A DESCRIPTIVE STUDY ON THE FIRST YEAR STUDENTS' LOCAL GOOFS IN A PARAGRAPH WRITING AT SMU NEGERI I KALISAT JEMBER IN THE 2003/2004 ACADEMIC YEAR

THESIS

Proposed as One of the Requirements to Obtain the S1 Degree at the English Education Program of the Language and Arts Education Department, of the Faculty of Teacher Training and Education, Jember University

By :

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JEMBER UNIVERSITY
2004

DEDICATiON

This is all for my beloved parents, brothers, and friends.

CONSULTANTS' APPROVAL

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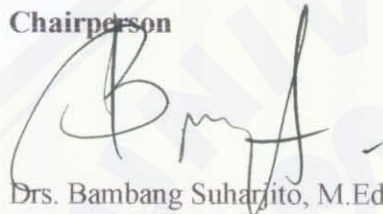
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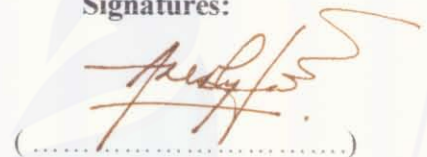NIP. 131 832 333

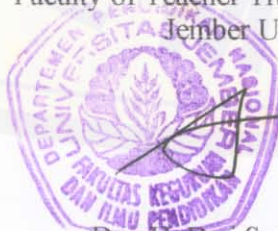**Secretary**

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Jember, September 2004   The writer

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ABSTRACT

Atik Kusniatin, 2004. **A Descriptive Study on The first Year Students' Local Goofs in A Paragraph Writing at SMU Negeri I Kalisat Jember in the 2003/2004 Academic Year.**

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Consultants: (1) The first consultant   : Drs. Sugeng Ariyanto, MA.
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Key words   : Students' Local Goofs, Paragraph Writing

Making goofs in writing is inevitable in learning EFL, especially for the students of senior high school. The goofs that the students made can be in the form of global or local goofs. This research was conducted to investigate to what extent the first year students make local goofs in a paragraph writing at SMU Negeri I Kalisat Jember in the 2004/2005 academic year. The research design of this study was descriptive. The respondents were the first year students of SMUN I Kalisat in the 2004/2005 academic year, consisting of 23 students taken by proportional random sampling. The main data of this research were taken by using the writing test, while those by the interview were the supporting data. The descriptive statistic was used to analyze the students' local goofs, that is noun inflections, verb inflections, articles, auxiliaries, adverbs, quantifiers, and spelling. The result showed that the students made local goofs in all indicators in their paragraph writing. They mostly made local goofs on verb inflections, and the students seldom made local goofs on spelling. Based on the result of this study, the English teacher needs to give regular exercises on all indicators especially on verb inflections.
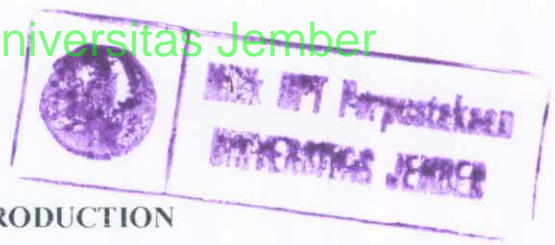
I. INTRODUCTION

1.1 Background of the Study

Making errors or what Kiparsky (1972) notes as "goofs" in writing commonly happens to the students who are learning English as a foreign language (EFL). This is because English as the target language (TL) has its own grammatical system that is different from the students' first language (L1). Their errors could be in the form of interference between their language grammatical system and that of the TL. For example, the phrase "kursi merah" in Indonesian language might be translated into "chair red" rather than "a red chair". The former is the result of interference of the grammatical rule mentioning the noun "chair" preceding the modifier "red", which is contradictory to the English grammatical rule that modifiers come before nouns.

Students' errors are caused by not only the interference of their L1 to the foreign language (FL), but also by the limitation of students' grammatical competence in the TL. This can be found within the sentences they have written in the TL, such as what Richards (1971:174) notes "..... he can sings, we are hope, it is occur, and he come from." These errors occur because English has the patterns which are not applicable in the students' L1, such as in Richards' note, modals "can" must be followed by the bare infinitive verb "sing", and in the simple present tense pattern, the auxiliaries "is/am/are" can not be used before the verb "hope and occur", or the infinitive verb "come" must be added by -s for the third singular person "he".

Moreover, according to Burt and Kiparsky (1972) in Brown (2000:223), the above errors are identified as local errors or local goofs. This is based on their idea that one item of the errors in the students' writing might not prevent the readers from understanding the meaning, such as by guessing what the writer means by the above expressions. For example, the sentence "we are hope" is categorized as local error. This sentence is not grammatically correct because there is an auxiliary "are" before the verb "hope" that can not stand together. However, that sentence can still be understood by the reader.

Local goofs in the students' paragraph writing might result from the fact that some grammatical aspects of the TL are not as well applicable in Indonesian language. This might cause the students' errors in writing, even though they have been taught how to use them at schools. Such a case also happens to the students of SMUN I Kalisat Jember. Based on the preliminary study with the English teacher, it was said that she still found some errors in the students' work, when they were given paragraph writing tasks. For this reason, the study entitled **"A Descriptive Study on The First Year Students' Local Goofs in A Paragraph Writing at SMUN I Kalisat Jember in the 2003/2004 Academic Year"** will be conducted.

1.2 Research Problem

Based on the above background, the research problem is as follows:

- To what extent do the first year students make local goofs in a paragraph writing at SMUN I Kalisat Jember in the 2003/2004 academic year?

1.3 Operational Definition of the Terms

In order to avoid misunderstanding about the terms being discussed, there are some theoretical terms which are necessary to define. They will be defined according to the context of the discussion.

1.3.1 Students' Goofs

Students' goofs or errors refer to students' words or sentences in writing that deviate from English standard rule. Goofs deal with the student's competence to learn the TL. This study will concern on the students' local goofs which are found in their paragraph writing.

1.3.2 Local Goofs

Local goofs deal with errors which do not negatively affect the meaning of the sentence. Local goofs in this study are the errors of verb inflections, noun

inflections. articles, auxiliaries, adverbs, quantifiers and spellings that are found in the first year students' paragraph writing of SMUN I Kalisat Jember.

1.3.3 Paragraph Writing

A paragraph writing deals with the students' writing in the form of paragraph. A paragraph itself is a series of sentences that develop one main idea about a specific topic. In this study, the students are asked to write a paragraph based on the topic given.

1.4 Research Objective

The objective of this research is as follows:

- To describe to what extent the first year students make local goofs in a paragraph writing at SMUN I Kalisat Jember in the 2003/2004 academic year.

1.5 Research Significance

The significance of this research will be based on its feedback to both the English teachers and other researchers.

1.5.1 To the English teachers

The research result is expected to provide the English teacher for the effective way of how to work on the students' local goofs so that those goofs can be reduced and eliminated.

1.5.2 To other researchers

The result of this study is expected to encourage other researchers to conduct further research with similar topic, such as, an experimental research or an action research entitled "the use of feedback to overcome the students' local goofs in paragraph writing".

II. REVIEW OF RELATED LITERATURE

This chapter presents the theories that relate to the EFL students' goofs and the teaching paragraph writing at senior high school.

2.1 The Concept of Goofs in EFL Learning

The term "goofs" is firstly proposed by Burt and Kiparsky (1972). They define it as errors that the students tend to make in learning English as a foreign language in which they will not be blamed (Burt & Kiparsky, 1972:1). Following this idea, Dulay and Burt (1982:95) state that "the term "goof" signifies deviation from syntactic structures which native speakers consider grammatically correct".

Goofs also have another term that is called as "errors". Some experts define:

> **"An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner " (Brown, 2000:217).**

> **"An error refers to any deviation from a selected norm of language performance, no matter what the characteristics of causes of the deviation might be" (Dulay et al, 1982:139).**

From the above definition, errors in EFL learning are any deviations of the language the students make. The errors refer to the EFL students' competence of the TL. It means that the errors happen because of the students' lack of knowledge about the grammatical rules in the TL. In this case, errors usually occur consistently, and they are systematic. The errors indicate the students' understanding about the language that the students are learning.

