A DESCRIPTIVE STUDY ON ERRONEOUS UTTERANCES OF PRE-INTERMEDIATE LEVEL STUDENTS OF GENERAL ENGLISH IN JEMBER UNIVERSITY LANGUAGE CENTER

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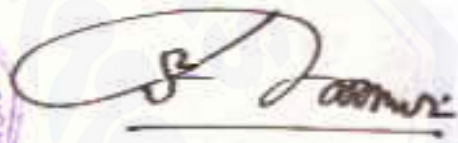
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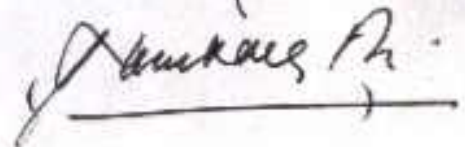
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I would like to dedicate this thesis to:

- My beloved parents: Marho Lidya Ondang and Achmad Zainuri
- My beloved sister and brother: Yulia Nurma Setyawati and Mardi Purnama
- My lecturers in English Department
- My brothers and sisters in SWAPENKA
- All my friends in Jember
- My Alma Mater

DECLARATION

I hereby state that the thesis entitled **A DESCRIPTIVE STUDY ON ERRONEOUS UTTERANCES OF PRE-INTERMEDIATE LEVEL STUDENTS OF GENERAL ENGLISH IN JEMBER UNIVERSITY LANGUAGE CENTER** is an original piece of writing. I certify that the analysis and the research described in this thesis have not already been submitted for any other degree or any publication.

I certify to the best of my knowledge that all sources used and any helps received on the preparation of this thesis have been acknowledged.
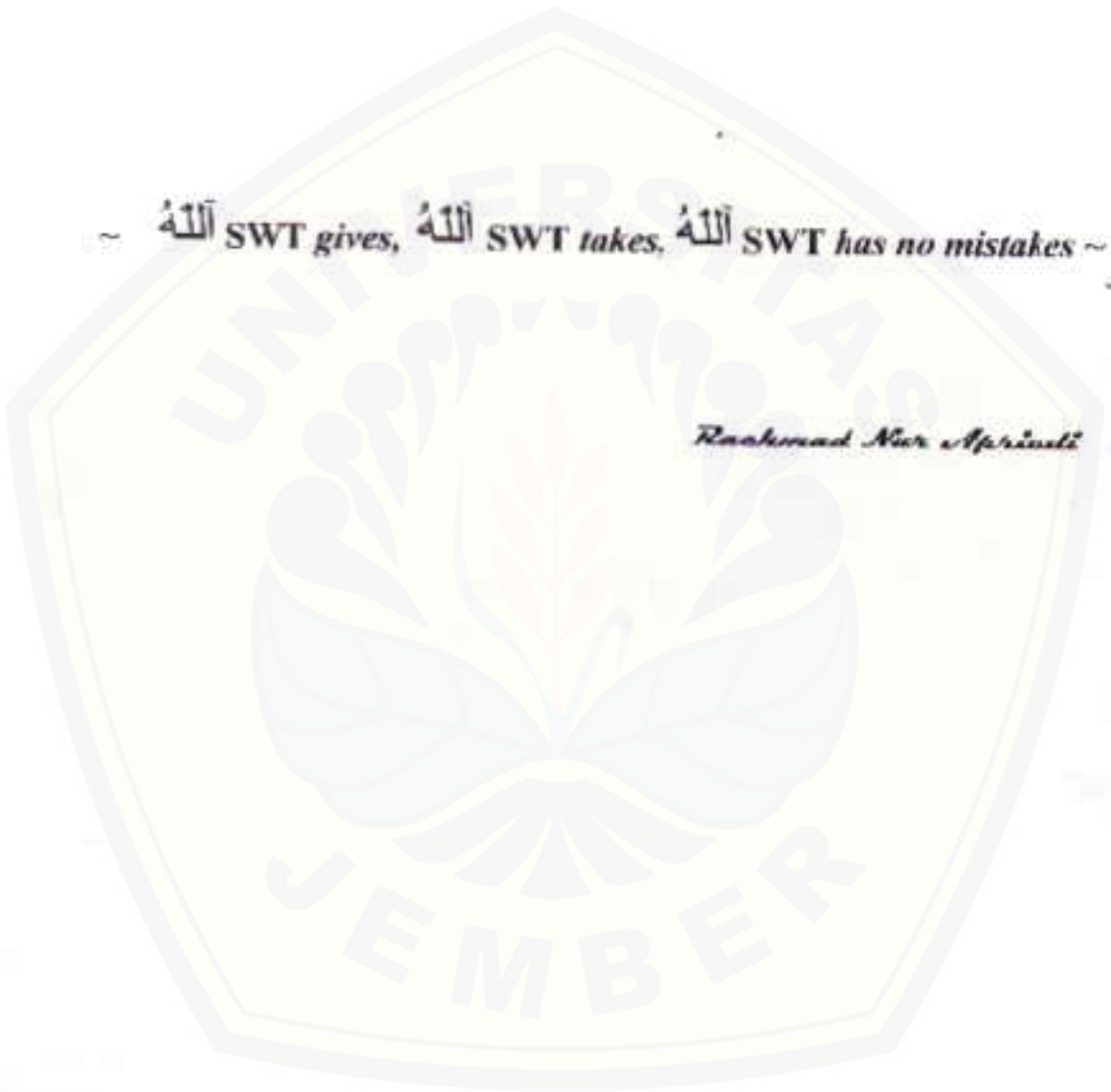
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MOTTO

~ آللّٰهُ SWT *gives*, آللّٰهُ SWT *takes*, آللّٰهُ SWT *has no mistakes* ~

Rachmad Nur Apriauti

ACKNOWLEDGEMENT

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CODING SYSTEM

A

No	Codes	Meaning	Example	
			Error	Correction
1.	^	omitted item	• My mother ^ sad with the news.	• My mother is sad with the news
2.	—	added item	• One day I visit̶ him.	• One day I visit him

B

No	Codes	Meaning	Example
1.	/	short pause	It is a mammal/
2.	///	long pause	I cannot forget that moment///
3.	***	Stop	Now, I have my new hairstyle***
4.	S	Student	S1:

C

No	Codes	Question
1.	(+)	First Question: What is your memorable thing in your life?
2.	(++)	Second Question: What did you do when you were in elementary school?
3.	(+ + +)	Third Question: What is your favorite food?
4.	(+ + + +)	Fourth Question: What would you like to change in your life?

ABSTRACT

A Descriptive Study on Erroneous Utterances of Pre-Intermediate Level Students of General English in JEMBER UNIVERSITY LANGUAGE CENTER. Rachmad Nur Apriadi, 010110101038, 2006, 62 pages.

In the time or in the place of or in the environment in which English is usually used, unfortunately the learner's knowledge of Target Language does not fulfill or meet the requirements of the Target Language and the second language learner feels under pressure, then the learner makes erroneous utterances. In erroneous utterances, the teacher should interpret, by comparing what is actually said with what the learner ought to express. In other words, he should catch the meaning through identifying or detecting the errors that the speaker has made. It is very important for correcting the errors and developing the performance of the learners of English in a certain way such as knowing the classification of errors themselves.

This thesis will discuss the errors of addition and errors of omission in the erroneous utterances produced by adult learners of English in the language center concerned. The errors will be analyzed by using steps of error analysis that includes collection, identification, classification, explanation, and correction of error.

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CHAPTER 1. INTRODUCTION

This chapter is an important part of the thesis because by knowing this chapter, it is easier for the reader to follow the main discussion very. To actually make it easy to explain, this chapter also needs to present the background of the study, the problem to discuss, the scope of the study, the goal of the study, the significance of the study, and the organization of the thesis. Each of which will be presented as follows:

1.1 The Background of the Study

Erroneous utterances often happen when the English language learners try to produce their ideas in English. By having achieved English as their second language (L_2), they will be able to communicate with many peoples using English as the medium or both with their peers or people whose first language (L) is English. The learners will get more knowledge in modern technology and science because there are many books written in English by the experts.

Nowadays, error analysis is a subject that is interesting and has made the formula or the strategy in minimizing errors. However, it is almost impossible to avoid errors because most of the L_2 learners always make errors when they use English both spoken and written. It means that the errors occur because the existence of errors is a part of the learning process. The errors become some keys to the understanding of process of L_2 acquisition.

An L_2 learner who makes an error, the error becomes an indication of his learning strategy, not his failure. Some errors made by the L_2 learner are quite logical when they produce Target Language (TL). The student learns an L_2 in addition to the L_1 through a process called L_2 acquisition. Hence, in the acquisition of L_2, students usually produce some errors.

1.2 The Problem to Discuss

Concerning the topic being discussed there are two problems interesting to consider, mainly:

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1. Do the L_2 learners at Pre-Intermediate level of General English in Jember University Language Center (JULC) of 2005-2006 academic years employ errors of addition and errors of omission in the utterances in their final test of speaking?
2. Which errors of the two are dominant?

1.3 The Scope of the Study

In order to avoid misunderstanding and different opinions about the subject matter being discussed, it is very important to limit the scope of the study. This thesis deals with an applied linguistics, especially psycholinguistics, and emphasizes on error analysis aspect since it discusses the erroneous utterances of the L_2 learners in the classification of omission errors and addition errors on Pre-Intermediate level of General English students JULC in their final test of speaking. Thus, it may be simply said that this thesis is only limited in the description of the erroneous utterances according to the errors of omission and errors of addition which are made by the students.

1.4 The Goal of the Study

The general goal of the study is to describe the utterances made by the course participants in Pre-Intermediate level of General English JULC in their final test of speaking. The more specific goal is to explain what sorts of errors the learners have made in their utterances as well as collecting, identifying, evaluating and classifying those errors.

1.5 The Significance of the Study

The significance of the study is pointed out to three groups, they are; researcher, English learners and English teachers.

1. The researchers definitely meet or encounter the strategies employed by the learners in using their English meanwhile their knowledge of English does not meet the complex need of communication.

