement O. Both/Meaning
2	They.....lucky.	O. Subject O. Complement O. Both/Meaning
3	The soldiers.....in the corridor.	O. Subject O. Complement O. Both/Meaning
4	My father..... the killers.	O. Subject O. Complement O. Both/Meaning
5	He.....upset.	O. Subject O. Complement O. Both/Meaning
6	The women.....beautiful.	O. Subject O. Complement O. Both/Meaning
7	They.....my brothers.	O. Subject O. Complement O. Both/Meaning
8	She a driver.	O. Subject O. Complement O. Both/Meaning
9	They..... outside.	O. Subject O. Complement O. Both/Meaning
10	Adam and Eve.....the children.	O. Subject O. Complement O. Both/Meaning
11	My mother.....at home.	O. Subject O. Complement O. Both/Meaning
12	The men.....a burglar.	O. Subject O. Complement O. Both/Meaning
		O. Subject

13	Jameshis friends.	O. Complement O. Both/Meaning
14	Uncle John.....here.	O. Subject O. Complement O. Both/Meaning
15	They.....the doctor.	O. Subject O. Complement O. Both/Meaning
16	The girl.....beautiful.	O. Subject O. Complement O. Both/Meaning
17	I see a mob in front of my house. I hear that someone house had been robbed. My neighbors are talking to a police. Apparently, they..... the robber.	O. Subject O. Complement O. Both/Meaning
18	I watch a wildlife reports on the television. My friends suggest me about new program. A new program on Channel 9 this week.	O. Subject O. Complement O. Both/Meaning
19	He is a professional hiker. He.....cold when he climbs a mountain and meets other hikers.	O. Subject O. Complement O. Both/Meaning
20	Today is presidential election. There are several candidates who are chosen to be a president and I..... one of the candidates who will lead the company.	O. Subject O. Complement O. Both/Meaning
21	My uncle's family is used to consuming junk food that is why they.....fatter.	O. Subject O. Complement O. Both/Meaning
22	She is a new physic teacher. She is very attractive and friendly. The students.....enthusiastic to the subjects.	O. Subject O. Complement O. Both/Meaning
23	My little brother is sick. He is nursed at a hospital near from my house. My father.....the nurses who will care him.	O. Subject O. Complement O. Both/Meaning
24	There is a murder in our office. All of the staffs panic. My friends call police officers and tell them that we.....the killers.	O. Subject O. Complement O. Both/Meaning

Appendix D. Q2: Automaticity Questionnaire (Indonesian Version)

AUTOMATICITY QUESTIONNAIRE

(Open-ended Questionnaire Indonesian Version)

Name :

Semester.:

NIM :

No. HP :

Arahan: Anda akan diminta untuk menjawab pertanyaan mengenai kejadian dan kondisi yang sudah disediakan. Jawablah angket ini dengan deskripsi singkat mengenai pengalaman atau keadaan yang anda punya. Kuisisioner ini bersifat *open-ended* yang jawaban atas pertanyaan dapat berbeda dari partisipan satu dengan yang lain. Oleh karena itu jawablah sesuai keadaan Anda, pengalaman Anda dan apa yang Anda rasakan.

Catatan pengingat: Identitas Anda dijamin kerahasiaannya. Kalau memang diperlukan dalam pembahasan hasil survey nantinya, identitas Anda akan disamarkan menggunakan nama samara yang tidak akan merujuk pada identitas asli Anda.

1	a	Apakah Anda mempelajari tenses hanya dalam kelas Grammar ? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak Alasan:
	b	Apakah pelajaran simple sentences diberikan pada kelas Grammar anda? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....
	c	Buku apa yang anda gunakan dalam belajar Grammar? Jawab: <input type="radio"/> Living English <input type="radio"/> Betty Azar <input type="radio"/> English Grammar In Use <input type="radio"/> Jawaban lain: ...

2	a	<p>Bagai mana metode yang digunakan oleh pengajar anda dalam pembelajaran?</p> <p>Jawab</p>
	b	<p>Apakah di setiap pertemuan seringkali di fokuskan untuk membahas 1 materi yang berisi teori dan praktek?</p> <p>Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....</p>
	c	<p>Apakah dalam proses belajar mencampurkan 1 materi dengan materi lain dan menggunakan banyak variasi dalam praktek?</p> <p>Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....</p>
	d	<p>Apakah dalam pembelajaran anda di berikan test yang sangat identik dengan materi yang sedang anda pelajari?</p> <p>Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....</p>
3	a	<p>Apakah menghafal merupakan metode yang anda gunakan saat ini?</p> <p>Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....</p>
	b	<p>Bagaimanakah metode belajar belajar yang anda sukai?</p> <p>Jawab:</p>
	c	<p>Apakah anda mengintrospeksi kekurangan anda dalam belajar atau cara belajar anda?</p> <p>Jawab dan alasan :</p>
	d	<p>Bagaimanakah anda meningkatkan kemampuan atau mengatasi masalah belajar L2 anda?</p> <p>Jawab dan jelaskan:</p>