Based on the above description, goofs and errors can be used interchangeable because the two terms have the same meaning in EFL learning. In this study, both of them are used. According to Kiparsky and Burt (1972:6), there are two kinds of goofs, namely global goofs and local goofs. The explanation of each goof is as follows.

2.1.1 Global Goofs

Global goofs mean global errors in writing or what Kiparsky and Burt (1972:6) noted as errors in overall sentence organization. These goofs can be found in the students' work when they are given writing task. Global errors in the students' writing can change the meaning of the sentence. It can cause readers misunderstand a writer's intended meaning. The readers can not catch what the writer means so that miscommunication may happen to both of them. As it is stated by Dulay et. al. (1982) that global goofs mean "errors that affect overall sentence organization significantly hinder communication" (p.191). Global errors hinder communication because they prevent the reader from understanding some aspects of the writer's message (Brown, 2000:223). The most systematic global errors include:

a. **Wrong order of major constituents**
   e.g. English language use much people.
b. **Missing, wrong, or misplaced sentence connectors**
   e.g. Not take this bus, we late for school.
c. **Missing cues to signal obligatory exceptions to pervasive syntactic rules**
   e.g. The student's proposal looked into the principal .
d. **Regularization of pervasive syntactic rules to exceptions**
   e.g. We amused that movie very much.

<div align="right">Taken from Dulay et.al. (1982:191)</div>

The above quotation provides some examples about global errors. For example, in point (a.), it is stated that "English language use many people" is wrong because of the wrong order of the words used in the sentence. According to Burt and Kiparsky (1972:5), actually there are three goofs in that sentence. The article *"the" is* missing before *"English language"*, *"much"* is used instead of *"many"*, and the order of the words in the sentence is totally wrong. After each error of the sentence is corrected, it becomes:

1. The English language use much people. (*the* is inserted)

2. English language use many people. (*much* is corrected)

3. Many people use the English language. (*word order* is corrected)

The above case also happens to the sentence in point (b.) *"not take this bus, we late for school"*. Correcting each of the errors results:

1. We not take this bus we late for school.   (*we* is inserted)
2. We do not take this bus we will be late for school. *(do & will be* are inserted)
3. If we do not take this bus we will be late for school. (*if* is inserted)

The last sentence of the above correction communicates the writer's intention clearly.

Then, in the example (c.), it is stated "the student's proposal looked into the principal". The global goof is caused by sentence form. Instead of using passive form, it uses an active form. Automatically, it changes the meaning of the sentence. In the passive form, auxiliary "be" is needed; and if there is an agent, the word "by" must be inserted before the agent. After it is corrected, the sentence becomes, *"The student's proposal was looked into by the principal"*.

Finally, in point (d.), the global goof happens because of the use of psychological predicates or verbs. The psychological verbs, like amused, fascinate, bore, surprise and so fort, are used with an animate noun as a subject and an inanimate noun as an object (Dulay, et. al., 1982:193). The global goof of the sentence is caused by the misplacement between the subject "we" and the object "that movie" so that it changes the intended meaning. Thus, the correct sentence should be *"That movie amused us very much"*.

From the above discussion, it can be concluded that the wrong order of words, the missing of connectors, the misusing of sentence form and the misplacement of subject and object in a sentence containing psychological verbs can cause global goofs in a sentence. As a result, the global goofs change the meaning of the sentence.

2.1.2 Local Goofs

Unlike global goofs, local goofs refer to the errors that do not negatively affect the meaning of the sentence. In this case, the students' writing can still be understood although they make local goofs or errors. Burt and Kiparsky (1972), in Brown (2000:223),

> **"Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended meaning. "A scissors," for example, is a local error."**

The example "a scissors" stated in the above quotation is categorized as local errors. In English, the word "scissors" is categorized as plural nouns. So, if it is preceded by the indefinite article "a", it is not grammatically correct. However, this can still be understood by the readers by guessing the meaning of the word.

Another example to show that local errors will not make the reader misunderstand what the writer means can be identified below,

Why we like each other?
(Dulay et. al., 1982:192)

That sentence contains one error, that is the auxiliary "do" is missing before the subject "we", but this does not change the meaning of the sentence. As the result, it will not cause miscommunication between the reader and the writer. It is in line with Dulay, et. al.'s idea that local errors in the students' writing do not usually hinder communication significantly (1982:191).

Although local goofs do not always change the meaning of the sentence, some of them may have effect on the global meaning of the sentence. As it is argued by Burt and Kiparsky (1972:7) that "..., there are some local errors or goofs that also interfere a great deal with comprehension." For example,

Please send my as soon as possible the book I want.
(Burt and Kiparsky, 1972:7)

According to Kiparsky and Burt (1972), the local goof in the above sentence is identified by misusing of pronouns, that is the pronoun "my" instead of "me". The possessive pronoun "my" has negative effect on the global meaning of the sentence because it is used as the object of the verb "send".

Thus, local goofs might negatively affect the global meaning of a sentence. Therefore, the focus of this research is much concerned with local goofs rather than global goofs.

2.2 EFL Student's Goofs in Writing

Writing grammatically correct is not easy for EFL students. It requires their ability to apply standard English grammar in which it is mostly different from Indonesian language. Therefore, goofs are often found in their writing task. As it is stated by Raimes (1983:22) that the students do make a lot of errors, when they are asked to write. For example, a study by Sidharta (2001) shows that one of his respondents wrote a paragraph that consists some errors. The paragraph is as follow.

> *This is the first day I go to school. My school in SMUN 2 Jember. I go to new school with working because distance my home to school very nearly but sometimes I go by motorcycle. The first time I go into SMUN 2 Jember I very happy because I have much new friends and the teacher is very good. But the rule in SMUN 2 Jember is very much and we all must obey the rule. If not we will the sanksi.*

The above paragraph contains several goofs. Some goofs affect overall sentence structure and it is considered as global goofs. For example,

"If not we will the sanksi."

Global goof in the above sentence is identified by the form of clause in the sentence with connector "if". If a sentence is formed from clauses, it must have main clause and sub clause. They are connected by conjunctions to form a sentence. In English, sub clause, like main clause, must have subjects and predicates. However, the student doesn't apply this rule in her writing. The sentence does not have main clause and sub clause, even there is no predicate (verb) in the sentence.

Some other goofs are considered as local goofs. In the paragraph, the goofs can be found in the following sentences:

1. My school in SMUN 2 Jember.

2. The first time I go to SMUN 2 Jember <u>I very happy</u> because I have <u>much new friends</u> and the teacher is very good.

The first goof deals with the use of predicate "be". In sentence no.1, the words "in SMUN 2 Jember" tells something about the subject "My school". Therefore, it needs "be" as a predicate to carry the tense. In addition, the second sentence also has the same case with the first one. The clause "I very happy" also needs predicate "be". Then, the second goof deals with the use of "quantifier". Instead of writing "… I have many new friends …", the student wrote "…I have much new friends…". Based on the English Grammar, "many" is used with the countable nouns, while "much" is used with the uncountable nouns. Thus, the correct sentences are as follows.

1. My school <u>is</u> in SMUN 2 Jember.
2. The first time I go to SMUN 2 Jember I <u>am</u> very happy because I have <u>many new friends</u> and the teacher is very good.

In short, in writing a paragraph, goofs may be produced by an EFL student. The goofs can be global or local goofs. In this study, the researcher only focuses on the students' local goofs in paragraph writing.