2. Particularly for the learners of English Course: It can give some understandings for the learners about their utterances, so that they are expected to be aware of their erroneous utterances which may create confusion and of their willingness to improve their strategy of learning and know how to acquire English better.

3. Especially for the English teachers: It is hoped that teachers will get a clear description about the erroneous utterances made by the learners in order to improve the quality of their strategies of teaching.

1.6 The Organization of the Thesis

This thesis is divided into five chapters. Chapter one is an introduction to the discussion of this thesis. This chapter consists of the background of the problem describing what is going to be discussed in this thesis, the problems to discuss, the scope of the study, the goal of study, the significance of the study, and the organization of the thesis. While chapter two deals with theoretical review. It concerns some theories stated by some linguists which are closely related to the problems discussed in this thesis. Methodology of research is in chapter three. It deals with the methods of collecting data and the types of data and data analysis. Chapter four is the result and discussion. Chapter five draws the conclusion and suggestion.

CHAPTER 2. THEORETICAL REVIEW

A scientific research needs sufficient theories to guide the researcher in the process of research. The theories may help the researcher to interpret the data in a deeper extent. Faisal (1982: 21) states that: "Basically, a theory contains a cause and effect relationship between variables. Inside of a theory contains superiority to explain a phenomenon. More than that, a theory also has strength to predict a phenomenon". Originally, he states that: "Suatu teori, pada dasarnya berisi penggambaran hubungan sebab-akibat diantara variable-variabel. Suatu teori di dalam dirinya terkandung keunggulan untuk bisa menjelaskan suatu gejala. Bukan itu saja, Suatu teori, juga berkekuatan untuk memprediksi suatu gejala."

The discussion about the erroneous utterances made by the students of Pre-Intermediate level of General English JULC in their final speaking test is interesting, since the learners come from different faculties. This thesis introduces the theoretical background and information taken from books concerning the learning of English as the L_2, especially relating to the erroneous utterances.

In discussing about the erroneous utterances, we need to know several concepts related to the topic of this thesis. Among others are: the meaning of the L_2 acquisition; language environment; interlanguage and followed by the explanation about Error Analysis; then the explanation about Errors which includes the meaning of errors; and the sources of errors and the types of errors. Besides the explanation of spoken language, the hypothesis is also given in this theoretical review.

2.1 Second Language Acquisition

Based on many books, some linguists have defined the meaning of Second Language Acquisition (SLA). However, only some of them will be mentioned in this chapter. The first is Corder's idea about SLA (1981: 6). He says that: "...the learning of mother tongue is part of the whole maturational process of a child, while learning a second language normally begins only after the maturational process is largely complete."

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Regarding Corder's idea then it is true that the L_2 learner has been pre occupied by his owned L_1 which whether or not his L_2 production may be influenced by his L_1 namely language feature addition and omission.

With regard to the term L_2 there is still a debate about the term of L_2 and foreign language whether they are similar or different in meaning. Actually, the term of L_2 is similar to the concept of foreign language. Dulay *et al.* (1982: 10) state that: "Second Language Acquisition includes learning a new language in a foreign language context as well as learning a new language in a host language environment, so that the term of second language acquisition refers to both foreign and host language". Similarly to the thesis, the two terms are used interchangeably.

Another researcher, Klein (1986: 19) in *Second Language Acquisition* also states that: "The term of 'foreign language' is used to denote a language acquired in a milieu where it is normally not in use (i.e. usually through instruction) and which, when acquired, is not used by the learners in routine situation. He further states that: "A 'second language' on the other hand, is one that become another tool of the communication alongside the first language, it is typically acquired in a social environment in which it is actually spoken". This quotation explains that the L_2 is used in a certain community and it has a communicative function.

2.2 Language Environment

In mastering the TL, language environment gives strong influences for the L_2 learners. Dulay *et al.* (1982: 13) state that: "The quality of the language environment is of paramount importance to success in learning a new language".

Concerning language environment, Krashen (1981: 40) suggest that there are two kinds of Language environment: "...artificial, or formal environments found for the most part in the classroom, and natural, or informal environments". Both of them give different contributions to the learner. He further states that: "...informal environments provide the necessary input for *acquisition*" (1981: 47). For example, English knowledge in vocabularies, pronunciation, expressing ideas

and thoughts, new words the learner's get from activities that use English. On the other hand, he states that: "...the classroom aids in increasing learned competence" (1981: 47)

Rivers (1989:110) supports the idea about the importance of language environment in her book *Communicating Naturally in A Second Language*. She states that "The most natural way to learn a new language is to use it in some forms of involvement with community life: within the school community itself or in the wider community outside the school". Generally, the school community is the L_2 learner's formal environment while the wider community outside the school is their informal environment. Both of the environments are going to be explained as follows:

2.2.1 Formal Language Environment

Formal language environments are the certain environments in which the L_2 should obey the acceptable rules. Formal language environments are the environments where the L_2 learners involve themselves formally to achieve their second language. Dulay *et al.* describe that: "A formal language environment focuses on the conscious acquisition of rules and forms" (1982: 17). In other words the important gain of this environment is how this environment emphasizes on the language rules and forms.

Furthermore, Johnson (1995: 3) states that: "In second language classrooms, the language, whether it is English or another language, is the medium through which teachers teach, and students demonstrated what they have learned". Cazden (cited in Johnson, 1995: 17) also agrees with her idea so that he asserts "...classroom lesson as classroom speech events, with specialized rules and expectation concerning the appropriateness of teachers' and students' communicative behaviors". For example, Indonesian students have learnt English as an L_2 in Indonesia since they were in elementary school. In English class they must perform their English skills by doing some English task such as: writing paragraphs and answering the questions, listening to the English teachers and tape recorder, speaking in small conversation groups, and answering question.

Krashen states that there are two contributions of the classroom to the foreign language learners.

a) As an environment of formal linguistics: the classroom provides "rule isolation and feedback for the development of the Monitor" (1981: 50). It means that the L_2 learners get the isolated formal rules of their L_2 linguistics and the appreciative information from their teachers in the classroom;

b) As an emphasis to the use of language: the classroom is used as "...a source of primary linguistic data for language acquisition" (1981: 50). It is considered that the classroom gives the earliest L_2 data to them.

Concerning the ideas above, the rules and data (grammar, structure, and tenses) that are taken from their teachers should be stored in their minds because they are the basic information that will be needed for mastering the TL.

In addition to the earlier paragraph, Dulay *et al.* (1982: 19) state that there are two benefits of formal language environment, they are:

1. "... speakers may modify their use of language through some of the low level rules they know".

2. Formal environment "... satisfies the curiosity that many adult learners have about language. For those who have an interest in the structures they are learning, formal environments are stimulating and useful."

Implicitly, the L_2 learners can apply the recognized rules on their utterances and writings.

The L_2 learners spend their times not only in formal language environments but also in informal language environments that are going to be discussed as follows:

2.2.2 Informal Language Environment

Informal or natural language environments have considerable roles for the L_2 learners. For those who are able to use their informal or natural environments will attain communicative skills of their TL more immediately. It happens because they get the opportunities to communicate with their peers by using their TL without considering its rules as long as they can transmit their messages. Dulay *et*

al. (1982: 15) state that: "A natural language environments appears to enhance the development of communication skills in a second language in both foreign and host environments. Apparently, natural exposure to the new language triggers the subconscious acquisition of communication skills in that language".

It can be summarized that informal or natural language environment can be found in the places where the L_2 learner would rather take and give messages, opinion, and information than notice about the rules of his TL.

By taking the advantages of their informal or natural language environments, they will be able to achieve necessary input for acquisition. In this case they will know the meaning of their TL expressions by trying to understand the context of the conversations. Besides, they will understand how to express their opinions in their TL.

Unfortunately, informal environments are rarely found in Indonesia. In addition, the natural or informal environments give important effects, as it is stated by Dulay *et al.* (1982: 17), "Several factors can limit the beneficial effects of natural exposure: a lack of peers who speak the target language natively, incomprehensibility of the communication, and lack of silent period when one can absorb the new language but need not to produce it". In this situation very often the learners are trapped in inevitable use of their interlanguage

2.3 Interlanguage

Every language has it own patterns. Every language community should practically speak according to their own language rules. When people in the community get in touch with a new language, some problems may arise, since they should adapt to the new language rules that are different from their previous rules (their native/L_1 rules).

As stated previously, in producing both written and spoken language the native speaker unconsciously or consciously deals the pattern of the language concerned. When people learn a new language they will find it is not easy to form sentences in the new language, since there are rules that are different from the L_1. The greater the differences between L_1 and L_2, the greater the difficulties will be,

and this is what might cause problems for new language learners in forming utterances in the L_2.

The L_2 learners may produce utterances that are different from the features or systems of the TL. The language of learner's language is called interlanguage that is the language that refers to the mixed or intermediate status of the learner's system between the L_1 and the TL. Corder (1981: 67) states that "...the learner's language will show systematic features both of the target language and of other languages he may know, most obviously his mother tongue".

The English learners in Indonesia as the L_2 learners of English also face the same problems as other language learners, because of the differences patterns of English and Indonesian. The evidence of taking the L_1 elements into English utterances they form shows that the L_1 features influence the learners in forming English utterances. Corder (1981: 65) states that "...attitude of errors is that they are all the result of the influence of the mother tongue on the learning process, 'interference' as it was called, from the habits of the first language".

English learners usually bring the L_1 features since they have not acquired enough knowledge of the L_2. Consequently, it may be normal because when they try to form utterances in the L_2 they take the easiest and the most practical way so they are able to produce utterances without too many obstacles

As it is stated by Dulay et al. (1982, 96) that: "The first language has long been considered the villain in the second language learning, the major cause of a learner's problem with the new language". But by the time the learners acquire more knowledge of the L_2, the influences of the L_1 become less. The learners become more aware that the L_2 rules are different from those of the L_1. The L_1 is no longer considered an annoying interference in the learner's effort to acquire an L_2, and when an individual finally becomes bilingual, the availability of both the L_1 and the L_2 is recognized as an enrichment of the individual's communicative performance.