e	Apakah anda menyukai hal-hal yang rumit di pahami (dalam konteks belajar L2)? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:..... Alasan:
f	Apakah anda suka mempelajari hal-hal yang belum di ajarkan di kelas? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:..... Alasan:
g	Apakah anda selalu mengulang untuk mengerjakan soal-soal atau latihan yang kurang anda kuasai? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....
h	Apakah anda memiliki cara belajar yang berbeda ketika di dalam kelas dan diluar kelas? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....
i	Jika ada bagaimanakah cara belajar anda yang anda gunakan sebagai alternative dalam belajar khususnya pelajaran Grammar and structure? Jelaskan:
f	Bagaimana anda melatih kepekaan anda dalam penggunaan tenses dalam kalimat tulis atau ujaran dalam proses belajar anda? Jelaskan:

4	a	Apakah anda sering menjumpai atau berlatih dengan menggunakan jenis kalimat seperti dalam tes sebelumnya untuk mempelajari materi simple sentences? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:..... Jelaskan:
	b	Apakah ada cara atau metode lain yang anda gunakan untuk berlatih materi simple sentence? Jawab : <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:..... Jelaskan:
	c	Ketika anda mengerjakan test pada sesi sebelumnya, apakah anda memikirkan banyak kemungkinan yang bisa dipadukan? Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....
	d	Apakah menurut anda mengerjakan test sebelumnya memerlukan waktu yang lama? Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak Jelaskan:
	e	Apakah Anda menjawab tes secara langsung atau otomatis? Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak <input type="radio"/> Jawaban Lain:.....
	f	Apakah ada soal yang membuat anda kesulitan? Jika ada soal ke berapa? Jawab: <input type="radio"/> Ya <input type="radio"/> Tidak Sebutkan:
	g	Kenapa soal tersebut sukar bagi anda? Jeaskan:

Appendix E. Q2: Automaticity Questionnaire (English Version)

AUTOMATICITY QUESTIONNAIRE

(Open-ended Question English Version)

Name :

Semester:

NIM :

Phone :

Directions: You are asked to answer these following questions that deal with event and condition available. Please, answer this questionnaire by short description about your condition and your experience. This questionnaire is an *open-ended* that the answer of each question is different for each participant. Thus, please answer the questions based on your own experiences, conditions and feeling.

Note: Your secret of identity is guaranteed. If it is needed in the discussion of the survey result your identity will be disguised by pseudonym

1	a	<p>Did you learn Tenses in the grammar class only?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No</p> <p>Explanation:</p>
	b	<p>Was the simple sentences material given in your grammar class?</p> <p>Answer Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p>
	c	<p>What books did you use to learn grammar?</p> <p>Answer:</p> <p><input type="radio"/> Living English</p> <p><input type="radio"/> Betty Azar</p> <p><input type="radio"/> English Grammar In Use</p> <p><input type="radio"/> Other choices: ...</p>

2	a	How did the methods that are used by the lecturer in the learning process?
	b	Did in every meeting only focus on one material that contains theory and practice? Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....
	c	Did the lecturer combine one material with other in the learning process and use many variation in practice? Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....
	d	Did your lecturer give you identical exercise with the explanation that you are working at? Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....
3	a	Does you use memorizing as the learning method? Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....
	b	What is your favourite method in learning? Answer and explain:
	c	Do you evaluate your weakness in your study or your learning method? Answer and explain:
	d	How do you improve your ability or solve your problem in L2 learning process? Answer and explain:

	e	<p>Do you like complicated thing or material (in L2 learning context)?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Explain:</p>
	f	<p>Do you like to learn the materials that have not given in the class?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Explain:</p>
	g	<p>Do you like to work with the same ematerials or exercise that you weak at ?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p>
	h	<p>Do you have different learning methods that you use in the class and outside of the class?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p>
	i	<p>If you have special method, how do you use it as the alternative method to learn grammar and structure material?</p> <p>Answer and explain:</p>
	f	<p>How do you improve your sensitivity of using tenses in written or speaking in your learning?</p> <p>Answer and explain:</p>
4	a	<p>Do you face or practice frequently by using the similar sentence on the test before to learn simple sentence material?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Explain:</p>

b	<p>Do you have other method that you use to learn simple sentence material?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Explain :</p>
c	<p>When you were working with the questionnaire 1 before, do you think about several possibilities that can be filled on the Test?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p>
d	<p>Do you think that you need a long time to finish the test?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Explain :</p>
e	<p>Do you answer the test quickly or automatically?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Eaplain :</p>
f	<p>Do you have difficult sentence to answer on the tets? If you have which number is it?</p> <p>Answer : <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other answers:.....</p> <p>Mention and explain:</p>
g	<p>Why that number is difficult for you?</p> <p>Explain:</p>