2.2.1 EFL Students' Local Goofs in Writing

Local goofs in the students' writing include the errors in noun and verb inflections, articles, auxiliaries, adverbs, quantifiers, and spelling (Burt and Kiparsky, 1972). In this study, they are used as indicators to analyze the students' local goofs in paragraph writing. For further explanation of each indicator is presented below.

a. Noun Inflections

Most nouns have singular and plural forms. A plural form of a noun is regularly formed by adding **-s** or **-es** to the singular. It is noted by Hayden et. al. (1956:197-198), the plural forms of nouns are as follows:

(**1**) Most nouns add **s** to the singular form:

girl	girls	chair	chairs
page	pages	belief	beliefs
month	months	tree	trees

(2) If the singular form ends in the letters **s, x, z, ch, or sh**, the plural is formed by adding **es** to the singular:

bus	bus**es**	wish	wish**es**
class	class**es**	church	church**es**
quiz	quizz**es**	box	box**es**

(3) If the singular form ends in **y**, preceded by *a consonant*, the plural is formed by changing **y** to **i** and adding **es:**

lady	ladi**es**	duty	duti**es**

If the singular form ends in **y**, preceded by *a vowel*, the plural is made by adding only **s**.

day	day**s**	monkey	monkey**s**

(4) The plural of some nouns ending in **o**, preceded by a consonant, is made by adding **es**.

hero	hero**es**	echo	echo**es**
potato	potato**es**	tomato	tomato**es**

The plural of nouns ending in **o**, preceded by a vowel, is made by adding **s**.

folio	folio**s**	radio	radio**s**

(5) With some nouns, final **f** is changed to **v** before adding **s** or **es**.

knife	kni**ves**	self	sel**ves**
life	li**ves**	shelf	shel**ves**
wife	wi**ves**	half	hal**ves**
leaf	lea**ves**	loaf	loa**ves**

Some nouns retain **f** in plural form.

safe	safe**s**	roof	roof**s**
belief	belief**s**	chief	chief**s**
grief	grief**s**	proof	proof**s**

The errors of noun inflections will be discussed in this study are the errors concerning the absence of plural marker *s*, for example:

I paid six pound for the book.

(Fitikides, 1990:54)

The plural marker *s* in the above sentence is missing so that it is wrong. The correct sentence should be "*I paid six pounds for the book*".

b. Verb Inflections

In English, verbs are formed based on tenses. The tense is frequently described as the property that relates to the time of a verb's action is performed (Veit 1986:149). The form of a verb will be changed based on the tense so that a verb has various forms. For example, the verb "go" becomes "goes" in the present tense if the subject is the third singular person "he/she". It also happens to the past

tense, that is the verb "go" becoming "went" and in the present or past perfect tense, it becomes "gone" preceding by auxiliaries "have or had".

In this study, the researcher emphasizes on the simple present tense verb form. Based on the curriculum, it is stated that the form of simple present is focused for the first year students of senior high school.

The verb of the simple present tense is formed based on the simple form. It is for all people except the third person singular, such as the verb "see" (you see, they see, we see, I see). For the third person singular, almost all verbs are made by adding **s** or **es** to simple form. For example;

(1) The ending **es** is added in the following cases:
    (a) To a simple form ending in the letters **ch, s, sh, x, or z**:

        pass   pass**es**   catch catch**es**
        push   push**es**   tax   tax**es**

    (b) To a simple form ending in **y**, preceded by a consonant (after changing **y** to **i**):

        study   stud**ies**   worry worr**ies**
        try   tr**ies**   cry   cr**ies**

    (c) To **do** and **go**:

        do   does   go   goes

(2) The ending **s** is added to the simple form of all other verbs (except **have**):

        see   sees   like   likes
        get   gets   buy   buys
                    BUT: have   **has**

                           Taken from Hayden (1956:59-60)

The errors of simple present tense that will be discussed in this study are the errors concerning the omission of the third person singular marker in the simple present tense. For example:

1. He always talk a lot.
2. He come from India.
3. She speak German as well. (Richard, 1974:183)

Based on the pattern of the simple present tense with the third person singular (S + V(-s/-es) + ...), the above example is not grammatically correct. Thus, the correct sentences should be as follows.

1. He always talks a lot.

2. He comes from India.

3. She speaks German as well.

c. Articles

Normally, articles come at beginning of noun or noun phrase, and before adjective. Swan (1995:55) defines "articles are used to show whether we are referring to things that are known both to the speaker / writer and to the listener / reader (definite), or that are not known to both of them (indefinite)." Compare these examples,

- I've been to **the doctor. (**You know the doctor)
  A doctor must like people. (Any doctor) (Swan, 1995:55)

Articles can also show whether we are talking about things in general or particular things. See the examples below:

- **Fruit** is good for you. (Any kind of fruit, it is general)
  Thank you for **the fruit.** (The fruit may be an apple, a banana, etc)
  (Azar, 1989:20)

The definite article "the" is the same for singular and plural and for all genders, such as; *the boy, the girl, the day, the boys, the girls, the days*, etc. It is used to refer to the things that are known by both the speaker / listener and reader/writer. As it is noted by Swan (1995:57), "Did you lock the car? (the listener know well which car is meant)". He also adds that the listener/reader may know which one (s) we mean because:

a. we have mentioned them before
   She's got two children: **a boy** and **a girl. The boy's** fourteen and **the girl's** eight.
   "So what did you do then?" "Gave **the money** straight back to **the policeman**". (The speaker uses *the* because the listener has already heard about the money and the policeman.)
b. we say which one (s) we mean
   Who's **the girl over there with John?**
   Tell Pat **the story about John and Susie.**
   What did you do with **the camera I lent you?**
c. it is clear from the situation which one (s) we mean
   Could you close **the door?** (Only one door is open.)
   Ann's in **the kitchen**.   Did you enjoy **the party?**
   (Swan, 1995:57-58)

The indefinite article **a** is used before a word beginning with a consonant, or a vowel with a consonant sound, such as; a man, a hat, a university, a European, a one-way street, etc. The indefinite article **an** is used before words

beginning with a vowel (a, e, i, o, u) or words beginning with a mute h. The examples are; an apple, an island, an uncle, an egg, an onion, an hour, and so forth. **A/an** is the same for all genders, such as a man, a woman, an actor, an actress, a table and the like. "A/an" is used:

- before a singular noun which is countable when it is mentioned for the first time and represents no particular person or thing, such as,

    I need a visa.   They live in a flat

    (Thomson &Martinet, 1986:15)

- to refer to any one member of a class. Swan (1995:59) in **Practical English Usage** noted:

    A doctor must like people. (= any doctor)
    A spider has eight legs.

The errors of article that will be discussed are the errors dealing with the misuse of article "the and a/an". For example,

a. A sun is very hot. (*a* instead of *the*)
b. He was good boy. (omission of *a*)   (Richards, 1974:187)

d. Auxiliaries

An auxiliary verb is a verb like be, do, have, which is used with another verb to make tenses, passive forms, and so forth. The auxiliaries usually come before the verbs. Because this study only focuses on the simple present tense, the auxiliary that will be analyzed is "do" and "does". The use of those auxiliaries is presented in the table below.

Table I.

Affirmative	Negative	Interrogative
I do	I do not / don't	do I?
You do	you do not /don't	do you?
he does	he does not / doesn't	does he?
she does	she does not / doesn't	does she?
it does	it does not / doesn't	does it?
we do	we do not / don't	do we?
you do	you do not / don't	do you?
they do	they do not / don't	do they?

Taken from Thomson and Martinet (1986:126)

The errors that will be discussed are the errors concerning with the omission and the misuse of the auxiliary. For example,

a. How it looks like.
b. How you say it in English?
<div style="text-align:center">(Richards, 1974:178)</div>
c. He doesn't eats. (Dulay et. al, 1982:157)

Errors in the first two sentences happen because of the omission of the auxiliary (do/does). Meanwhile, the last sentence is wrong because present tense is marked in both the auxiliary and the verb. The correct sentences are as follows,

a. How does it look like?

b. How do you say it in English?

c. He doesn't eat.

e. Adverbs

Adverb deals with words that modify verbs, adjectives and other adverbs in a sentence (Hornby, 1987:14). In English, there are many kinds of adverb, such as adverb of manner, adverb of place, adverb of time, adverb of frequency, and adverb of degree. According to Thomson and Martinet (1986), the adverbs are placed as follows:

- Adverbs of manner come after the verb or after the object if there is one.

  She dance beautifully.
  He got the money reluctantly. *They speak English well. (p.52)*

- Adverbs of place are placed after the verb if there is no object, they come after the object and preposition if there are ones.

  She went away. *He stood in the doorway.*
  She sent him away. *I look for it everywhere. (p.54)*

- Adverbs of time are usually placed at the very beginning or the end of the sentence.