For the language learners, they must attempt to form utterances in the L_2 as good as possible. They think that the utterances they made have fulfilled the criteria required by the rules of the language being learned. Because of the limited

knowledge of the L_2, the learners take the L_1 elements that sometimes are different from the elements in the L_2. '

In the case of arising problems of the student's utterances, errors may be happened. Therefore, it is very essential for us to present error explanation as follows:

2.4 Error Analysis

Analyzing the learner's errors is called error analysis. Crystal (1984: 112) in his book, *A Dictionary of Linguistics and Phonetics* states that: "Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by LINGUISTICS".

Previously, it is also stated that the learner's errors can be analyzed to find the source of the errors. Moreover, it can be an important result for the learner or the researcher in studying the TL. The L_2 learning is a process that is clearly first or native language learning in the natural setting preoccupied by its trial and error. Inevitably, learners will make errors in the process of acquisition, and indeed will even impede that process if they do not commit errors and then benefit in turn from various forms of those errors.

By analyzing the errors, it can be identified the cause of errors. Commonly, the errors are caused by the different system between the L_1 and the TL, when the learners try to learn a new language or TL. Researchers and teachers of L_2 soon come to realize that the errors of students made in the process of constructing a new system of language need to be analyzed carefully.

The errors may become some of the keys to the understanding of the process of SLA. Besides, learner's errors are also useful for researchers and English teachers, as stated by Corder (In Brown, 1980: 164) that: "A learner's errors...are significant in (that) they provide to the researcher's evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language". This realization has intensely made an increase of the study of learner's errors, which is called error analysis. At least,

Dulay *et al.* (1982: 141) state about error analysis that: "...it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage".

2.5 Errors

2.5.1 Theory of Error

In the process of learning, it is impossible to avoid errors. The L_2 learner will make some errors. It is natural because the L_2 learner tries to enter a language system, which is new for him that he never knows before. Furthermore, making errors also have significant role for the learner himself. Besides, it can be used for the learner to test the nature of the language he is learning.

Commonly, making errors is called a sign that the learner has not mastered the rules of the language that he is learning. Sometimes the learner cannot realize whether he makes errors or not. This thing shows that neither the learner have mastered nor has complete knowledge of TL. However, having incomplete knowledge is not the only reason to make errors.

Sometimes, a native speaker, on the other hand, who is assumed to have perfect knowledge of the system of their mother tongue, also makes errors in producing some utterances. It can be caused by other factors, such as "...fatigue" (Dulay *et al*, 1982: 139) or "...slip of the tongue" (Brown: 1980: 165). For the learner, making errors in a new language is normal. It happens because they try to enter a new language system that has different system from their L1. It is supported by statement given by some linguists such as Dulay *et al.* (1982: 138), they state that: "People cannot learn language without first systematically making errors." This opinion indicates that making errors is the beginning step of learning a new language.

Based on the explanation above, it seems that it is natural that every language learner will make some errors in learning an L_2. It is the beginning step to learn a new language. Furthermore, by understanding this theory, we know the causes of errors in learning an L_2. Related to this research, this theory can be applied to find the types of student's erroneous utterances.

2.5.2 The Meaning of Error

Based on the analysis of erroneous utterances in the discussion, it is very important to know the meaning of errors. Brown (1980: 165) states that: "...an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner".

Another expert, Dulay *et al.* (1982: 139), state that: "We use *error* to refer to *any* deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be." The occurrence of errors, as Corder (1981: 5) says that: "...errors namely are the result of interference in learning of second language from the habits of the first language". Furthermore, he (1981: 10) explains that: "The errors of performance will characteristically be unsystematic and the errors of competence, systematic."

The systematic error is an error, which is randomly or more properly, the systematic nature which cannot be readily separated. Furthermore, the error of competence will characteristically be systematic and it is called 'error'. Nonsystematic error is the error that is due to memory lapses, physical states, such as tiredness and psychological conditions such as strong emotion. The learners are aware of them when they occur and can correct them with more or less assurance.

Moreover, the errors of performance will characteristically be unsystematic because the errors are not intentional or not planned and do not reflect a defect in the knowledge of language and it is called 'mistake'. In addition, Guntur Tarigan and Djago Tarigan (1988: 75-76) state that: "...error is caused by competence factor. It means that the learner has not understood the linguistic system that is used. Errors happen consistently, therefore systematically. It occurs in a long time if there is no attempt to remedy. Thus, it is usually done by the teacher through the remedial teaching, drilling, practicing, etc. It is often said that errors is the description of understanding of the learner to the language system that is learnt." It is almost impossible for someone to learn a language without committing any errors. Originally: "...kesalahan disebabkan oleh faktor kompetensi. Artinya, siswa memang belum memeahami sistem linguistik bahasa yang digunakannya. Kesalahan biasanya terjadi secara konsisten, jadi secara

sistematis. Kesalahan itu dapat berlangsung lama apabila tidak diperbaiki Perbaikan biasanya dilakukan oleh guru, misalnya melalui pengajaran remedial, latihan, praktek, dan sebagainya. Sering dikatakan bahwa kesalahan merupakan gambaran terhadap pemahaman siswa akan sistem bahasa yang dipelajarinya."

Dulay *et al.* (1982: 138) state that: "Studying learner's errors serve two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which parts of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively". While Wilkins (1974: 37) states that: "There is consequently a considerable degree of conflict between the requirement that correction should take place when an error has been made, so that the necessary feedback is provided...." By student's errors, feedback can be made from the environment, and using the feedback new attempts will be obtained to achieve the goal. English learners can learn from their errors and gradually they will improve their English mastery.

The erroneous utterances made by the learners can be analyzed in order to know what the learners intend to say. In relation with the student's utterances, they may judge utterances as errors when there are any deviations from their English production.

2.5.3 The Sources of Error

Before analyzing the errors made by the learners, it is important to comprehend an understanding of how certain errors occur. Actually, when the learners talk among their friends, they just convey the messages and their friends can understand them. The students do not realize that sometimes they make errors in their utterances. Brown (1980: 172) states that: "By trying to identify sources we can begin to arrive at an understanding of how the learner's cognitive and affective self relates to the linguistic system and to formulate an integrated understanding of the process of second language acquisition". In other words, identifying source of errors would be very helpful to understand learner's

interlanguage system in the process of L₂ acquisition. Brown (1980: 173) distinguishes four sources of errors.

1. "Interlingual Transfer

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language)." (1980: 173).

2. "Intralingual Transfer

One of the major contributions of error analysis was its recognition of sources of error that extend beyond just interlingual errors in learning a second language." (1980: 173).

3. "Context of Learning

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but not properly contextualized." (1980:174)

4. "Communication Strategies

A Communication Strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication." (1980: 178)

In relation to the problem of this research about erroneous utterances and their classification, it is important to understand about the omission error and addition error as explained below.

2.5.4 The Types of Error

Based on the surface strategy taxonomy of errors categorized by Dulay *et al*, they can be divided into four types. They are omission error, error of additions, error of misordering, and error of misinformation. As we can see in the following table:

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed utterance.	She sleeping
Additions	The presence of an item that must not appear in well-formed utterances.	We didn't went there.
Misinformation	The use of wrong form of the morpheme or structure.	The dog ated the chicken.
Misordering	The incorrect placement of a morpheme or group of morpheme or structure.	What daddy is doing?

Related to the error categorization used in this research, omissions error and addition errors, it is important to get deeply explanation about those errors.

1. *Omission Errors*

Omission error is a kind of error type that is characterized by the absence of an item that must appear in a well-formed utterance. As in the utterance,

My mother sad with the news. It s not complete, the right one is;

My mother is sad with the news.

It is clear that the words My mother, Sad, with, and news are called the constituent morphemes. It means that they contribute much to the meaning of the sentence. While *is* and *the* are grammatical morphemes, that carry a minor meaning of the complete sentence. Grammatical morpheme includes 'noun' and 'verb inflections' (the *s* in father's, the *es* in fishes, the *-ing* in fishing and so forth); articles (a, the, etc), auxiliaries (is, will, can, am, was, etc) and prepositions (about, at, on, etc). Furthermore, the L_2 learners are frequently omitting the grammatical morphemes when they are producing their utterance. Usually, the omission errors happen in the early stages of L_2 acquisition. Probably, the lack of vocabulary is the condition which may cause the omission of constituent word in an utterance.

2. Addition Errors

Addition error is the opposite of omission error. They are characterized by the presence of an item that must not appear in a well-formed utterance. This type of error is usually made by the learners that have already known about the rules of the TL. They are also too faithful in using of certain rules. Dulay *et al.* (1982: 156) state that: "...these errors are indicators that some basic rules have been acquired, but that the refinements have not yet been made".

In relation with the addition errors, they state that there are three kinds of addition errors:

1. Double Markings

Dulay *et al.* (1982: 156) state that: "Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics constructions, but not in others."

For instance

I didn't prepare anything

The tense marked by *didn't* that refers to the action done in past time. On the contrary, it is different from the sentence:

I didn't prepared anything

We have to place the tense marker in the first verb but in a sentence where an auxiliary is required in addition to the main verb, the auxiliary takes the tense. Usually, the errors of this kind are caused by the learners of the TL that often place two items to mark for the same tense such as:

It doesn't works or *I didn't decided to fight*

2. Regularization

In English, there are some rules in the class of verbs and the class of nouns. But some members of a class are exceptions to the rule. For example, the verb *write* doesn't become *writted* in the past tense, but *wrote*. The noun *madman* is become *madmen* in the plural form, not *madmans*. These rules are called regular and irregular forms. Unfortunately, learners tend to apply the regular forms to produce the irregular ones and as a result, they made errors of regularization.

3   Simple addition

There is no particular characteristic about this simple addition error such as other errors. The simple addition error is a kind of addition error where if an addition error is not a double marking or regularization.

2.6 Spoken Production

Making English utterances is much more complicated than the written one, because in making utterance each speaker needs to speak. The problems are clear, in written production each learner can get on by himself without disturbing other students in class. As it is stated that: "Spoken language production, learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with." (Brown and Yule, 1995: 25). The learners use their utterance to communicate with others for obtaining different purposes.