  He came eventually He came eventually. (p.55)

- Adverbs of frequency are placed after the simple tense of to be, and before the simple tense of all other verbs.

He is always in time for meal.
They sometimes stay up all night. (p.56)

- Adverb of degree modifies an adjective or another adverb. It is placed before the adjective or adverb..

   You are absolutely right.   I'm almost ready.(p.59)

In addition, when adverb of place and time occur in the same sentence, adverbs of place come before adverb time. For example,

   He studies English here in the morning.
   He comes to class at 9.00 AM.
               (Krohn, 1986:21)

The goofs that will be analyzed in this study is the misplacement of adverbs. For example:

1. I last night went to cinema.
2. They come always late to school.
               (Fitikides, 1990:80)

Those two sentences are not grammatically correct because of the misplacement of the adverbs. For sentence no. 1, the adverb of time "last night" must be placed in the end of the sentence, while the adverb of frequency "always" in sentence no. 2 must be placed before the verb "come". The correct sentences are as follow.

1. I went to cinema last night.
2. They always come late to school.

f. Quantifiers

   Quantifiers are words like many, much, few, little, several, plenty of, a lot, which are used in a noun phrase to show how many or how much we are talking about. They are used as determiners. The following is the usage of quantifiers:

- "Many" is used before countable nouns, while much is used before uncountable nouns, as in the sentence,

   *He didn't make **many mistakes**.*
   *We haven't **much coffee**.*
               (Thomson & Martinet, 1986:41)

- "A lot of" is used both before singular and plural.

> *A lot of time* is needed to learn a language.
> *A lot of my friends* want to emigrate.
> (Swan, 1995:319)

- We use "little" with singular (usually uncountable) words, and "few" with plurals. Compare:

> I have **little interest** in politics.
> **Few politicians** are really honest.
> We've got *a little bacon* and *a few eggs*.
> (Swan, 1995:314)

The misuse of quantifier will also be discussed in this research as local goofs. For example,

1. My brother hasn't much books.
2. Is there many dust in the field?
> (Fitikides, 1990:118)

Those two sentences are not grammatically correct because of the misuse of quantifiers. For sentence no.1, much is used before the countable noun (books). Then the uncountable noun (dust) is preceded by many (sentence no.2). The correct sentences are as follows.

1. My brother hasn't many books.

2. Is there much dust in the field?

g. Spelling

Spelling deals with the form of the letters that are placed in the correct order to form a word (Hornby, 1986:829). English spelling is not like phonetic language. Therefore, many EFL students often make errors in spelling the English words in writing, such as the word "becose" for "because". In a sentence, this word does not change its meaning but this is categorized as local goof.

2.3 Teaching Paragraph Writing at Senior High School

The teaching writing at senior high school is based on the 1994 Curriculum. Especially, for the first year students, a set of teaching writing activities have been listed in the curriculum. Those activities are stated below:

- Writing a descriptive paragraph.
- Writing a narrative paragraph.
- Making a resume of the text.
- Writing the last part of the story.
- Completing a dialogue.
- Writing narration based on the dialogue.
- Writing the answers of the comprehension questions of a text.

The teaching of paragraph writing is much focused on the students' ability to express their idea in a well-organized sentence structure of a paragraph. This is because paragraph writing is concerned with the organization of ideas in the written form containing three terms: the topic sentence, the supporting sentences, and the concluding sentence (Wong:1999:366). In addition, there are four items that must be included in paragraph writing, they are grammar, vocabulary, and mechanics.

In writing a paragraph, the students also have to pay attention to the two elements in generating their ideas in a paragraph. They are coherence and cohesion. The former is concerned with whether or not that all sentences in a paragraph relate to the topic sentence, while the latter deals with whether the sentences in a paragraph are grammatically connected one to another (Wingersky et. al., 1999:41&45). By applying those elements, the students' ideas are written in a logical order, so that it can be read smoothly and easily.

In line with the above idea, since such teaching writing activity has been done in SMUN I Kalisat Jember, the researcher would like to analyze the students' local goofs in their paragraph writing.

III. RESEARCH METHODOLOGY

This chapter presents the research methods were used in this study. They covered the research design, the area determination method, the respondent determination method, the data collection methods, and the data analysis method. The details are given as follows.

3.1 Research Design

The research design used in this study was descriptive because the objective of this research was to describe to what extent the first year students make local goofs in a paragraph writing and it was not intended to prove any hypothesis. Based on the research problem and objective (as stated in the introduction), the procedure in this research is as follows.

1. Determining the research area
2. Determining the research respondents
3. Constructing the research instruments
4. Collecting the research data
5. Analyzing the collected data
6. Discussing the research result
7. Drawing conclusion

3.2 Research Area

The area of the research was SMUN I Kalisat Jember. This area was chosen purposively for two reasons. Firstly, the students of this school had been taught paragraph writing. Secondly, there has not been research on the students' local goofs in this school.

3.3 Research Respondents

The respondents of this research were the first year students of SMUN I Kalisat Jember in the second semester. Proportional Random Sampling was applied in taking the respondents. There were five classes of the first year students

of SMUN I Kalisat Jember. Each class had of 44 – 46 students, and the total numbers are 225 students. In this research, 10 % of the first year students of SMUN I Kalisat Jember were taken as the sample, or there were 23 students who participated in this research. This is supported by Arikunto (1998:120) that if the population is more than 100, it can be taken 10 – 15 %, or 20 – 25 % or more as the sample.

3.4 Data Collection Methods

In this research, there were two kinds of data, namely primary and secondary data. The primary data were collected by using writing test, while the secondary data were collected by using interview.

3.4.1 Writing Test

Writing test was used to collect the data about the students' local goofs. In this case, the students were assigned to write a simple paragraph based on the given topic. The paragraph consisted of 8 sentences and they should finish their writing in 45 minutes. From the students' work, the students' local goofs were identified and analyzed.

The writing test as the main data of this study was tried out to make sure whether the test instruction was too difficult or not, and whether the time available is sufficient or not. The try out was done in SMU Negeri I Jenggawah Jember. Moreover, to meet the test validity, the writing test was designed based on the material stated in the 1994 English Curriculum for the first year students of SMU (Depdikbud, 1999). In addition, it had also been consulted to the English teacher to know whether the test could be given to the students or not.

3.4.2 Interview Method

Interview was used to get the data about how the teacher taught the students to write a paragraph in English grammatically correct. In this study, semi-structured interview was used because the interview was based on a list of questions in order to get the controllable data. The interview guide consisted of

some questions about the books used in the classroom and the teacher's technique in teaching the students to write a paragraph grammatically correct. The interviewees were the English teacher and the first year students of SMUN 1 Kalisat Jember. The interview guide is enclosed in Appendix 2.

3.5 Data Analysis Method

The research data were analyzed by using descriptive statistics. It was done by identifying the local goofs in each of the students' paragraph. Then, the students' local goofs were classified into seven indicators. They were noun inflections, verb inflections, articles, auxiliaries, adverbs, quantifiers, and spelling.

By grouping the local goofs in each indicator, the total goofs of each indicator could be known. After knowing the total goofs of each indicator, then they were calculated in the form of percentage by using the following formula.

$$E = \frac{n}{N} x100\%$$

Note:
E   : The percentage of each indicator
n   : The number of goofs in each indicator
N   : The total number of the students' word production of each indicator
(Adapted from Ali Muhammad, 1993:186)

The above calculation was used to get the students' local goofs percentage of each indicator, and it was calculated based on the total number of the students' word production of each indicator. This was because the total number of the students' word productions of each indicator was different in their paragraph writing.

The result of the above calculation was used to answer to what extent the first year students of SMU Negeri Kalisat Jember made local goofs in their paragraph writing.

IV. RESULTS AND DISCUSSION

This chapter presents and discusses the research results dealing with the main data taken from test and the supporting data taken from interview.

4.1 Test Results

The writing test was conducted on April 28, 2004. In this test, the students were asked to write a paragraph consisting of 8 sentences. Then, the students' work was analyzed to find out the local goofs. As stated in the previous chapter, there were seven indicators of the students' local goofs that is, noun inflections, verb inflections, articles, auxiliaries, adverbs, quantifiers, and spelling. The students' local goofs can be seen as follows.