Related to the purposes of oral interaction, Hughes (1989: 101-102) states that: "...oral interaction which may involve the following language functions:

Expressing: thanks, requirements, opinions, comment, attitude, confirmation, apology, want/need, information, complaints, reasons/justifications.

Narrating: sequence of events

Eliciting: information, directions, service, classification, help, permission, (and all areas above)

Directing: ordering, instructing (how to), persuading, advising, warning

Reporting: description, comment, decisions."

Hughes's opinion about the purposes of oral interaction can be understood since human interacts with others orally because of many reasons. However, the L$_2$ learners should also determine the kinds of their utterances based on their personalities and the situation when they are uttered. Besides, it is very important to improve the learner's production ability, as explained by Wilkins (1981: 66) that: "...the demand for active participation becomes a demand for the learner to engage principally in the production of language."

The utterances that have been made by people for years are various based on the speakers, places, situations, and conditions at that time. For instance, in children's talks, women's and men's utterances in their daily lives, people in charge of formal reports, journalist, and reporters of magazines or newspapers, presenters and spokesmen in seminars and meetings, priests in churches and preachers in mosque, and authorities' welcome speeches in ceremonies.

In relation to the above explanation, the L_2 learners in Indonesia could practice their TL in their daily lives, formal reports, seminars, and meetings. In other words, they may improve their English orally with other learners and native speakers daily. They also use this language for formal reports. Besides, they may use their TL in front of audiences in seminars and meetings.

Furthermore, the L_2 learners also should consider the choice of words that must be used in their utterances. They should judge the kinds of speaking that will be uttered based on the persons they talk to and the conditions that they face at that time. Hence, human cannot avoid error, it happens may be because the interference of the L_1 to the L_2 of the learners. It is often found the interference of the Indonesian in the usage of English.

2.7 Hypothesis

In conducting a research, formulating hypothesis is extremely important and needed, because it serves the function for limiting the field of investigation. Besides, it is also valuable for a researcher to make a tentative conclusion or decision of problem.

The hypothesis in this study can be formulated as; the erroneous utterances of L_2 learner's can be classified as omission errors and addition errors.

All of the theories described in this chapter are referred to the analysis of the erroneous utterances in the classification of omission errors and addition errors that will be discussed in the following chapters.

CHAPTER 3. RESEARCH METHODOLOGY

A research has to employ a certain method to avoid speculative problem solving. The method of research is important since it is a series of doing a research that determine the success of the research itself. In this case, the method should be employed in order to achieve the research purpose and to solve the problem as well. However, a research should be provided by the data that are relevant to the goal of the research. The data can be obtained from the population observed.

This chapter does not only discuss the method used in collecting data, but also other discussions that support the data gathering, they are: the method of research that will be presented below, then followed by the population being observed, the next is, type of data used in this thesis. After deciding the data used, it is necessary to find out how the data can be obtained and what kinds of instruments those are suitable to be used. All those things will be presented after types of data. Analyzing data is the next step that must be done after the data collected. All those discussion will be presented in turn.

3.1 The Method of Research

The method of research that is used in this thesis is descriptive method. It means that the study emphasizes on the actual or recent problems occurring in the location because this thesis will try to discuss the erroneous utterances of Pre-Intermediate level of General English students of 2005-2006 Academic Years JULC. Furthermore, this thesis will try to classify the erroneous utterances into two types of error; they are omission errors and addition errors. The first step is identifying the problem to discuss; the second step is collecting the data by using a tape recorder for recording.

The next step is analyzing the data obtained by explaining all the data both in percentage of the total number and utterances. The final product is formulating the conclusion and suggestion.

3.2 The Population of Research

Woods, Hughes, and Fletcher (1986: 49) in the book *Statistics in Language Studies* state that: "A population is the largest class to which we can generalize the results of an investigation based on a sub class". Sub class means the sample of the respondent. To decide the population research or sampling, Arikunto (1993: 120) suggests that: "... if the subjects are less than 100 persons, it will be better to take the entire respondent..." She also states that: "... if the respondents are more than 100 persons, it is suggested to take 10% up to 15% or 20% up to 25% or more." Furthermore, in deciding the population, she (1993: 120-121) suggests the followings to be concidered.

a. "The capacity of the researcher in the term of time provided, the energy and the finance;

b. The scope of the research area for each subject because it is related with the data amount;

c. The risk of the research concerns the number of the samples taken in the research. For a high risk research, the result will be better if the sample is big "

Based on the classification above, this research takes the entire respondents because the amount of the respondent is 19 persons. The population taken for this research is in the first period (October to December 2005) of Pre-Intermediate level of General English students JULC that consist of 19 learners. They are taken as population because:

1. They learn English as an L_2;

2. They are non-English department learners;

3. They are the biggest number of the L_2's classes in that period.

3.3 Type of Data

The data used in this thesis are qualitative and quantitative data. Djajasudarma (1993: 15) states that: "The data are not in the form of number, they may be in the form of words or description of something because of the qualitative data". In relation to the problem to discuss, this research uses quantitative data to find the data in the form of numbers or the amount of

erroneous utterances made by the students. While, this research uses qualitative data because the data need to be explained in the form of words or sentences that are gained from recording the student's utterances of the pre-intermediate level students JULC in their final test of speaking.

In order to collect the data, the research needs to determine the way for collecting the data. The following sub chapter will explain the instrument that will be used to collect the data of this research.

3.4 Data Collection

The method of collecting data consists of field collection method. The data of this research are directly got from the choosen population that has been selected before. Moleong (2005: 157) states that: "The utterances and the behavior of the investigated or interviewed persons will be the primary source of data. The primary source of data is noted by written notes, recording through videos or tape recorders, taking picture, or movie." Originally: "Kata-kata dan tindakan orang-orang yang diamati atau diwawancarai merupakan sumber data utama. Sumber data utama dicatat melaluicatatan tertulis atau melalui perekaman video/audio tapes, pengambilan foto, atau film." It is concluded that in this kind of research the data are attained directly from the population. Next, they become the primary data.

The data of learners' utterances in relation to the pre-intermediate level students of General English JULC in their erroneous utterances are taken by using tape recorder to record their utterances in the final test of speaking. The recorded utterances are gained from 19 students divided into two classes in the two different days. The teacher gives the students questions in their final speaking test.

3.4.1 Recording

This research uses a tape recorder to record the speaking ability of the learners. However, to obtain the data is not easy, because the learners usually will be shy if they know that their voices are recorded for an observation that is related to their erroneous utterances. Based on that situation, the researcher tells them that

the recording is taken as an evaluation of their improvement in spoken production.

The recorded data is taken in the classroom when the final speaking test of the pre-intermediate level students of General English JULC is in progress. The teacher stimulates the students to speak by asking some question concerning with the topics that make them to speak. Another way is the researcher tells them that the recording is held to identify their speaking errors and let them know how to make good sentences.

Recording is used in order to avoid the data manipulation done by both the researcher and the learners. The real condition of the learners' erroneous utterances can be found by listening the recording that will be the transcripted in the data transcription. Underhill (1995: 34) states that: "The recording is used subsequently for one or more of four purposes:

- as the basis for assessment
- as data for moderating the consistency of assessment
- as the basis for self-assessment
- as teaching material on which to base correction and feedback"

3.5 Data Analysis

The data that have been collected will be merely useless if they are not analyzed. Data analysis is a very important stage on a research because by analyzing those data, they can be interpreted to solve the research problem.

Corder (in Ellis, 1994: 48) states that: "...the following steps in Error Analysis research:

1. Collection of errors
2. Identification of errors
3. Classification of errors
4. Evaluation of errors
5. Explanation of errors".

To get a better understanding about the steps, they are explained as follow:
1. Collection of Errors;

Previously, it has been explained that the data are recorded data. The data are obtained by recording the student's utterances in their final test of speaking.

2. Identification of Errors;

Identification of Errors is presented by giving a mark to the errors. The mark is given by making the italic and giving the underline to the addition errors. While, the (^) mark is given to the omission errors.

3. Classification of Errors;

In this study, the erroneous utterances will be classified into two points of error classification; they are Omission Errors and Addition Errors. Those kinds of error have some categories as explained in theoretical review.

4. Evaluation of Errors;

Evaluation of Errors means to evaluate the total errors from the student's utterances by counting those errors into percentage. The result of evaluation will be presented in graphs and tables.

5. Explanation of Errors;

Explanation of Errors means to discuss the errors produced by the learners. The explanation of the errors data also carried out by showing the erroneous data produced by the subject and the correction as well.

3.6 Data Explanation

In relation to the presentation of the data, it is important to give the data explanation. This study uses two ways of explanation. First, the data are explained in the form of tables and graphs. Second, the data will explained through the common words.

It can be said that the first explanation is usually used in the science that use sign and symbol, such as the coding system which the data are most explained in symbols. The coding system used in this study is my own code. The codes are made in order to make easier for the reader to comprehend the contents. On the contrary, the second explanation is usually used in the science that does not need to use the codes and symbols. Hence, the data are only explained as usual sentences.

CHAPTER 5. CONCLUSION

The data reveal that all students of Pre-Intermediate level of General English Jember University Language Center (JULC) 2005-2006 academic years who have been joining the course for about six months or one semester (effectively) have erroneous utterances, both in errors of addition or errors of omission.

Based on the result, the erroneous utterances of the Pre-Intermediate Level students are varied (table 1). The total amount of errors is 267 out of 655 utterances and it means that the error occurs 40.76% of the total utterances. It is proved from their various results of erroneous utterances (from 8 to 25 erroneous utterances). Based on the recorded data (Table 2), 155 errors of omission are found (58.05%) and in the meantime, 112 utterances occur in errors of addition (41.95%).

By knowing the data results, we can see that the erroneous utterances of Pre-Intermediate level of General English JULC 2005-2006 academic years can be classified as errors of omission and errors of addition and it is answering the hypothesis of this study.

Concerning the problem to discuss, the data results show that the L_2 learners at Pre-Intermediate level of General English JULC of 2005-2006 academic years employ errors of addition and errors of omission in the utterances in their final test of speaking. The results also show the errors that are more dominant in the learner's utterances are errors of omission.

Furthermore, analyzing or finding the errors in detail without making some corrections or improvements is not the best way in language learning point of view. Without ignoring the errors the teachers of English are hopefully able to reconstruct the significant strategies of teaching in order to find a way of how to minimize the causes of student's errors.

The errors that occur sometimes maybe caused by the pressure of the community in which the learners need to fulfill the requirements of English, the translation strategies and L_1 transfer. In this kind of situation the learners have to

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make an utterance but their knowledge cannot cover the need of communication. So we may say that the interlanguage happens because of the demanding need of the learner to use the Target Language (TL) for communication.

Clearly, the improvement of teaching methodology directed to the improvement of learning strategy should be done. It is suggested that giving more time to produce the L_2 and giving more attention to the explanation on the differences between the L_2 and the L_1 are necessarily made to the learners, so that they become aware of those different rules and minimize the use of the L_1 to the L_2. Eventually, the errors that students have made can be reduced gradually. Furthermore, the learners are hoped to learn the rules of TL to improve their competence. The facts above show that although someone has learned their L_2 for many years, they may still have errors in their production of the L_2. No one can use a certain language perfectly, especially a foreign language.

On the bases of findings, suggestions could be made as follows: For the teachers, they are suggested that they should describe the comparison between the Indonesian and English grammars in relation to the differences and the similarities exist. It will be better for them to give the learners much time to practice it. They should give more emphasis on the different patterns of English and Indonesian. The differences should be explained clearly to the learners, so that, they become aware of those different patterns and minimize their errors in their utterances. Furthermore, it is hoped that the teacher will get a clear description about the erroneous utterances made by the learners in order to invent the best way of teaching technique for their students.

For the learners, it is suggested that they could practice the English more and more in order to minimize the errors and to improve their performances of English. Also, the findings of the study will be useful for them to know and to analyze their weakness and it can improve and give some understandings for the learners about their utterances.

It is important for the researchers to pay attention to the errors committed by the learners more carefully. The basic knowledge about error analysis can be

used to observe the relationship between the theories that have been learnt and the facts found in the process of English learning

For the institution: Good and adequate learning facilities and teaching qualities should be increased because those things give a big contribution on the success of the learning process

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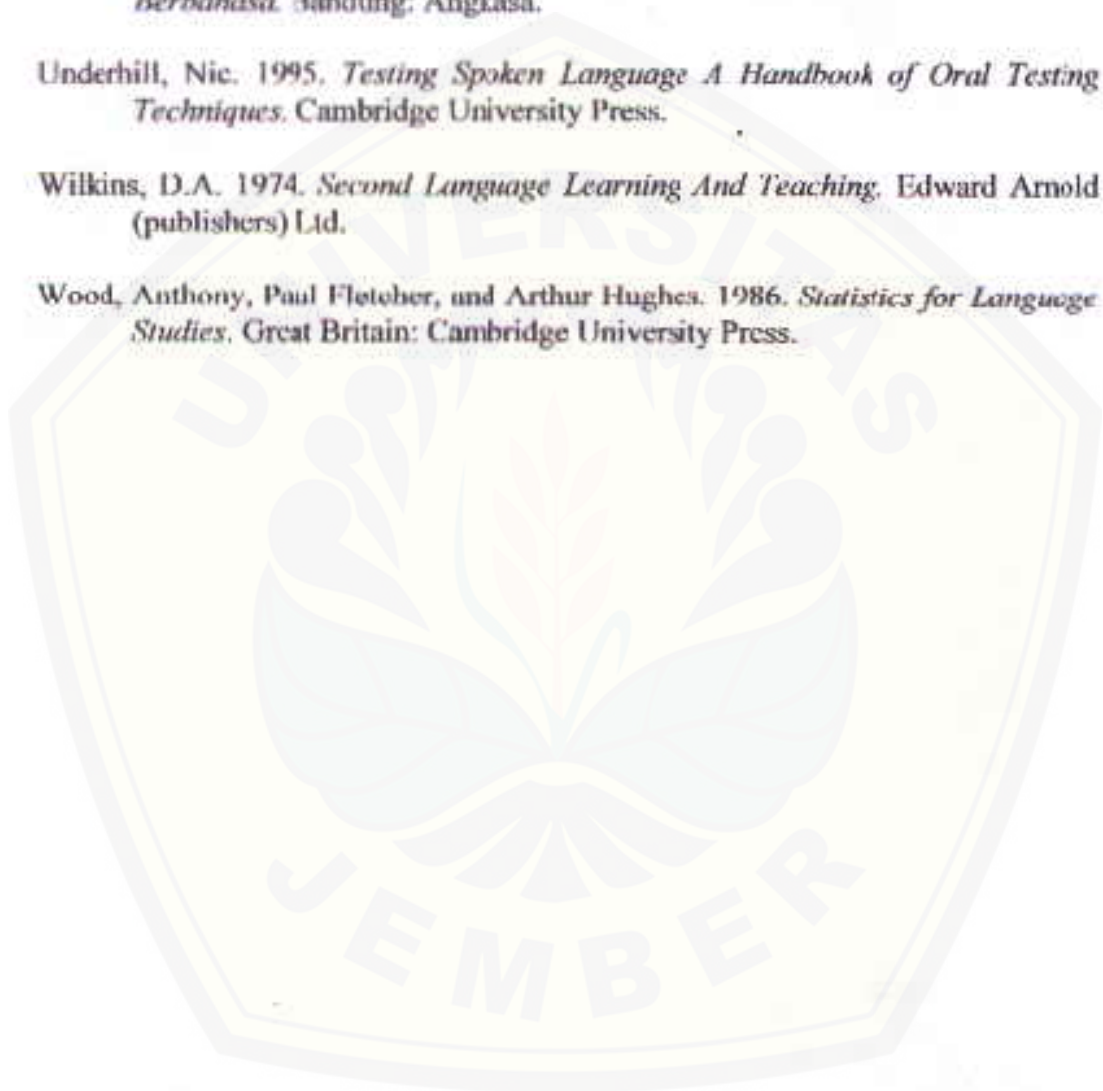
APPENDIX 1

<p style="text-align:center">

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS SASTRA

</p>

Nomor   : 027 / J 25 . 3 . 1 / PP-1 /2006 Jember, 11 Januari 2006
Lampiran   : -
Hal   : Permohonan ijin perelitian

Kepada   : Yth. Ketua UPT BSFB
             Universitas Jember
             Di-
             Jember

Bersama ini kami sampaikan dengan hormat permohonan ijin penelitian untuk mahasiswa:

Nama / NIM   :   Rachmad Nur Apriadi
Jurusan   :   Sastra Inggris
Judul Skripsi   :   Descriptive Study: Erroneous Utterances of Second Language Learners: A case Study On Students Joining The English Courses at JEMBER UNIVERSITY LANGUAGE CENTER.

Tempat yang dituju untuk penelitian

1.   Ujian Lisan untuk Kelas Level II A1 di Ruang IV
       Hari   : Kamis
       Tanggal   : 12 Januari 2006
       Jam   15.30-17.00
2.   Ujian Lisan untuk Kelas Level II A2 di ruang III
       Hari   : Sabtu
       Tanggal   : 14 Januari 2006-01-09
       Jam   15.30-17.00

Penelitian tersebut digunakan untuk mendapatkan data dalam rangka penulisan Skripsi untuk menyelesaikan program pendidikan S1.

Demikian atas perhatian dan bantuannya kami ucapkan terima kasih.

<p style="text-align:right">

Jember, 11 Januari 2006
Pembantu Dekan I.

Dra. Asrumi M.hum
NIP. 144 832 313

</p>

APPENDIX 2

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
UPT. BIDANG STUDI DAN PUSAT BAHASA
Jl. Kalimantan kampus Tegalboto Jember 68121 Telp./fax. (0331) 336270

OUTLINE OF SYLLABUS
(Pre-Intermediate level)

NO	TOPICS	FOCUS
1.	A time to remember	**Grammar Focus:** - Past Tense
2.	Caught in The Rush	• Reading Skills • Compound Nouns **Grammar Focus:** - Adverbs of Quantity - Indirect questing from Wh-question
3.	Time for a Change!	**Grammar Focus:** - Evaluations and Comparisons **Pronunciation:** - Sentence Stress
4.	I've never heard of that	**Pronunciation:** - Reduced Forms **Grammar Focus:** - Simple Past versus Present Perfect - Sequence Adverbs
5.	Going Places	**Grammar Focus:** - Future Wish *be going to* and will - Modals for necessity and suggestion **Pronunciation:** - Ought to and have to
6.	Sure, No Problem	**Grammar Focus:** - Two part verbs; will *for responding to requests* **Pronunciation:** - Stress with two part verbs - *Requests with Modals* and Would you mind...?
7.	What's this for?	**Grammar Focus:** - Infinitives and Gerunds - Infinitives and complements **Pronunciation:** - Syllable Stress
8.	Let's celebrate!	**Grammar Focus:** - Relative Clauses of time **Pronunciation:** - Stress and Rhythm - Adverbial clauses of time

APPENDIX 3

DAFTAR PESERTA PELATIHAN UJIAN AKHIR LISAN
JENIS PELATIHAN: GENERAL ENGLISH
LEVEL IIA

NO	NAMA	NIM	FAKULTAS/PS
1.	Gayuh Setiawan	04-1045	MIPA
2.	Yuvida Agustin	04-1045	Teknik
3.	M. Ahdal Masruhin	05-1031	Hukum
4.	Ria Novita W	05-1113	ISIP
5.	Tyas Hapsari	04-1001	PSKM
6.	Yunik Wulandari	03-2068	KIP
7.	Bachtiar W G	05-1031	ISIP
8.	Himawan Pambudy	04-1006	PSKM
9.	Vidya Tama	05-1033	ISIP
10.	Rino Puguh Priambodo	02-1025	TP
11.	Fibri Imansantosa	05-1085	ISIP
12.	Lutfi Rochman	05-1044	Teknik
13.	Dara Nortaria Rosa Patria	04-105	Hukum
14.	Finari Anggraini K	05-1103	Ekonomi
15.	Debora Febriana	05-3006	Teknik
16.	Aulia Brilliantina	02-1005	TP
17.	Fitria Citra Dewi	03-1263	ISIP
18.	Rhofi Mubaroq	04-050	Teknik
19.	Finda Fauziah	04-1075	PSKM