Table 2. The Data of the Students' Local Goofs in All Indicators.

No	LOCAL GOOF INDICATORS													
	Noun Inf.		Verb Inf.		Article		Auxiliary		Adverb		Quantifier		Spelling	
	G	TP	G	TP	G	TP	G	TP	G	TP	G	TP	G	TP
1	3	27	2	4	1	12	0	0	0	2	0	2	0	89
2	3	15	1	3	0	7	0	1	0	0	0	0	0	80
3	1	27	8	11	0	4	2	2	0	0	0	1	1	90
4	0	18	2	4	2	5	0	0	1	4	0	0	1	80
5	3	26	3	5	6	8	0	1	0	0	2	2	1	89
6	3	20	3	4	5	10	0	0	1	3	0	2	0	84
7	3	21	2	3	1	9	1	1	0	0	0	0	2	85
8	5	26	3	5	2	11	1	2	1	3	1	2	3	85
9	2	26	1	5	2	12	1	2	0	2	0	2	1	89
10	2	25	1	5	1	8	2	3	0	2	0	0	2	81
11	5	23	1	2	4	9	1	3	1	2	0	0	1	86
12	4	18	1	3	1	9	0	2	1	2	0	0	1	81
13	2	24	1	4	1	10	0	2	2	3	0	0	1	84

14	6	20	3	5	3	8	0	2	0	2	0	0	0	82
15	1	19	3	5	1	10	0	1	2	2	0	0	1	80
16	2	17	1	3	2	8	0	0	0	0	0	0	1	80
17	6	20	1	6	0	11	0	1	3	4	0	0	2	83
18	0	19	0	4	3	10	0	2	0	1	0	0	0	84
19	4	18	0	2	0	5	0	0	0	0	0	0	1	84
20	2	13	0	2	1	5	0	0	0	1	0	0	1	80
21	1	12	2	3	0	6	0	0	0	0	0	0	0	80
22	2	18	1	5	1	6	4	8	0	0	0	0	0	80
23	2	24	0	5	4	11	1	4	0	3	0	1	0	83
Σ	62	476	40	98	41	194	13	37	12	36	3	12	20	1993

Notes:

G : The students' goofs of each indicator
TP : The total number of students' word production of each indicator

   Table 2 shows that the first year students of SMUN I Kalisat Jember made local goofs in all indicators. They are noun inflection goofs (62), the verb inflection goofs (40), the article goofs (41), the auxiliary goofs (13), the adverb goofs (12), the quantifier goofs (3), and the spelling goofs (20). In addition, the total number of the students' word production is as follows.

- Noun inflections (476)
- Verb inflections (98)
- Articles (194)
- Auxiliaries (37)
- Adverbs (36)
- Quantifiers (12)
- Spelling (1993)

Then, the percentage of local goofs of each indicator was analyzed by applying the formula as previously stated in chapter 3 (see page 20).

The calculation of the percentage of each indicator was as follows.

a. Noun inflections $= \dfrac{62}{476} x100\% = 13\%$

b. Verb inflection $= \dfrac{40}{98} x100\% = 40,8\%$

c. Articles $= \dfrac{41}{194} x100\% = 21,1\%$

d. Auxiliaries $= \dfrac{13}{37} x100\% = 35,14\%$

e. Adverbs $= \dfrac{12}{36} x100\% = 33,3\%$

f. Quantifiers $= \dfrac{3}{12} x100\% = 25\%$

g. Spelling $= \dfrac{20}{1993} x100\% = 1,003\%$

The above calculation results were classified based on the percentage level of the students' local goofs as follows.

Table 3. The Percentage Level of the Local Goofs of Each Indicator.

No	LOCAL GOOF INDICATORS	PERCENTAGE
1	Verb Inflection	40,8 %
2	Adverb	33,3 %
3	Auxiliary	29,7 %
4	Quantifier	25 %
5	Article	21 %
6	Noun Inflection	13 %
7	Spelling	1,003 %

Based on the research result, the percentage of the students' verb inflection goofs was the highest (40,8%), while the lowest one (1,003%) was the spelling goofs.

4.2 Interview Result

The interview was conducted on April 29, 2004 and the interviewees were the English teacher and the first year students of SMUN I Kalisat Jember, and the result varies as follows.

4.2.1 The English Teacher

In the interview, the English teacher said that paragraph writing was taught together with other skills of English; reading, listening and speaking. In this case, the teacher did not use any specific techniques of teaching paragraph writing. She taught the paragraph writing based on the materials stated in the English textbook "Window on the World for SMU 1" published by Airlangga. The language contents of the book were relevant to the 1994 English Curriculum for Senior High School.

In addition, the interview result showed that the teacher had taught the language grammar used in the paragraph writing to the students. Moreover, she gave written feedback for the students' work. However, the English teacher still found some grammatical errors in the students' paragraph writing, such as those of verb agreement in simple present tense, articles (the, a/an), auxiliaries (do/does), spelling and so forth. In other words, the first year students of SMUN I Kalisat Jember made local goofs in their paragraph writing.

4.2.2 The Students

The interview with the students as the respondents of this research was done before that with the teacher. Only eleven respondents had been interviewed because the time during the research fieldwork was not sufficient to interview all the respondents (23 respondents). To achieve the goal of interview, a questionnaire was conducted in this study because it is more practical and not time consuming. The questionnaire items were designed based on the interview questions.

The interview result showed that most of the students had the experience of writing a paragraph once in a month. All the students informed that they got a

lesson about the grammar used in the paragraph they were assigned to write. Besides, they also confirmed that they got written feedback on their work from the teacher. In addition, the result showed that the students commonly experienced difficulties in using noun inflection, verb inflection, articles, auxiliaries, adverbs, quantifiers and spelling. Therefore, they still made local goofs in their paragraph writing.

4.3 Questionnaire Result

The questionnaire was conducted on April 29, 2004 and it was given to the rest of the respondents who had been interviewed after they got the writing test. The questionnaire result showed that all the students had experience in writing a paragraph once in a month. All of the students got a lesson about the grammar used before they were assigned to write a paragraph. Beside that, they also confirmed that they got written feedback for their works from the teacher. In addition, the questionnaire result showed that commonly the students had trouble in grammar. There were eight students who had difficulties in noun inflections (plural forms). Nine students had difficulties in verb inflections (simple present tense verb form). Then, there were seven students who had difficulties in articles (the, a/an). In addition, seven students had difficulties in auxiliaries (do/does) and adverbs. There were five students who had difficulties in quantifiers. Finally, three students had difficulties in spelling.

4.4 Discussion

Based on the result of the data analysis, in general, the first year students of SMUN I Kalisat Jember made local goofs in all indicator. They mostly made local goofs on verb inflections. It was supported by the finding of this research that the students' local goofs on verb inflection reached the highest percentage (see page 23). This might be because the students experienced difficulty in using the verb inflections in their paragraph writing, even though they had been taught how to use them in their English lesson (see interview and questionnaire result, page 24 and 25). The verb inflection goofs resulted from the fact that they could

not apply the rules of verb inflection (also see chapter two page 11), in which for the third person singular, almost all verbs are made by adding **s** or **es** to simple form, as can be seen in the following student's writing,

"Television *give* advantages and disadvantages"

The local goof of noun inflection in the above example is caused by the absence of the marker "s" in the word "give" that should be in the third person singular verb form. In other words, the above statement contains local goof of verb inflection. However, although the sentence contains local goof, it can still be understood. As it is stated by Kiparsky and Burt (1972) in Brown (2000:223) that local goofs do not affect the meaning of the sentence to be understood. Therefore, the correct sentence should be, "Television *gives* advantages and disadvantages".

In addition to the verb inflection goofs, the goofs of auxiliary were also the source of the students' local goofs. It reached 35,14 % (also see page 23). The problem was similar to the verb inflection goofs. The example of the auxiliary goofs appeared in the following respondent's writing,

"Because of watching television, they *are* not study."

The above data shows that the student made local goof of auxiliary because they had written a sentence that deviates from the rule of auxiliary. The goof concerns with the misusing of auxiliary. Instead of using "do", the student used the auxiliary "are", that does not agree with he verb "study". Thus, after the sentence is corrected, it becomes,

"Because of watching television, they *do* not study."

Further, the result of the data analysis also shows that the lowest percentage of the students' local goofs dealt with the spelling goofs (1,003%) (see page 23). This means that from all the students' spelling productions, the students seldom made local goof on them. This might be because most of the students were able to apply the spelling in their paragraph writing. Based on the questionnaire result, there were three students who experienced difficulty in applying spelling. The spelling goofs can be seen in the following student's writing,

"……, it can make the children become *consumtive*."

The quantifier goof in the above sentence deals with the misspelling of the word "consumtive" that should be "consumptive", and the correct sentence should be "……, it can make the children become *consumptive*."

From the above facts, it can be seen that the local goofs that the first year students of SMUN I Kalisat Jember made were caused by the their difficulty in applying the indicators (also see interview and questionnaire result on page 24 and 25). This means that the students need much more practice on all indicators, especially on the verb inflection in order that they are able to write a paragraph grammatically correct.
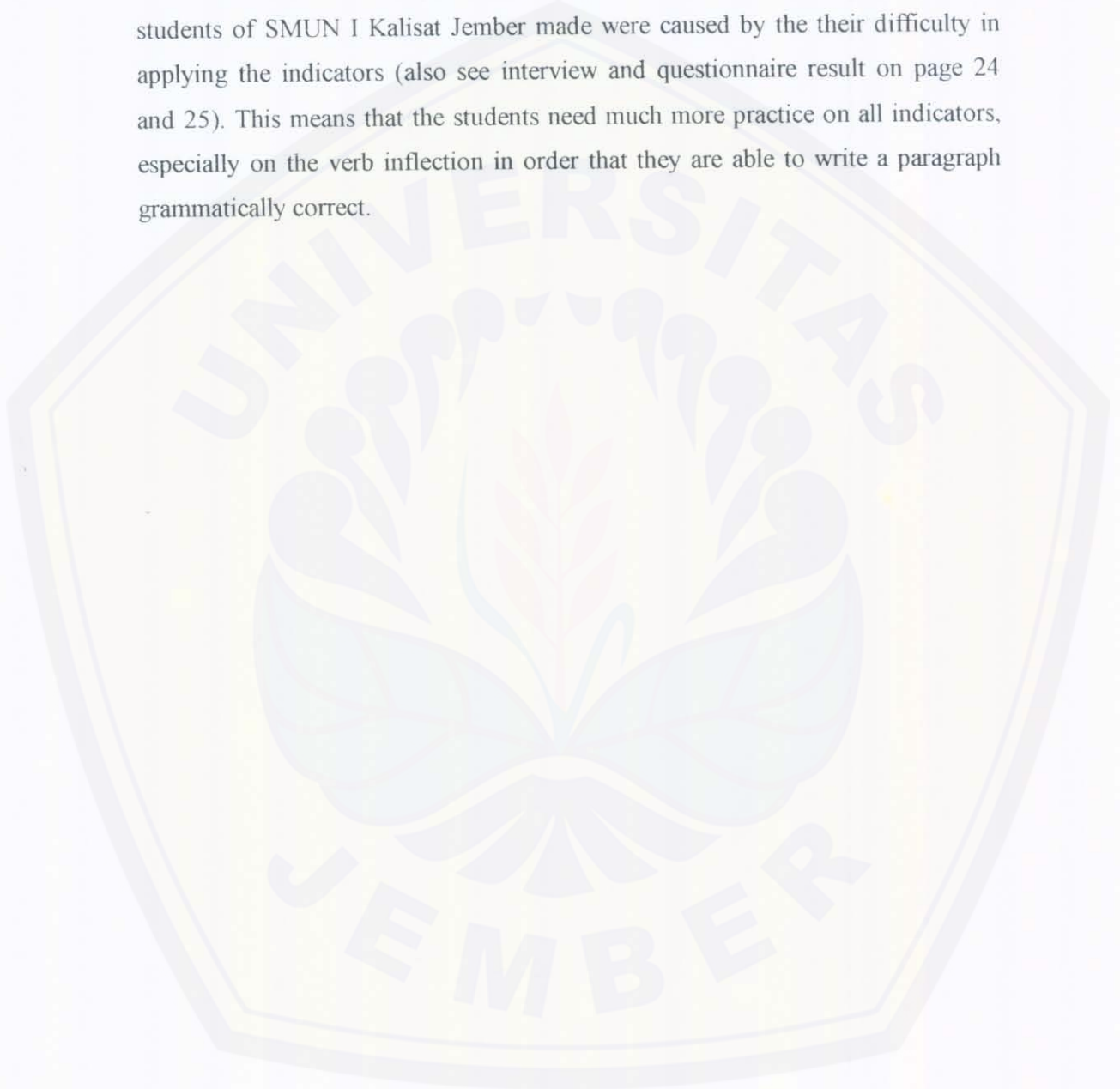
V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the data analysis discussed in the previous chapter, it can be concluded that in all indicators of local goofs, the first year students of SMUN I Kalisat Jember in the 2003/2004 academic year to a large extent made goofs, especially in using verb inflections. Even, they still had problem with spelling, even though they made few local goofs on that indicator.

5.2 Suggestion

5.2.1 To the teacher

Based on the research result, the English teacher of the first year students of SMUN I Kalisat Jember is suggested to give regular exercises on the use of verb inflection in paragraph writing so that the local goofs can be reduced and eliminated.

5.2.2 To the other researchers

The research result can be used as a reference for other researchers to conduct further research with similar topic by using a different research design, such as an action research entitled "the use of feedback to reduce the students' local goofs."

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Appendix 1

RESEARCH MATRIX

| TILTE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study on The First Year Students' Local Goofs in A Paragraph Writing at SMU Negeri 1 Kalisat Jember in The 2004/2004 Academic Year	To what extent do the first year students make local goofs in a paragraph writing at SMU Negeri 1 Kalisat Jember in the 2003/2004 academic year?	Students' local goofs	1. Noun inflections 2. Verb inflections (Simple Present Tense) 3. Articles 4. Auxiliaries 5. Adverbs 6. Quantifiers 7. Spelling	1. Respondents The first year students of SMU Negeri 1 Kalisat Jember in the 2003/2004 academic year 2. Informants - The English teacher - The First Year Students	1. Research design Descriptive Study 2. Area Determination Purposive Method 3. Respondents Determination Proportional Random Sampling 4. Data Collection a. Test b. Interview 5. Data Analysis Descriptive statistics: $E = \frac{n}{N} x100\%$ E = The percentage of each indicator n = The number of goofs of each indicator N = The total number of the students' word productions of each indicator

(Adapted from Ali, 1993:186)

Appendix-2

INTERVIEW GUIDE

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1.	1. How do you teach paragraph writing to the students? 2. What books do you usually use for teaching writing? 3. Do you also teach grammar before giving paragraph writing? 4. What grammatical errors do the students make in their paragraph writing? 5. Do you always give feedback for the students' writing works?	Teacher
2.	1. Berapa kali dalam 1 bulan anda mendapatkan pelajaran menulis sebuah paragraf dalam bahasa Inggris selama ini? 2. Apakah sebelum menulis paragraf guru bahasa Inggris anda mengajarkan grammar yang akan di pergunakan? 3. Pernahkah guru bahasa Inggris anda mengembalikan hasil pekerjaan anda beserta koreksiannya? 4. Apakah dalam menulis paragraf anda mengalami kesulitan pada waktu menggunakan grammar berikut: a. plurals b. verb (simple present tense) c. articles (the, a/an) d. auxiliaries (do/does) e. adverbs f. quantifiers (much, many, little, etc) g. spelling	Students

Appendix-3

WRITING TEST

Subject	: English
Skill	: Writing
Level	: 1st Year Students of SMU
Time	: 45 minutes

Read the following instructions carefully!