APPENDIX 4

The Types of Omission Error

No	The Types of Omission Error	Example of Learner's Error	Correction
1.	Third Person Singular verbs	She live^ with me	She lives with me
2.	Perfect Continuous Tenses	I ^ ^ learning English ^ ten years	I have been learning English for ten years
3.	Passive Forms	The chocolate ^ exported by the company	The chocolate is exported by the company
4.	Auxiliary before Adjectives	She ^ young	She is young
5.	Plural Forms	All girl^	All girls
6.	Preposition Forms	He doesn't believe ^ what I said	He doesn't believe in what I said
7.	*be* before *Verb+Ing*	He ^ sitting beside me	He is sitting beside me

APPENDIX 5

The Types of Addition Error

No	The Types of Addition Error	Example of Learner's Error	Correction
1.	The exchange of Singular for Plural	Some teachers says that...	Some teachers say that...
2.	The use of article	I watch TV at *a* night	I watch TV at night
3.	The use of an auxiliary verb in a present verb forms	I *am* think...	I think...
4.	Double markings in the third person markers	She doesn't works	She doesn't work...
5.	The use of preposition	My mother promised *to* me	My mother promised me...
6.	Double markings in the use of adverbs	I *often sometimes* have a long talk with him	I ofen have a long talk with him / I sometimes have a long talk with him
7.	Double markings in the past tense	I didn't prepared anything	I didn't prepare anything
8.	The subject/object is both expressed in the subject/object pronoun	My parents, *they* have prepared something for me	My parents have prepared something for me
9.	Plural Forms	One boys collapsed	One boy collapsed

APPENDIX 6

The Transcript of the Student's Utterances

S1:

(+) I bought a parrot / It was a very beautiful bird / The parrot quickly learnt new words/ Actually, nobody knows that I have a parrot / My mother is angry if she knows that I have a pet in our house / One day the parrot was not in its cage and It was flying in my room / My mother came into the room and saw the parrot / My mother said that she would be angry if the parrot is still in my room / I was very sad and I ask my friend to keep my parrot///

(+ +) I was in the second year of elementary school /// I remember the day when I go fishing with my father / I can't forget the moment because my father never takes me when he goes fishing/ That is one of the happiest days in my life/ On Sunday morning, my father takes me to the lake near my house/// I also remember when I catch my first fish and when I play with many fishes and the fishes makes my jacket becomes dirty/ You know, A childres likes to play in dirt/// I always go with him on Sunday/ My father waits for my coming because he always takes me when I ^ back home on holiday/ My parent^ love me, especially my father/ I love my father so much/ He ^ patient and kind///

(+ + ‒) I am like chocolate because it is very delicious/ Fortunately, near my house, there s a chocolate factory and my father works there/ He work^ there with my brother/ My father ^ working there ^ three years/ The factory made many kind of chocolate and the chocolate ^ exported by the company to many countries/ Those country^ are Malaysia, Singapore and others ///

(+ + ‒ +) I would like to change my bad habit/ I always watch TV at a night / I am think that I waste my time. I ^ learning English ^ ten years and I don't know nothing/ Some teachers say that I am the laziest student in the class and then I ask a private teacher, her name is Lisa/ She live^ with me and she doesn't works/ She ^ young and her students come^ from another school/ We goes to school and study English everywhere/ We spent too much times to do that***

S2:

(+) My father is a night watchman in my village/ In the morning, he works in the field/ I'm proud of him because he has three sister^ and they ^ all success^/ One night he walks around the house and shout for help because he saw a thief/ All the people jump out from their house and catch the thief/ After they catch the thief and give to the policemen, all the people and especially my family, feel proud of him/ A week later he did the same thing again/ This time, he catches the thief by himself/ My father ^ old enough but he is a brave man/// It was a cold night and also it rain^ a lot in the rainy season/ I love him so much/ I cannot forget that moment///

(+ +) I was very naughty girl in my Elementary school/ In the class, I sit with a boy/ Some student^ disagree with me but I *am* ignore the rules/// A girls needs someone who can be a place to talk with/ He said that he wants to take me to Matahari department store/ He promised *to* me and in the next day he give^ me a love letter/ He deliver^ the letter by himself and then he ask me to go/ My mother suggests *for* him not to go but he never obey^ ///

(+ + +) I like gudeg/ We *are* like it because it is very delicious/// There is a Gudeg competition in my grandmother's village in Jogja/ The competition ^ held by the people in my grandmother's house/ I *usually sometimes* go to Jogja because of the competition/// I miss my grandmother as well as the food///

(+ + + +) I would like to find my own money/// All girl^ need cosmetics and those are very expensive things/ I want to have a field of roses so I can sell the rose/// My mother is ^ good mother because she gives me a lot of seed/ Now I have a lot of money because my roses *are* grow quickly/ My sister work^ with me because I should finish my study here***

S3:

(+) I have a close friend/ She died because of malaria disease/ Last month I saw her lying on the bed/ I cannot forget when he hold my hand/ Her hand was cold/// When you have malaria your temperature goes up very fast and lowery again/// I *am* give her my support/ She might feel better next day, but she got ill again soon/ All of this makes her weak and she got other disease easily/// Malaria is one of the most dangerous diseases in Indonesia/ I hope the doctors do their best to fight Malaria/ I miss her so much because she is the best friend I ever had///

(+ +) I also have a close friend when I was in Elementary school/ His name is Bayu/ We were walking down the road/// We saw a small black bag on the road/ It was made of old cloth/ "That's a bag of money" I said/ Then I took it/ When an old man comes along and he is looking for his bag, I ask him "Is there any money in it?" He said "money?" no, there is no money in it", the old man said with a laugh, he said "This bag is full of old paper"/// After that, we were boking ^ each other and laugh///

(+ + +) I like candy very much/ I remember when I was a kid/// You know, a child _is_ cry when they want candy/ My mother hates me when I eat candy too much/ She ^ afraid with my teeth/ It doesn't works, I still like candy///

(+ + + +) I want to change my attitude/ My servant teaches me everything about the good attitude/ He gives many advice^ / I _often sometimes_ have a long talk with him/He _is_ work there for five years/ I ^ proud of him/ I _am_ did not allow him to move from my house because he plans to move/ He doesn't believe ^ what I said/It _is_ make him sad/// Parents must give ^ child much attention/ Many peoples say_s_ that my servant is better than my father ***

S4:

(+) I cannot forget the moment when I met Scope band, my favorite group band/// I was in Gubeng train station with my family/ We were waiting for our family from Bandung/ There were so many people there so I didn't recognize them/ I was sitting in front of the restaurant because I saw a group of people that look so familiar for me/ Moreover, I saw someone who looks like Rico murry, the drummer of the Scope band/ After sitting near them I try to ask him whether they are Scope band or not/ I was very happy because they are Scope band/ I cannot forget that moment because they give me many sticker and T-shirt///

(+ +) When I was in Elementary school, I remember when I was traveling to Bali with my classmates/ I talk with the driver/ He like^ me and we talk until he confuses with the road/ Our bus driver _is_ take the wrong way/ Buses stop_s_ in the parking area/ All the students _were_ think that we arrived/// My teacher _is_ sleep like a baby/

(+ + +) I like Cap cay/ I often make cap cay with my sister/ We buy_s_ some vegetables in the market/ Sometimes my boyfriend visit^ me with his brother/ My boyfriend doesn't like cap cay but he never complains ^ it///

(+ + + +) I am a fat girl so I have to control my eating program/ It is too difficult for me/// Everyday, my sister leaves ^ his office at half past four and always brings capcay for me/// I would like to change my habit/ I told my parents and they ^ happy with that news***

S5:

(+) I cannot forget the moment when I reach the top of Semeru Mountain/// I was there with my friends last month/ When we climb such a high mountain we must face many difficulties/ First of all it is very cold and we must wear special clothes/ Secondly, the air is very thin so that we get easily tired and we must bring oxygen/// I am proud of my self because I was the first girl who reach the top of Semeru Mountain in my class/// I always try to go there again with my friend/

(+ +) I have a close friend when I was in elementary school/// Most people didn't like the girl because she was very ugly/ She got an accident when she was a child/ She has an ugly face because of the accident/ She lives with her uncle/ One day I was called into her house/ The other girls in my neighborhood don't like playing with her so her uncle wants me to play with her/ Actually, she was a nice and kind girl/ She also has a good personality/ She was a patient girl and I like playing with her///

(+ + +) I like fried cove/ In my place, there is a restaurant near the swimming pool which the main menu is fried dove/// I *usually always* swim in Sunday afternoon and I like buy the food there/ We can buy the fried dove with the rice/ It depends ^ our money///

(+ + + +) I *am* plan to change my attitude/// I likes breaking the rule/ I remember when I was in high school/ Five student^ were late and I told them to relax and enter the gates/ Many student^ follow my advice/ We *were* enter through the gate and the teachers gets angry/ they calls us/ A punishment ^ prepared by our teacher/ All the students cleans each room/ We plans to run but the guards checks the students***

S6:

(+) Last vacation I went to dolphin show/// I cannot forget that moment because all my families come together/ I love delphins because they are very clever/ For many years people believed that the cleverest animal is Dolphins/ Dolphins have a simple language/ They are able to talk one another/ Although a dolphin lives in the sea it is

not a fish/ It is a mammal/ Dolphins are also very friendly to mankind/ They often follow ship/ There are many stories of dolphins guiding ships and I ever saw them when I have a vacation with my family in the Bali straight/ I have three dolphin doll/ My father buy them for me/// I love them///

(+ +) I remember my favorite teacher/// His name is Mr. Boniran/ He ^ old and kind/ For the first meeting, the class start^ at seven/ He come^ late/ He call^ me "little rabbit" because of my teeth/ One day I visits him/ The teachers _were_ went home and he run when he saw me/ I _am_ run to him because I want to talk with him/// I cannot forget him///

(+ + +) Sale is my favorite food/ Sale ^ made from banana/ My friend always bring sale for me when he back home from Banyuwangi/// The food ^ delicious when it is hot/// I like it///

(+ + + +) I want to change my appearance, especially my hairstyle/ My parents hate my new hair style/ I don't know why they hate my hairstyle, for me, it bring^ a luck/ I cut my hair last week/ I was sad when the hairdressers starty to cut my hair/ They ^ beautiful hairdressers/// Now, I have my new hairstyle***

S7:

(+) I have a monkey/ I cannot forget the first time I found him/// I was in black market in Surabaya/ My brother takes me there because his friend told him that there is a cheap white snake in the black market/ I never go there because my parents forbid me/ When my brother finds his favorite animal, I was sitting in the front of black cage/ I opened the cage and I saw a little monkey/ I didn't bring any money and I beg to my brother to give his money/ He ^ angry and I then I cry/ After that he bought the monkey for me///

(+ +) I love animals/// When I was in the elementary school, my father usually take me to the zoo/ In there, he show me many animals/ A zoo is a place where we can see animals from many different country/ I cannot forget the moment when my father take me to the zoo/ It was an unforgettable moment/ He bought some foods and drinks/ I often throw my food to the animals and I enjoy when they are eating my food/// I miss the zoo and my father/// Now, he works in Jakarta so I cannot see him everyday///

(+ + +) I like Rujak cingur/ All my families like rujak cingur too/ I remember when we went to the food festival in Surabaya/ We goes to the festival because there is a famous Rujak cingur maker in that festival/// The food is very delicious///

(+ + + +) Racing is my hobby and I want to change that hobby/// My father didn't repaired his car by himself because I know about the car machine so I can fix it/// I almost lost my life because of the hobby/ The most dangerous accident happened when I was in high school/ My mother ^ sad with the news/ My father go^ to the hospital/ My parent want to take me home but the nurse forbid him/ The nurses says that because they ^ afraid my father cannot paying the cost / My father sells his car because he need^ the money/ I told them that I will obey their advice and they ^ happy with the news***

S8:

(+) Last month I went to Alas Purwo with my friend/ His name is Lukman/// It was raining and very cold night/ Lukman lost my matches and I am mad because of it/ I try to make fire by myself because I can't stand with the cold weather/ I didn't brougit anything to make me warm/// He ^ sitting beside me because he feels cold too/ I remember the first time for mankind saw fire was probably when a tree was struck by lightning and I hope the lightning also struck something and I can use the fire in order to make us warm/ Lukman soon learned how to make fire for himself/// I cannot forget the moment because that was the first time for me staying one night in the jungle///

(+ +) My parents put me in the best elementary school in the town/// All schools gives the best so I don't care with the quality/// It is a religious school/ All the students goes to the mosque in the morning/ The students prays to the god with our teacher/ I remember with Mr. Parno/ Mr. Parno ^ short and ugly but his daughter ^ cute///

(+ + -) I like tart cake/// I don't know why, maybe my mother often give me that cake when I was a kid/// I have a girlfriend/ Her name is Anita/ She is bring the cake in my birthday party/ Anita didn't saved any money because she wants to give me that tart/ She give^ me a delicious tart/ My mother like^ the tart/ I also like fresh milk/ Every morning, my sister buy^ two bottles of fresh milk for me///

(+ + + +) I would like to change my style, especially my dress/ My friend often tell me that my dress style like their parent's style/ I don't know why they told me like

that/ I feel nothing strange with my dress style/ my parents tries to explain about my dress/ I don't like wearing jeans and T-shirt/ However, maybe my friends are right so I need to listen my friend's advice because when I was in supermarket all the people look at me and in that time I realize that there must be something strange in my dress style***

S9:

(+) I have a brother/ His name is Andi/// In the Saturday evening, I always go to swim and in that time my brother takes me to the biggest swimming pool in my town/ My brother have won the swimming competition in his school/// He swim like a fish/ He teach me like a professional teacher and because of him, I also won the swimming competition in my school/// I cannot forget that moment because my brother continue his study in America/// I miss him so much/

(+ +) I was the best when I was in Elementary school because it is the favorite Elementary School in my town/// The name of the school is SDN Sidokumpul/// My father send^ me to that Elementary school because the facility of the school is complete/ The teachers good and professional/ Besides, they handsome and kind/ I remember when I was in the graduation party/ They ^ singing with me///

(+ + +) I like tahu campur/// In my family, tahu campur becomes the favorite food/ Tahu campur is a food that consists of vegetables and meat/ It is a very delicious food/ I miss my hometown if I remember this food/// The price is about 5000 rupiah/ It is very cheap isn't it? I am difficult to find this food in Jember/ I don't know why but until now it is hard to find it/// Tahu campur is a food that is come from Lamongan/ Lamongan is a city near Tuban, my hometown///

(+ + + +) I am a naughty boy/// All the teachers in the school say_ like that/ My mother was sad with my attitude/ She go^ with me to my school/ My mother discusses with my teacher about me/// My parents tries to change me/ They both mad to me, especially my father/ He give^ me two option, first: I stop studying, second; I continue my study but I have to change my attitude/ It is indicates that my parent are give up with me/ I am talk to them and I want them apologize me***

S10:

(+) I remember the flood tragedy happened when I was in elementary school/// forget the month but it was between the months of November and May/ The rain is

always heavy in those months/// That was a terrible experience because the river near my school become dangerous and cause great damage to the school/ Most students were cry and shout because they want to go home and see their mother/ Some parent come to pick up their child/ I was very sad because my parents didn't come to see me/ A child need love from their parents especially in that kind of circumstance/ All the teachers are busy with their stuffs not their students/ I sad and cannot forget that moments///

(+ +) I remember a boy who always bothers me when I was in elementary school/ He ^ cruel and ugly/ He make^ me crying/ I *am* hate him/ I told to my father about him and my father promised *to* me that he will find the boy/ My father shocked when he found the boy because he knows him/// His name is Bowo/ My father's car ^ repaired by him/ My father used to like him but not after he knows that he was the bad boy///

(+ + +) I like Chocolate/// I have a big store/ The name of my store is Rino, like my name/ I always eat a pack of chocolate in my store every day/// Soon my mother knows and she become^ angry/ My mother hate^ me when I eat the chocolate/ Those chocolates makes me fat / She give^ me advice everyday///

(+ + + +) I would like to change my attitude/// My friend told me that I was a playboy/ They told me like that because I have many friend and most of them are girl/ I give too much attention to them so they are very kind and some of hem want me to be their boyfriend/ I didn't mean like that because I just want to be their friend, nothing more nothing less/// Now I try to stop playing with the girl because I am afraid they are misunderstood with my attitude/ I hope the girl and all my friends support me***

S11:

(+) I had an accident when I was eight years old/// I cannot forget this moment because that was a bad experience/ I ever touch pots of boiling water on the stove/ That day, I was playing in the kitchen and nobody at home/ My mother was taking a bath and my father go to work/ I came home at eleven and put my bag in my room/ After that I go to the kitchen and I thought the pot is the green bean soup, my favorite soup, and I touch the pot but the pot falls over and the hot water fall and burns my left feet/ I shout and cry, after that my mother come out from bath room and take me to the hospital/// Fortunately, the next day the doctors allow me to go home///

(+ +) In the Elementary School, I was a good student/ My mother like^ me/ I _usualiy often_ go to school by bike/ I kiss her hand and he kiss^ my chick/// Her hand ^ warm/ She give^ me a meal box every day/ My mother feel^ proud of me and my father feel^ the same feeling too/// In the first year in my elementary school, I was the best student/ My teacher give^ the trophy to me/ The trophy ^ made from woods/ It was a beautiful trophy///

(+ + +) I like bubur abang/// I am always waiting the birth of Prophet Muhammad/ In that day, there are so many party held by the people in my village/// I like the day because in that day all the people make Bubur abang/ In the night of the Maulud Day, the people collect their food and eat together/// I don't eat another food/ I only eat Bubur abang

(+ + + +) I feels tired with the lesson in my campus/ I want to change that/ I think, I didn't prepared anything for my future/// My parent ^ sad when they look at my score assignment/ They care of me but I didn't made them proud/ When they ^ sad, I feel sad too***

S12:

(+) I remember the moment when I ask her to be my girlfriend/// She lives in the same street with me/ I cannot forget that day/ That was a frightening night/ I went to her house with my friends/ I brought flowers and chocolate/ She likes chocolate/ In front of her house, I sing a love song and my friends brought guitar/ After that, not the girl went out but her father/ My friends run away but I am still standing there not because I am a brave man but I cannot move my legs/ Her father wants me to come in and I explain to him about my purpose/// The next day, Rosy calls me and she wants to be my girlfriend because her father said that I was a brave boy///

(+ +) When I was in the elementary school, my friends always disturb me but the school servant helps me/// One day I went to my elementary school/ I started crying because I remember when I was still a child/ I stop crying and went into the small house near the school/ I want to see Mr. Suleiman/ He was the school servant/ He came out of his house and he was so happy with my coming/ I cannot forget when he protect me from the bad boy/ The bad boy bothers me and they ask for my money / didn't decided to fight because he was so naughty and cruel/// In my heart, he is the bravest man in the world///

(+ + +) I like Soto kikil and Sate Kambing/// I are like the foods because they are very delicious/ All the foods makes me fat/// I works hard to reduce my weight but it will be nonsense when I still consume the foods///

(+ + + +) I want to be a rock star/// I have a favorite artist/ His name is axel rose/ He sing^ beautifully/ My brother like^ axel rose too/// One day I act like him in a singing competition/ The competition ^ held by my school/ My brother promised to me that he will give me fifty thousand if I act like axel rose ir the singing competition/ All my teachers laugh at me/ They ^ proud with my self confidence***

S13:

(+) One day I was playing with my friend in my back yard/// My parents went to their friend who is married so I was so happy with it/ I bought some matches and we were playing with fire/ I know it is dangerous to play with matches but we like striking the matches and throwing into the things and making it burn brightly/ After that, I go upstairs and I found many papers there/ I thought it was safe if I burn the paper/ I strike the matches and throw it into the paper/ After that, the fire get too big, it gets out of control/ Then the upstairs catch on fire/ I run away, I am asking for help and my all my neighbor throw plenty of water on the fire/ I am sad because my parents give me a punishment///

(+ +) I lived with my uncle when I was in elementary school/// My uncle treat^ me very well/ I didn't needed to pay anymore for everything because he love^ me/// My uncle has three cow^ in the backyard/ He feed^ them everyday/ I am go to the river near my uncle's house in the afternoon/ I quite likes swimming/ He want^ me to stay longer/// I loves them very much/

(+ + +) I like ice cream/// It is my favorite food/ When I am at home, my father often brings me an ice cream when he back from his works/// In here, I rarely eat ice cream because it is an expensive food for me/ I think that it is better to safe the money than use it for buy an ice cream/// Ice cream is a healthy food because it is made from milk/ I don't like consuming milk so that my mother give me an ice cream/ I hope I can back home soon so I can eat ice cream whenever I want///

(+ + + +) I want to be a good lawyer/// I have two sister^/ My oldest sister ^ a lawyer/ She ^ intelligent/ My father agrees with me/ On the contrary, my mother didn't agreed with my decision because she wants me to be a doctor/// Now I study ir law faculty/ I feel happy with my choice***

S14:

(+) One day, I got an accident/// I remember that I was ten years old when this accident happens/// I went to my friend's house/ His name is Rina/ We play hide and seek, and I was hide^ in the kitchen/ When rina tries to find me, I saw an attractive thing/ It was a red ^ and looks very delicious/ I eat some and continue playing/ After that I feel something wrong with my head and my stomach/ Rina found me lying on the floor/ Rina comes out and asking for help and someone, I forget his name, take me to the hospital/ I thought a box of medicine was a box of sweet///

(+ +) I remember my first group band in my life when I was in elementary school/// My father give^ me his guitar and I keep it until now/ My friend, Abdi, becomes the leader of the band/ Our band ^ funded by his father/ He play^ guitar/// Our drummer hate^ him because Abdi acts like a king in our band/ Because of that, we didn't have a drummer again/ We needs him///

(+ + +) I like terang bulan cake/// My mother made terang bulan every week/ My parents wants me to sell the cakes in my school/// I _am_ sell the cakes everyday/ I promised _to_ them that I will sell all of the cakes in one day/ I always eats the food and my mother get mad when she knows about it///

(+ + − +) I ^ lazy/// I wakes up at nine everyday/ I want to change that bad habit/ I have a close friend/// Her name is Sari/ She said that I have to change my sleeping time because she knows that I always sleep at eleven and sometimes twelve in the night/ I agrees with him and now I try to sleep early***

S15:

(+) I ever won a big prize from Milo, milk product/// I remember that I was in elementary school/ The product came to my school and they give a discount for the students who want to buy their product/ They also give prizes if we send the wrap of the milk product to the address mentioned/ After I bought five pack^, I went home and I send the requirement, like my address, my name, and the name of my elementary school/// Two weeks later, a teacher call me and she wants me to go to the office/ I was surprised because I won the prizes/ I was so happy but I didn't spend it all to quickly/ I save the money in the bank///

(+ +) I have a best friend when I was in elementary school/// Her name is Wati/ She was a poor girl/ The school's rules will causes a lot of problem for him because she

cannot paid the school cost/ Their parents knows about the rules but they couldn't do anything/ She dropped out from the school/// I misses her so much///

(+ + +) I like roasted corn/ It ^ delicious/// My brother works in a bank/ In the front of the bank, there is a famous roasted corn seller/ He bring^ some roasted corn for me when he went home/ One day, my boyfriend brought me a cake/ The cake ^ made from corn/ I didn't eaten the food because I didn't like it/// He thought that I like all the food made from corn/ I am feel guilty/ Anyway, I like roasted corn///

(+ + + +) I want to have a new boyfriend because my boyfriend is a materialistic boy/// He come^ to my house in Saturday night/ He is love me but I doubt it because my friend told me that he like^ me for my money***

S16:

(+) Last month, I repaired my fan at my boarding house/// I usually repair something not by my self but because I don't know much about the electricity/// That afternoon, I open my broken fan and try to fix it/ After that I try to operate the fan/ Unfortunately, it doesn't work at all and I got an electric shock/ I collapse for about two hour/ My friends take me to the hospital and I have to stay in the hospital for a week///

(+ +) I like mathematics when I was in Elementary school/// I join a mathematics course/ The course started ^ afternoon and finished ^ night/// My friends said that the class ^ boring but not for me/// My mathematics teacher, Mr. Susilo, is the best teacher in my elementary school/ He teaches me a lot of thing about mathematics/ My friend, Sri, She was sitting right beside me/ I remember when my Mr. Susilo ask^ her some questions and I answer the question for her///

(+ + +) I like eating meat ball/// My mother gets mad if I eat meatball too much because my mother is afraid with the poisonous meatball/ When we are going to restaurant, we orders some foods/ My mother knows that I always order meatball/ I like it very much///

(+ + + +) I am an introvert girl/// My friends often call me like that/ I don't have many friends/ I am usually go to my friend's house/ His name is Tino/ We are talk about how to be an extrovert girl/ He gives me two ways, the first; I must have self confidence, the second; I have to find friend as many as I can/ He is my good friend***

S17:

(+) Last year I saw a boy ^ rescued from drowning/// I cannot forget that heroic moment/ I am always jogging in the afternoon/ When I pass the bridge near my house, I saw a boy in the river shouted for help/ In the same time I saw a young man riding across the bridge on his bicycle/ He jump into the river with all his clothes and safe the boy/ He brought the boy safely and the boy thank to the young man/ I saw the man ^ back to his bicycle/ He disappear^/// Many people were looking for him but no one saw him and he didn': show_ed_ anything when someone ask his ID'/ He was a hero///

(+ +) When I was in elementary school I remember my best friend/ Her name ^ Ida/ Ida ^ ^ cruel and ugly girl/ We are so naughty/ We didn't attend_ed_ all the ceremonies in our school/// One day, the school prepared for vacation/ Our class _is_ take Bali for the destination/ After we arrived there, I get the same room with Ida/ She _is_ sleep in my room/ We also made many troubles in the lunch time/ We drop the dishes and the glasses/ We clean_s_ the room for the punishment and of course we _pays_ all the bills/ We didn't submit_ted_ the key of our room because we want to have it for souvenir/ The hotel manager knows and he told my teacher/ My teacher kick^ us but the manager give us apologize///

(+ + +) Lontong Balap ^ my favorite food/// My parent has three daughter^ and all of them like Lontong balap/ It is very delicious/ My mother cook^ the food for me/ One day, I made lontong balap and my sister helped me/ We practices in our kitchen/ I didn't taste_d_ the food when I give the food to my mother/ My mother was laughing/

(+ + + +) I want to be a good dancer so I have to change my practice schedule/// I have a coach/ Her name is Mrs. Mui/ Mrs Mui ^ ^ smart coach because he knows about me/ She want^ me to be a professional dancer/ She give^ me many tricks/// My father like^ her and I plays very well because of her***

S18:

(+) There has been an accident/ It was a terrible moment/// It ^ raining/ I was there and I saw two cars hit each other and at least four people ^ injured in the accident/ The injured people are lying on the road and one boy_s_ ^ collapse/// I remember my sister/ She works at hospital and I call her to send an ambulance/ My sister ^ crying/ The ambulance arrives at the accident/ There are three doctors in the ambulance/ The doctors examine the injured people/ The injury are serious/ I cannot forget that accident and I ^ sad with the news///

(+ +) I am proud with my elementary school/// I remember when the school builds a new laboratory/ The laboratory ^ opened by the ministry of education/ I have taken a picture with him/ It was unbelievable moment///

(+ + +) I like donuts because it is very delicious food/// In my birthday party, my friends delivery the birthday gift to me and the gift is donut/ They thinks that the donuts are the best birthday gift/ We eats those donuts at the backyard/ My father buy^ two machine^ for making donuts and we plan to join cooking competition/ We *are* go to the competition with the donut machine/ We are the champion in the competition/ The committee give^ five million as the prize/ My father buy^ a ring for my mother and my mother ^ happy with the ring///

(+ + + +) I cannot save my money because I like buy a lot of books/ I *am* use the money to buy the book/ I want to change that bad habit/// I have five book^ of Harry Potter because I *am* love Harry Potter/ He ^ smart/// My parents, *they* have prepared something for me/ I don't know what it is but they said that it will make me easy to save my money***

S19:

(+) I have a close friend/// Her name is Sinta/ Her father is a rich merchant because her father ^ the only merchants in her village/ Someday I went to her house in Lamongan, I forget the name of the village but I cannot forget the journey/ It was a long journey because I have never been there before/ After I found her house, she was surprised because I don't tell her about my coming/ She plays with me all day long/ I'm sure, if I know the journey was very exhausting, I won't go because I didn't prepared anything///

(+ +) In elementary school, I have a boyfriend/// One day, he wear^ a cute sweater and I made a letter for him/ He read my love letter/ My friends put a rose in my bag and they said that they didn't know about the rose/ They are my best friends/ They acts like that because they want me to think that the rose was put by him/// I ^ supported by them/ They *are* care of me/ My mother like^ the boy because he is a funny boy///

(+ + +) My favorite food is Pastel cake/ My sister like^ pastel too/ I always bring some pastel cakes in my bag/// One day, my boyfriend came to my house and he brought a box of pastel cakes/ My parents know it/ They smells something from the

living room and they know that they smell pastel cake/ My father receive^ the cake from him/ He work^ in the office with my sister/ He ^^ cute boy///

(+ + + +) I would like to change my hairstyle because all my family hates my hairstyle/ When I came here my father told me to cut my hair but I didn't hear his advice/ Not only my father give me advice but also my lecturer/// Actually I like my hairstyle and I don't want to change it/ I like this style because my favorite artist from Japan also has a same style/ I don't care if all my friends laugh at me/ My mother promised _to_ me that she would give me fifty thousand rupiah if I change my hairstyle/ I need more money so I cut my hair***