As an SMU student, you watch television everyday. There are many programmes presented on television. Write a short paragraph about the negative effects of watching television programmes on children in **NOT MORE** than **8** sentences.
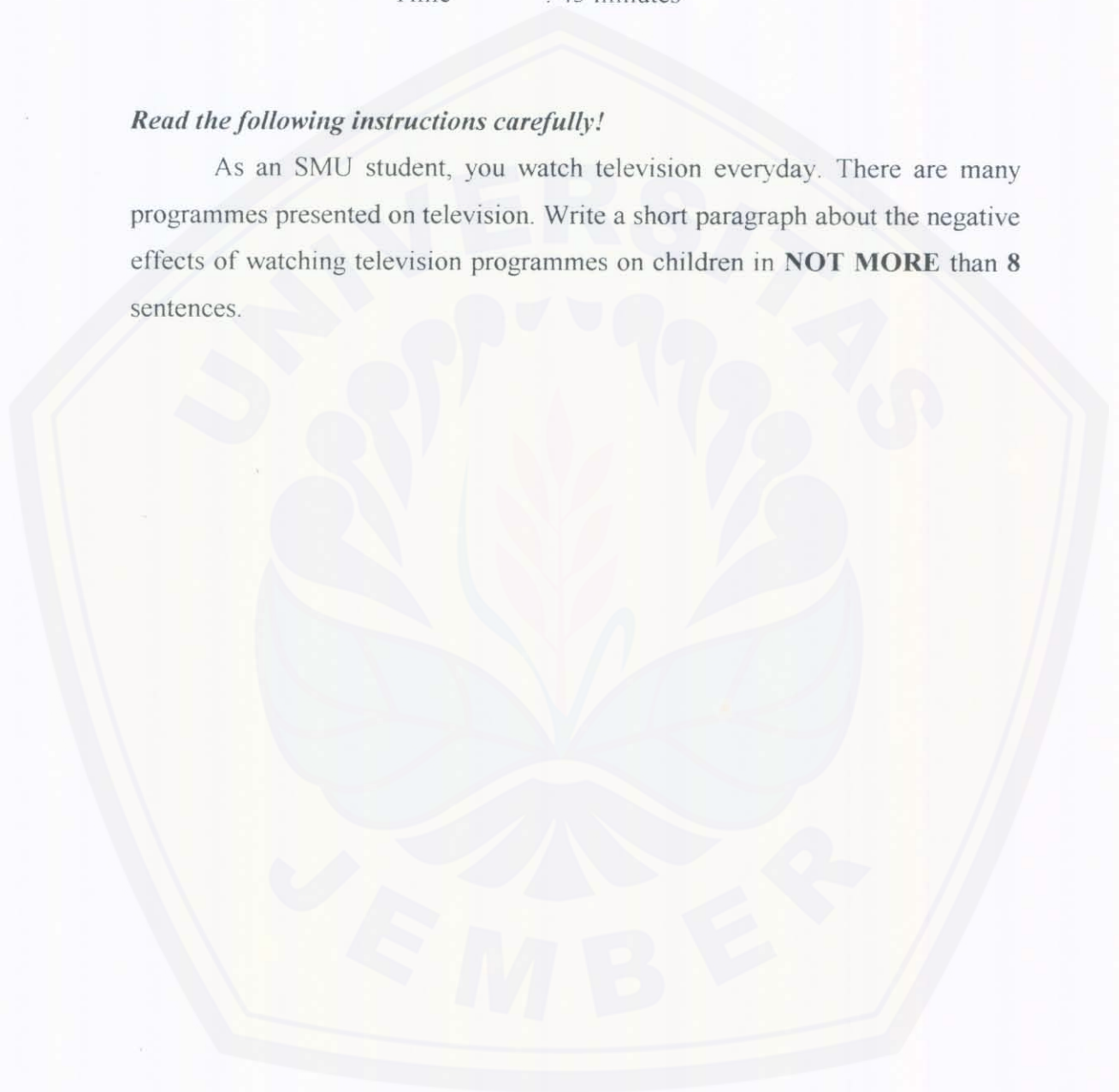
Appendix 4

NAME OF THE RESPONDENTS

No	Name	Male/Female
1.	Anida Motori	F
2.	Dodik Irwansyah	M
3.	Ibnu Fatah	M
4.	Yuniar Veviana	F
5.	Adi Setyo B.	M
6.	Farid Supriadi	M
7.	Kibtia	F
8.	Laili Rahmatul Ilmi	F
9.	Lusiana Febrianti	F
10.	Ahmad Dasuki Sudarsono	M
11.	Anis Wahyu Rindayani	F
12.	Dwi Erniwati	F
13.	Galuh Angggraeny	F
14.	Sista Yulian Putri A.	F
15.	Dwi Ernawati	F
16.	Dwi Sutanto	M
17.	Cipta Dwi Urdiani	F
18.	Endhika Dwi K.	M
19.	Erning Vita F.	F
20.	Hendrik	M
21.	Indra Faqih Q.	M
22.	Ratih Setiawan	F
23.	Kurnia Widayanto	M

Appendix 5

Examples of Students' Local Goofs of Each Indicator

Local Goof Indicators	Examples
Noun Inflection	- <u>Television</u> are around us. - <u>Most family</u> especially in big cities have a television.
Verb Inflections	- If they <u>spends</u> too many time, they will forget to help their parents. - Besides that, it <u>broken</u> eyes.
Article	- If they watch <u>the good programmes</u>, they will forget with their homework. - They will be lazy for study, if <u>a program</u> which they watch is good.
Auxiliary	- If the parent <u>don't</u> keep their children, I believe that their children will get negative effects from television.
Adverb	- Television <u>certainly</u> is interesting.
Quantifier	- Television can influence their healthy, likely their eyes will be poignant, if they watch TV for too <u>many time</u>.
Spelling	- Besides that, if channel on television broadcasted programme about love, for example telenovela film, it can make children become <u>consumtive.</u>

Name : Farid Supriadi ....

Class / Number : I² / 11 ....

Student's worksheet

Read the following instruction carefully!

As an SMU student, you watch television everyday. There are many programmes presented on television. Write a short paragraph about the negative effects of watching television programmes on children in **NOT MORE** than 8 sentences.

The negative effects of television are very kinds. ^Ar The children always imitate what they watch.Likes smoking, try to fight with their friends. Television programmes can influence the behavior of child, ^Nl because their mind can't difference between right or wrong. If they watch the good ^Ar programmes, they will forget with their homework. And the radiation of television can broke their eyes if they watch too close. Television can make the children to be lazy generation because they don't study, don't pray and don't do their daily activity. Now aday, we can watch the foreign films ^Ar with semi-pornographic picture. If the parent ^Ar don't ^Vl keep their children, I believe that their children will get negative effects from television.

Nama : Farid Supriadi

Kelas/No. Absen : 12 / 11

Kuesioner

Petunjuk:

A. Tulislah nama, kelas, dan nomor absen anda sebelum mengerjakan kuesioner ini.

B. Jawablah pertanyaan berikut ini sesuai dengan yang anda alami dan ketahui.

C. Pilihlah salah satu jawaban yang telah disediakan dengan memberikan tanda silang pada salah satu huruf a, b, atau c.

1. Berapa kali dalam 1 bulan anda mendapatkan pelajaran menulis sebuah paragraf dalam bahasa Inggris selama ini?

   X 1 kali   b. 2 kali   c. ....

2. Apakah sebelum menulis paragraf, guru bahasa Inggris anda mengajarkan grammar yang akan dipergunakan?

   a. ya   X tidak

3. Pernahkah guru bahasa Inggris anda mengembalikan hasil pekerjaan anda beserta koreksiannya?

   X pernah   b. tidak pernah

4. Apakah dalam menulis paragraf, anda mengalami kesulitan pada waktu menggunakan grammar berikut:

a. plurals	a. ya	X tidak
b. verbs (simple present tense)	a. ya	X tidak
c. articles (the, a/an)	a. ya	X tidak
d. auxiliaries (do/does)	a. ya	X tidak
e. adverbs	X ya	b. tidak
f. quantifiers (much, many, little, etc)	X ya	b. tidak
g. spelling	a. ya	X tidak

Name : Anis Wahyu Rinoayani

Class / Number : 1 3 / 05.

Student's worksheet

Read the following instruction carefully!

As an SMU student, you watch television everyday. There are many programmes presented on television. Write a short paragraph about the negative effects of watching television programmes on children in **NOT MORE** than 8 sentences.

Negative Effects Of Wacthing Television For Children

Television are arround us. Most family especially in big cities have a television. Television can influence people who watch it, especially for children. One of negative effects is they will be influenced negatively by pornography or violence films. Many films which come from another country is broadcasted pornography scence. Besides that, if thiannel on television broadcasted programme about love, for example telenovela film, it can make children become consumtif consumtive. They will be lazy for study if a programme which they watch is good. If they spends too many time, they will forget to help their parents. and their time for play with their friend is decrease. Television can influence their healthy lifely : their eyes will be poignant. if they watch tv for too many time.

Nama : Anis Wahyu Rindayani

Kelas/No. Absen : 12 / 05

Kuesioner

Petunjuk:

A. Tulislah nama, kelas, dan nomor absen anda sebelum mengerjakan kuesioner ini.

B. Jawablah pertanyaan berikut ini sesuai dengan yang anda alami dan ketahui.

C. Pilihlah salah satu jawaban yang telah disediakan dengan memberikan tanda silang pada salah satu huruf a, b, atau c.

1. Berapa kali dalam 1 bulan anda mendapatkan pelajaran menulis sebuah paragraf dalam bahasa Inggris selama ini?

   a. 1 kali   b. 2 kali   ✗ lebih dari 2 kali

2. Apakah sebelum menulis paragraf, guru bahasa Inggris anda mengajarkan grammar yang akan dipergunakan?

   ✗ ya   b. tidak

3. Pernahkah guru bahasa Inggris anda mengembalikan hasil pekerjaan anda beserta koreksiannya?

   ✗ pernah   b. tidak pernah

4. Apakah dalam menulis paragraf, anda mengalami kesulitan pada waktu menggunakan grammar berikut:

a. plurals	a. ya	✗ tidak
b. verbs (simple present tense)	a. ya	✗ tidak
c. articles (the, a/an)	a. ya	✗ tidak
d. auxiliaries (do/does)	✗ ya	✗ tidak
e. adverbs	a. ya	✗ tidak
f. quantifiers (much, many, little, etc)	a. ya	✗ tidak
g. spelling	✗ ya	b. tidak

Name : Adi Setyo B

Class / Number : 12 / NOF 02

Student's worksheet

Read the following instruction carefully!

As in SMU student, you watch television everyday. There are many programmes presented on television. Write a short paragraph about the negative effects of watching television programmes on children in **NOT MORE** than 8 sentences.

NEGATIVE EFFECTS of watching Television progiammes on children

Television certainly is interesting. Many people watch television everyday. There is negative effects of watching television programmes on children. the children can + go to-bed late. So that, the children to become late to school. Beside that it broken eyes And children can imitation negatively by pornography or violence films. Beside that negatifely by action capable. So, parents prohibit the children for watching television everyday.

Nama : Adi Setyo B

Kelas/No. Absen : 12 / 02

Kuesioner

Petunjuk:

A.   Tulislah nama, kelas, dan nomor absen anda sebelum mengerjakan kuesioner ini.

B.   Jawablah pertanyaan berikut ini sesuai dengan yang anda alami dan ketahui.

C.   Pilihlah salah satu jawaban yang telah disediakan dengan memberikan tanda silang pada salah satu huruf a, b, atau c.

1.   Berapa kali dalam 1 bulan anda mendapatkan pelajaran menulis sebuah paragraf dalam bahasa Inggris selama ini?

a. 1 kali   b. 2 kali   c. ....

2.   Apakah sebelum menulis paragraf, guru bahasa Inggris anda mengajarkan grammar yang akan dipergunakan?

a. ya   b. tidak

3.   Pernahkah guru bahasa Inggris anda mengembalikan hasil pekerjaan anda beserta koreksiannya?

a. pernah   b. tidak pernah

4.   Apakah dalam menulis paragraf, anda mengalami kesulitan pada waktu menggunakan grammar berikut:

		a	b
a.	plurals	a. ya	b. tidak
b.	verbs (simple present tense)	a. ya	b. tidak
c.	articles (the, a/an)	a. ya	b. tidak
d.	auxiliaries (do/does)	a. ya	b. tidak
e.	adverbs	a. ya	b. tidak
f.	quantifiers (much, many, little, etc)	a. ya	b. tidak
g.	spelling	a. ya	b. tidak

Appendix-6

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax (0331) 334988
Jember 68121

Nomor   : 1 3 4 1 /J.25.I.5/PL.5/2004   Jember 0 8 APR 2004
Lampiran : Proposal
Perihal   : **Ijin Penelitian**

Kepada   : Yth. Bpk. Kepala SMUN I Kalisat Jember
           di.
                Kalisat Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama   : Atik Kusniatin

Nim   : 990210401276

Jurusan/Program   : PBS / Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan judul:

A Descriptive Study on The First Year Students' Local Goofs in A Paragraph Writing at SMUN 1 Kalisat Jember in The 2003/2004 Academic Year.

Sehubungan dengan hal tersebut kami mohon perkenan saudara untuk memberikan ijin, sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

A.n. Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
NIP. 130 937 191

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS
SMA NEGERI 1 KALISAT
JL. KH. DEWANTARA NO. 42 KALISAT JEMBER

SURAT KETERANGAN
Nomor : 800 / 097 / 436.318.10 / 2004

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kalisat, Jember menerangkan bahwa :

Nama   : ATIK KUSNIATIN

NIM   : 990201401276

Telah mengadakan penelitian dengan judul :

" A Descriptive Study on the first year students local goofs in a paragraph writing at SMA Negeri 1 Kalisat in the 2003 / 2004 Academic year", dimulai tanggal 26 April s/d 30 April 2004.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya, untuk dapat dipergunakan sebagimana mestinya.

Kalisat, 05 Mei 2004
Kepala Sekolah

HARIYONO, S. TP.
NIP. 130932338

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : ATIK KUSNIATIN

NIM/Angkatan   : 99 - 1276 / 1999

Jurusan/Program Studi : P. B & S / BAHASA INGGRIS

Judul Skripsi   : A Descriptive study on The First year students' local Goofs in A Paragraph Writing at SMU Negeri I Kalisat Jember in the 2003/2004 Academic Year

Pembimbing I   : Drs. SUGENG ARIYANTO, MA

Pembimbing II   : Dra. Hj. ZAKIYAH TASNIM, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Tuesday, 4 June 2003	Chapter I	
2.	Thursday, 17 June 2003	Revisi Chapter I	
3.	Saturday, 21 June 2003	Revisi Chapter I	
4.	Saturday, 28 June 2003	ACC Chapter I + Chapter II	
5.	Wednesday, 8 Oct 2003	Chapter II	
6.	Wednesday, 22 Oct 2003	Chapter II	
7.	Wednesday, 17 Dec 2003	Chapter II	
8.	Wednesday, 24 Dec 2003	Chapter II + Chapter III	
9.	Wednesday, 21 Jan 2004	Chapter III	
10.	Wednesday, 18 Feb 2004	Chapter III	
11.	Wednesday, March 2004	Chapter I, II, III	
12.	Wednesday, May 2004	Chapter IV & V	
13.	Wednesday, August 2004	Chapter IV & V	
14.	Wednesday, Sept 2004	Chapter IV & V Matrix	
15.	Tuesday, Sept 2004	Chapter I, II, III, IV, V	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ATIK KUSNIATIN
NIM/Angkatan : 99 - 1276 / 1999
Jurusan/Program Studi : P. BS S / BAHASA INGGRIS
Judul Skripsi : A Descriptive Study on The First Year Students' Local
Goofs in A Paragraph Writing ... at SMU Negeri I
Kalisat Jember in the Academic Year of 2003/2004

Pembimbing I : DRS. SUGENG ARIYANTO, MA
Pembimbing II : DRA. Hj. ZAKIYAH TASNIM, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Tuesday, 15 July 2003	Chapter I & Matrix	
2.	Monday, 5 January 2004	Revisi Chapter I	
3.	Monday, 9 February 2004	Chapter II	
4.	Saturday, 28 February 2004	Chapter III	
5.	Monday, 7 March 2004	Chapter III	
6.	Friday, September 2004	Chapter IV & V	
7.	, September	Chapter I, II, III, IV, V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi