

**GRAMMATICAL COLLOCATION PATTERNS IN THE FINDINGS AND
DISCUSSION PART OF ENGLISH EDUCATION STUDENTS' *SKRIPSI* OF STATE
UNIVERSITY OF JAKARTA**



*Building
Future
Leaders*

CITRA HANDINI

2215120115

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LEMBAR PENGESAHAN

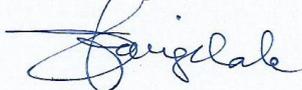
Skripsi ini diajukan oleh:

Nama : Citra Handini
No. Registrasi : 2215120115
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **Grammatical Collocation Patterns in the Findings and Discussion Part of English Education Students' Skripsi of State University of Jakarta**

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DEWAN PENGUJI

Pembimbing I



Dra. Rutsje Helena Damongilala, M.Pd
NIP. 195410031986032001

Pembimbing II



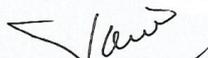
Dr. Sri Sumarni, M.Pd
NIP. 196005201985032001

Ketua Penguji



Dr. H. Muchlas Suseno, M.Pd
NIP. 195706111985031004

Penguji Ahli



Banu Pratitis, Ph.D
NIP. 195206051984032001

Jakarta, 30 Januari 2017

Dekan Fakultas Bahasa dan Seni



Prof. Dr. Weng Rahmat, M.Pd
NIP. 195712141990031001

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini :

Nama : Citra Handini
No. Registrasi : 2215120115
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **Grammatical Collocation Patterns in the Findings and Discussion Part of English Education Students' Skripsi of State University of Jakarta**

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NIM. 2215120115

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No. Reg : 2215120115

Fakultas : Bahasa dan Seni

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NIM. 2215120115

ABSTRACT

CITRA HANDINI. 2017. *Grammatical Collocation Patterns in the Findings and Discussion Part of English Education Students' Skripsi of State University of Jakarta.* A Thesis. Jakarta: English Department, Faculty of Languages and Arts, Universitas Negeri Jakarta, January 2017.

This study aims at finding out the pattern of grammatical collocation (GC) and the frequency on the Findings and Discussion part of English Education students' *skripsi* year 2010-2011. Using content analysis, the data on grammatical collocation of this study were analyzed using the pattern proposed by Benson *et al* (1991). The result of the study showed that the highest frequency of grammatical collocation produced by the students is G8D with the total number of 205 or 45.05 % found in ten different studies such as five descriptive qualitative studies, three content analysis studies, and two error analysis studies. The medium frequency is G8S with the total number of 21 or 4.62% found in content analysis and descriptive qualitative studies. The proposed patterns such as G5, G8A, G8B, G8C, G8G, and G8J didn't appear in any of the Findings and Discussion part of the students' *skripsi*.

Keywords: collocation, grammatical collocation, findings and discussion part

ABSTRAK

CITRA HANDINI. 2017. *Pola Grammatical Collocation pada bagian Hasil Penelitian dan Pembahasan dari Skripsi Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Negeri Jakarta.* Skripsi. Jakarta: Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, January 2017.

Penelitian ini bertujuan untuk mengetahui pola *grammatical collocation* (GC) dan frekuensinya dalam skripsi mahasiswa pendidikan bahasa inggris tahun akademik 2010-2011. Dengan menggunakan *content analysis study*, data pola-pola *grammatical collocation* dianalisis dengan merujuk pada Benson et al (1991). Hasil penelitian ini menunjukkan bahwa frekuensi tertinggi pola *grammatical collocation* yang dihasilkan oleh siswa yaitu G8D dengan total frekuensi 205 atau 45.05% dalam sepuluh studi yang berbeda yaitu lima *descriptive qualitative study*, tiga *content analysis study*, dan dua *error analysis*. Pola yang memiliki frekuensi sedang yaitu G8S dengan total frekuensi 21 atau 4.62% diperoleh dalam *content analysis study* dan *descriptive qualitative study*. Pola yang diusulkan seperti G5, G8A, G8B, G8C, G8G, dan G8J tidak muncul dalam bagian hasil penelitian dan pembahasan skripsi.

Keywords: collocation, grammatical collocation, findings and discussion part

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Jakarta, January 2017

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TABLE OF CONTENTS

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN.....	ii
ABSTRACT.....	iii
ABSTRAK.....	iv
LEMBAR PERNYATAAN PUBLIKASI AKADEMIS.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLES.....	ix
LIST OF DIAGRAM.....	x
LIST OF APPENDICES.....	xi
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Questions.....	4
1.3 Scope of the Study	4
1.4 Purpose of the Study.....	4
1.5 Significance of the Study.....	5
CHAPTER 2 LITERATURE REVIEW	
2.1 Collocation.....	6
2.1.1 Definition of Collocation.....	6

2.1.2 Types of Collocation.....	8
2.1.2.1 Grammatical Collocation	9
2.1.2.2 Lexical Collocation	12
2.1.3 Previous Study on Collocation	14
2.2 The Importance of Collocation	16
2.3 Academic Writing.....	17
2.4 Findings and Discussion Part.....	18
2.5 Theoretical Framework.....	19
 CHAPTER 3 RESEARCH METHODOLOGY	
3.1 Research Methodology	21
3.2 Time and Place of the Study	22
3.3 Data and Data Source.....	22
3.4 Data Collection Procedures.....	22
3.5 Data Analysis Procedures	22
 CHAPTER 4 FINDINGS AND DISCUSSION	
4.1 Description of the Data	27
4.2 Data Analysis	28
4.3 Findings	28
4.3.1 Question 1	30

4.3.2 Question 2	32
4.4 Discussion	33
4.4.1 Grammatical Collocation with the Highest Frequency.....	34
4.4.2 Grammatical Collocation with the Medium Frequency	35
4.4.3 Grammatical Collocation didn't appear in the Findings and Discussion Part of <i>Skripsi</i>	36
CHAPTER 5 CONCLUSION AND RECOMMENDATION	
5.1 Conclusion	38
5.2 Recommendations.....	39
BIBLIOGRAPHY.....	40
APPENDICES	42

LIST OF TABLES

Table 3.1	The Code Patterns for Analyzing Grammatical Collocation	23
Table 3.2	Grammatical Collocations Produce by Students.....	25
Table 4.1	The Occurrence of Grammatical Collocations	30

LIST OF DIAGRAM

Chart 4.1	The Total Number of Grammatical Collocation Patterns Found in the Texts .	28
Chart 4.4.1.1	The Highest Frequency of Grammatical Collocation	34
Chart 4.4.1.2	The Medium Frequency of Grammatical Collocation.....	35
Chart 4.4.1.3	Grammatical Collocation didn't appear in the Findings and Discussion Part of <i>Skripsi</i>	36

LIST OF APPENDICES

Appendix 1	Findings and Discussion of English Education Students' <i>Skripsi</i>	42
Appendix 2	Grammatical Collocation Description in the Findings and Discussion Part for each Student	43

Chapter 1

Introduction

1.1 Background of the study

English has two main skills, namely receptive skill and productive skill. Receptive skills deal with reading and listening meanwhile productive skills deal with speaking and writing. Both skills are very essential, but productive skill plays a great role in communicating with people through spoken or written form. In writing paragraphs or essays, students have to cope with the combination of words into phrases, sentences, and texts. Students learn how words combine or ‘collocate’ with each other. In any language, certain words regularly combine with certain other words or grammatical constructions (Benson, Beson, & Ilson, 1998: XIII). Grammatical collocation is part of writing aspects that give significant impact to understand the essential material in academic writing. Nowadays EFL learners make a mistake because of their limitation of knowing. Even though it is essential, every EFL learners must have awareness in using grammatical collocation.

Collocation is a combination of two or more words that is commonly used together to make it naturally sounds like native English. A collocation is a pair of group of words that are often used together. Sinclair (1991, p.109) pointed out that “collocation is the co-occurrence of two or more words within a short space of each other in a text. The usual measure of proximity is a maximum of four words intervening”. Grammatical collocation and lexical collocation are the two major types of collocation. Grammatical collocation refers to the combination between a content word with a grammatical word such as preposition or a grammatical structure such as an infinitive and clause, while lexical collocation is defined as a combination between two content words (Benson *et al.* 1997: xvi).

Learning collocation is important for EFL because students should know how to combine word with the other words, so they can use collocation in their writing a task. Lackman (2011, p.7) stated that there are literally hundreds of thousands of collocations in English language. Impossible to teach them all and, if one accepts that nowhere near all can be taught, it would be at least extremely difficult to determine which ones to select to teach. If teachers provide their students some collocational background in the early stage of their learning, it will expand their understanding of the natural form of words and its meaning, and more importantly, the use of the words (Lewis, 2000: 13). That is why collocation should be taught for EFL learners in order to make the students able to use the collocation properly.

Collocation has important role in students' writing ability. Mounya, p.5 (cited from Lewis, 2000) believes that teaching collocations would raise students' proficiency in language learning. Furthermore, we focus on the direct influence of teaching collocations on the field of foreign language writing where the students have a problem of combining words together. Collocations are described as the words that are placed or found together in a predictable manner and the way words naturally co-occur (Lewis, 2000: 132). For example, in English do not say *She ready to go* but *She is ready to go*. The word ready should be followed by infinitive to, but Indonesian language says *Dia siap pergi*. In addition, in English do not say *bitter coffee* but *strong coffee*, but in Indonesia language we say *bitter coffee* instead of *strong coffee*. Grammatical collocation is one of writing elements that is sometimes forgotten by EFL learners. If they write an essay without knowing and using grammatical collocation correctly, the message will not be received well by the readers. That is why EFL learners are taught how to conduct an academic writing with the correct way.

Many scholars and academics have previously studied grammatical collocation. The first previous study was done by Said and Setiarini (2009) Gunadarma University, focus on

grammatical collocation errors in English essay writing by Indonesian students. The findings showed that Indonesian students make interlingual errors in grammatical collocations. The 48 errors in grammatical collocation made by the students fall into two categories only, i.e. 77% errors of adjective + preposition combinations (G5) and 21% errors of verb + v-ing (G8g) and 2% error of verb + complements adjective or noun (G8s). The result of the analysis indicates that Indonesian EFL students made both interlingual and intralingual errors in their essay. The errors were direct translations of Indonesian collocations into English. So, the grammatical collocation still a problem for EFL learners. This evidence verified the belief that collocations constitute a challenging area in learning English as a foreign language. Indeed, the findings support the claim that EFL students commit errors when producing collocations in English.

Based on the description, the writer would like to describe which grammatical collocation patterns mostly occur in findings and discussion part of *skripsi* English Education students, State University of Jakarta. In previous study, Said and Setiarini (2009) discussed the grammatical collocation but focused on EFL students essay. However, this study analyzes the findings and discussion parts of students' *skripsi* a result of final project for S1 degree and has gone through several stages of revision. In other words, *skripsi*'s writers should have the ability to use proper grammatical and collocation in order that they could produce communicative work.

1.2 Research Questions

Based on the background above, the writer would like to find out the answers for the following questions:

1. What are the patterns of grammatical collocations produced in the findings and discussion part of English Education students' *skripsi* of State University of Jakarta?

2. How is the frequency on the use of each pattern of grammatical collocation?

1.3 Scope of the Study

This research is focused on finding out the patterns and the frequency of grammatical collocation on the use of eight patterns proposed by Benson *et al* (1991), in the findings and discussion part of *skripsi* produced by English Education students of State University of Jakarta.

1.4 Purpose of the Study

The purpose of the study is to describe the patterns of grammatical collocations and finding out the frequency of the patterns appear in the findings and discussion part of English Education students' *skripsi*, State University of Jakarta.

1.5 Significance of the Study

Results of the study might be beneficial for English Education students of State University of Jakarta, particularly those who want to conduct a research on collocation. This research is also expected to enhance the students or writers knowledge on grammatical collocations in composing academic writing.

Chapter 2

Review of Literature

2.1 Collocation

2.1.1 Definition of Collocation

Originally, the term ‘collocation’ was introduced by Firth (1951) as one of the “levels” of meaning. He distinguished “meaning by collocation” from both the “conceptual or idea approach to the meaning of words” and “contextual meaning” (cited from Gabrielatos, 1994: 1). Collocations are prefabricated chunks that are already stored in the learners’ memory. It is these chunks which are retrieved by the learner when (s) he produces the language not isolated words (Mounya, 2010: 5). Lackman (2011, p.4) stated that there are literally hundreds of thousands of collocations in the English language. For example, adjectives that goes with the word “day”. The main word is known as the keyword (e.g., day) and the words that go with it are called collocates e.g., beautiful, sunny, rainy, etc.

Lewis (2001, p.25) defined collocation as a combination of words that come with greater frequency rather than random frequency. Sinclair (1991, p.170) has pointed out that “collocation is the co-occurrence of two or more words within a short space of each other in a text. The usual measure of proximity is a maximum of four words intervening”. In short, collocation is a combination of words that often go together to make it naturally sounds like native English.

Hill (cited in Michael Lewis, 2000: 50-51) said collocation is different from idiom and phrasal verb although they are similar to each other at first glance. Idiom is “an expression which is relatively fixed and allows littler of no change. It is often metaphorical, for example *bite the bullet*, *elephant in the room*, and *pedal to the medal*. Phrasal verb is a combination of words that is used like a verb and consists of a verb and an adverb or preposition such as

make up a story, come up with, ask somebody out, and break down the fight which meaning may or may not be obvious from the individual words. While, collocation is a predicative natural combination of words like *get lost, speak loud, in addition* and *consist of*.

Benson, Benson, and Ilson (1986 as cited in Chaun Li, 2005, p.7) have introduced two types of collocations: lexical and grammatical collocations. According to this classification, lexical collocations are combinations of nouns, verbs, adjectives, and adverbs and are further divided into seven types. Grammatical collocations on the other hand contain dominant words, such as a noun, a verb, or an adjective and a preposition or grammatical structure. Grammatical collocations are further divided into eight types.

Sinclair (1991, p.115-116) divided collocation into two kinds, downward collocation and upward collocation. Different from Benson et al., Sinclair made use of two terms to classify collocations. One was the term "node," which was employed to stand for the word studied; the other was the term "collocate" used to represent any word occurring in the specified environment of a node. Based on Sinclair's claim, when A is "node" and B is "collocate", collocation of A with a less frequent word B, is called downward collocation, which contribute to a semantic analysis of a word. The examples of this type are "advantage over", "afraid of", "attitude toward", and etc. In contrast, when B is "node" and A is "collocate," it is called upward collocation. The examples of this type are "on purpose", "by accident", "with caution", etc. In this kind of collocation, "the words tend to be the elements of grammatical frames, or superordinates (Sinclair, 1991: 115).

Moreover, Lewis (1997) claims that generally, collocations can be classified into four groups: strong, weak, frequent, and infrequent. The distinction between strong and weak collocations is based on their fixedness and restriction, where as the distinction between frequent and infrequent one is on the basis of their frequency of co-occurrence in a corpus.

The strong collocations such as drink beer, drug addict, are recognized as tightly linked phrases, which function like single word. While weak ones like a nice day or a good chance are combined with two common words, and each of which may occur with other words.

In conclusion, collocation is the combination of words that greater frequency rather than random frequency, arbitrary, and recurrent. Collocations have two types: lexical and grammatical collocation. It also classified the differences between strong and weak.

2.1.2 Types of Collocation

Collocation has been studied from many scholars and academics. Every studied have different classifications of collocation. Benson *et al* and Sinclair stated that English collocation is divided into two types, that is, English grammatical collocation and English lexical collocation.

2.1.2.1 Grammatical Collocation

Bahns (as cited in Moehkardi, 2002: 52) stated that grammatical collocation consist of a noun, or a verb, or an adjective, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive, a gerund or clause). For example: *at night, extend to, good at, fall for, to be afraid that*. These examples are grammatical collocations, which are lexicalized as single units whose meanings are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because the meanings do not reflect the meanings of the elements, such as run out of (to reach an end of supply) or put up with (tolerate). Benson et al (1986: XIII) defined grammatical collocation as a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause.

Alonso Ramos *et al* (2010, p.50) miscollocations typology distinguishes at the first level grammatical vs. lexical collocation errors. Grammatical collocation refers to the

combination between a content word with a grammatical word such as preposition or a grammatical structure such as an infinitive and clause, while lexical collocation is defined as a combination between two content words (Benson *et al.* 1997: XIII).

Sinclair, Jones & Daley (2004, p.28) argue that grammatical collocations consist of a lexical word (noun, verb or adjective) and a grammatical word—one open class word and one closed class word. Benson, Benson, & Ilson, (1991: XIII) said that grammatical collocation is a phrase consisting of a dominant words (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause. Grammatical collocation consists of 8 patterns of collocation. Letter G is designated for Grammatical Collocation. Ranging from Grammatical Collocation 1 (G1) until Grammatical Collocation 8 (G8) and there are 20 sub-patterns of collocation in the G8 which are designated by letter A until S. The following table is the sub-categories of grammatical collocation.

Table 2.1 Grammatical Collocation proposed by Benson *et al* (1991)

Type	Pattern	Example
G1	Noun + Preposition	Believe in
G2	Noun + to + Infinitive	Attempt to
G3	Noun + that-clause	We reached an agreement that she would represent us.
G4	Preposition + Noun	By accident
G5	Adjective+ preposition	Angry at
G6	Predicate adjective followed by to + infinitive	It was necessary to work
G7	Adjective + that-clause	She was afraid that

G8 (A)	Verb allow dative movement transformation	She sent the book to him. = She sent him the book.
G8 (B)	Verb does not allow dative movement transformation	<i>They described the book to her</i> can't be transformed into <i>they described her the book</i> .
G8 (C)	Verb + for allow dative movement transformation	She bought a shirt for her husband = She bought her husband a shirt.
G8 (D)	Verb + preposition + Object	Our committee consist of six members
G8 (E)	Verb followed by to + Infinitive	They begun to speak
G8 (F)	Verb + infinitive	We must work
G8 (G)	Verb + V-ing	He kept talking
G8 (H)	Verb + Object + to + Infinitive	She asked me to come
G8 (I)	Verb + Object + infinitive	I watched then unload the car
G8 (J)	Verb + Object + V-ing	I caught them stealing apples
G8 (K)	Verb + possessive + gerund	We excused his coming late
G8 (L)	Verb + that clause	They admitted that they are wrong
G8 (M)	Verb + O + to be + adjective/past participle/noun/pronoun	We consider her to be very capable
G8 (N)	Verb + O + adjective/past participle/noun/pronoun	She dyed her hair red
G8 (O)	Verb + Object1 + Object2	We bet him ten pounds

G8 (P)	Verb + (O) + Adverbial	He carried himself well
G8 (Q)	Verb + interrogative word	She asked me how to do it
G8 (R)	It + verb followed by to + infinitive / that + clause	It surprised me to learn of her decision
G8 (S)	V + predicate noun/adjective	She was enthusiastic

2.1.2.2 Lexical Collocation

Hassan (2003) has studied learning English lexical and grammatical collocations by Iranian EFL learners. After examining learners' collocations types he has found that their performance differs according to the patterns of collocation "in favor of verb-noun collocations" and that acquisition of lexical collocations is easier than grammatical ones. Benson (1989: XIII) stated that Lexical collocations consist only of lexical words and they may be more difficult to learn. Consequently, phrasal verbs such as *carry on*, *give up*... et cetera, are considered as grammatical collocations and they are found in all English-English dictionaries while specific dictionaries are allocated to lexical collocations which may be ignored by native speakers too.

Benson *et al* also categorized lexical collocation in seven major types. The first type consists of verb (donating creation or creation) + noun (pronoun or prep. phrase), for example: *fly a kite*, *come to an agreement*, and *make an impression*. The second type consists of verb (meaning eradication or nullification) + noun. Typical examples are the following: *reject an appeal*, *break a code*, and *tear down the house*. The third type simply consists of adjective + noun. This is the type of lexical collocation that has the most common examples such as *strong tea*, *long shot*, *black coffee*, *land punches* and *double take*. The fourth type consists of noun + verb. The verb names action characteristics of the person or thing

designated by the noun: *alarms go off (ring, sound)*, *blood circulates (clots, congeals, flows, runs)*, *bombs explode (go off)*. The fifth type is the combination between nouns which pictured in noun1 + noun2. For example: *a pack of wolves*, *a herd of buffalo*, *bunch of money*. The sixth type consists of adverb + adjective. The examples are *drastically changed*, *strictly accurate*, and *deeply absorbed*. Finally, the seventh type consists of verb + adverb. For example: *hold gently*, *attack fiercely*, and *love sincerely*.

As for lexical collocation, it consists of 7 patterns. This pattern designated by the letter L, ranging from L1 (Lexical Collocation 1) until L7 (Lexical Collocation 7). The following table shows the sub-categories of lexical collocation:

Table 2.2 Lexical Collocation proposed by Benson *et al* (1991)

Type	Pattern	Example
L1	Verb (denoting creation) + noun	Compose music
L2	Verb (denoting nuflication) + noun	Keep a secret
L3	Adjective + noun	Strong tea
L4	Noun + verb	Blizzards rage
L5	Noun 1 + of noun 2	A swarm of bees
L6	Adverb + adjective	Amazing gorgeous
L7	Verb + adverb	Affect deeply

2.1.3 Previous Study on Collocation

Many scholars and academics have conducted the previous study of collocation. The first one is Muchammad Abdul Aziz (2011), conducted a research on identifying English

grammatical collocations found in *The Jakarta Post* newspaper and its contribution to writing course. *The Jakarta Post* is a newspaper written in English. In writing it to the English language, they convey idea, issue, and rumor without changing the meaning. They tried to find out the natural language of English without violating English grammatical collocations and meaning they want to convey and reveal. English grammatical collocation is used to convey as close to the original language of English as possible, without violating grammar and meaning. *The Jakarta Post* used them in many types. He has previously identified several kinds of English grammatical used by *The Jakarta Post* editorial writers in conveying their message, idea and information. He has made the identification easy to understand the words, phrases, clauses, or sentence in *The Jakarta Post*, the writer found that the use of English grammatical collocation has some purposes according to its usage and context. This identification is done to give some contribution to the teaching writing course.

DoddyHilmawan (2016), conducted a research on lexical collocation in background of the study of *skripsi* proposal: a descriptive study in English education and non-education program. He found that after analyzing 20 *skripsi* proposal, it was revealed that the writer found the patterns of lexical collocation which produced in the 20 background of the study. He found 594 lexical collocations that categorized in seven patterns. The lexical collocation found in the background of the study consisted of pattern *verb (dominating creation or activation) + noun (pronoun or prep. phrase)* (L1) has 59 lexical collocations or 9.93%. *verb (meaning eradication or nullification) + noun* (L2) has 4 or 0.67%. Pattern *adjective + noun* (L3) has 420 or 70.71%. Pattern *noun (action characteristic) + verb (designated by the noun)* (L4) has 43 or 7.24%. Pattern *noun¹ + noun²* (L5) has 29 or 4.88%. Pattern *adverb + adjective* (L6) has 32 or 5.39%. Pattern *verb + adverb* (L7) has 7 or 1.18%. It can be seen that pattern adjective + noun (L3) is the most used pattern of lexical collocation and the pattern which dominated the other six categories of lexical collocation with over seventy

percent of total collocation analyzed, while pattern verb (meaning eradication or nullification) + noun (L2) and pattern verb + adverb (L7) are the lowest frequent used patterns with no more than two percent of each pattern found in the text analyzed.

Based on the studies, the writer wants to analyze frequent usage of eight patterns of grammatical collocation by Benson, Beson, and Ilson (1989) and finding out which pattern often appear in the findings and discussion part of *skripsi* produced by English Education Program students of State University of Jakarta who has been through several stage as a final project for S1 degree.

2.2 The Importance of Collocation

We cannot master a language without learning vocabulary, and learning collocation is an important part of learning vocabulary (McCarthy and O'Dell, 2000, p.6). Instead of constructing these each time we need to say something, we frequently draw on these pre-made sequences called collocation. It is easier for our brain to memorize and draw pre-made word combinations rather than processing new word combination (Nesselhauf, 2005: 2).

Nation (2000) summarized three main reasons why collocation is an important part of language learning. First, language knowledge is collocational knowledge. Ellis (in Nation 2000) argues that language knowledge and language use can be accounted for by the storage of chunks of language in long term memory and by experience of how likely particular chunks are to occur with other particular chunks, without the need to refer to grammar rules. Therefore, learning collocation is essential in learning a language. Second, all fluent and appropriate language use requires collocation knowledge. One of many things that make native speakers sound native is collocation. Third, many words used in a limited set of collocations and knowing these is part of what is involved in knowing the words. There are some very idiomatic collocations that they could only be stored as memorized chunks.

Another importance of collocation came from Nesselhauf (2005, p.15). She pointed out that two function of collocation for non-native speaker. The first one is that the human brain works better for memorizing rather than processing. Therefore, memorizing pre-made collocations will reduce processing effort and make fluent language possible. Second, the use of collocation makes comprehension easier as the recipient can understand the meaning of a passage of text without having to attend to every word. However, while the use of collocation aids comprehension, unacceptable collocation can irritate the recipient and draw attention away from the meaning.

2.3 Academic Writing

Academic writing is a kind of writing that is required in the realm of university. Writing in college is not just simply expressing thought in written form with appropriate sentence structure and grammar. The differences of academic writing from other writing techniques are its exceptional audiences such as lecturers and professors, the usage of formal tone, the third person point-of-view, and the purposes which are to explain, present, or discuss a certain types of knowledge Oshima and Ann (1991, p.56). It will be introduced to the term “Academic Writing”. Writing academically means that your writing should be formal in an impersonal or objective style (Jordan, 2003: 88). Academic writing requires that are skilled in identifying and presenting complex ideas and arguments.

Wallwork (2011, p.163-259) pointed out that academic writing has several parts such as titles, abstracts, introduction, review of literature, methods, findings and discussion, and the last is conclusions. Title and abstract is the most important thing in writing because it is the identity of writing. The introduction presents the background knowledge that readers need so that they can appreciate how the findings of the paper are in advance on current knowledge in the field. In review of literature the writer describes the limitation of the study in order to connect the data and be able to explain what he/she did in the area of their research. Method

is the part that the writer able to describe the materials used in their study or the methods used to carry out the research.

2.4 Findings and Discussion Part

The findings and discussion part section typically has the following subsections which are the data that support the research, the research findings, and the researcher's personal interpretation (Wallwork, 2011). Findings and discussion part contain goals of research, the questions posed in the introduction part, and briefly restate the most important points from the results. To produce well-structure academic essay, those parts must contain coherence and cohesive criteria, which means that the grammatical collocation patterns should be in line with every sentences in the paragraphs to describe and interpret the data of the research. The writer had to be familiar with the patterns, for example pattern G8d (verb + preposition + object). Coherence in writing is an idea that is arranged in a clear and logical way, while cohesive devices are words and phrases that connect sentence and paragraph together (Zemach and Rumisek, 2005: 82). When a text is already deal with it, the reader can easily understand what the main points of the study are.

The writer chooses findings and discussion part because in that chapter students explain the data or information obtained of its findings using a theory that has been selected to process the data. To end up findings and discussion part the writer should have a quite clear conclusion to tell and suggest the readers how the findings could be extended to the other areas. In addition, in the findings and discussion part the writer should use proper structure context of the sentence such as active sentence and past tense to avoid the ambiguity.

2.5 Theoretical Framework

English Education students are required to master the implementation of collocation, because they often use collocation within academic writing that emphasizes them to produce

well-structured texts. Grammatical collocation, as one of a major pattern of collocations, provides students to recognize the structure of words in English. In fact, students confused to decide which structure (infinitive with or without *to*, gerund or that-clause) could follow certain pattern that presents the grammatical collocation. It takes time for students to memorize which patterns can be used to produce well-structure text, particularly in the findings and discussion part of students' *skripsi*. *Skripsi* is a form of scientific academic writing paper in university level to fulfill the requirements for *SI* degree. This research is conducted to find out which grammatical collocation pattern that mostly occurs in the findings and discussion part of English Education students' *skripsi* based on the BBI combinatory dictionary of English proposed by Benson *et al* (1991).

Chapter 3

Research Methodology

This chapter discusses the methodology that used in this study. The discussion includes research methodology, time and place of the study, participant of the study, data and data resource, data collection procedures, and data analysis procedures.

3.1 Research Methodology

A content analysis used as a method in this research. Krippendorff (1980: XIII) stated that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. It was used to determine the presence of certain words, concepts, themes, phrases, characters, or sentence within texts or sets of texts and to quantify this presence in an objective manner. Holsti (1969, p.14) offered a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Here is the previous study conducted by Muhammad Abdul Aziz. He used descriptive qualitative research and his research discusses what kind of English grammatical collocation as used by *The Jakarta Post* to get the contribution to the writing course, but in this study the writer use content analysis research to describe all patterns of grammatical collocation based on Benson *et al*, and it will obtain an understanding of grammatical collocation pattern in the findings and discussion part of English Education students' *skripsi* State University of Jakarta. The findings will be elaborated in the conclusion.

3.2 Time and Place of the Study

This study was conducted between October until December 2016 and it took place at English Education of State University of Jakarta.

3.3 Data and Data Source

The data of this research is grammatical collocation in English Education students' *skripsi* who already graduated from English Education of State University of Jakarta. The data sources of this study are randomly taken from 10 findings and discussion parts of students' *skripsi*.

3.4 Data Collection Procedures

There are several steps were implemented to collect the data for this study. First, took 10 softcopy of findings and discussion parts randomly from English Education students' *skripsi*. Second, identifying the grammatical collocation patterns by underlining the patterns found in the text analyzed. Third, describing each samples and patterns of grammatical collocation into a table. Fourth, evaluating the pattern analysis with the explanation for each pattern. Fifth, describes the percentage and making a chart for every pattern.

3.5 Data Analysis Procedures

The data of this study were analyzed with the following steps adapted from Alfiah (2016, p.42):

1. Collecting Data

Collects 10 finding and discussion part randomly from English Education students' *skripsi*.

2. Identifying

Identifying the eight grammatical patterns proposed by Benson, *et al* (1991) in the findings and discussion part of students' *skripsi*.

Table 3.1 The Code Patterns for Analyzing Grammatical Collocation

Code	Pattern	Example
G1	Noun + Preposition	Believe in

G2	Noun + to + Infinitive	Attempt to
G3	Noun + that-clause	We reached an agreement that she would represent us.
G4	Preposition + Noun	By accident
G5	Adjective+ preposition	Angry at
G6	Predicate adjective followed by to + infinitive	It was necessary to work
G7	Adjective + that-clause	She was afraid that
G8 (A)	Verb allow dative movement transformation	She sent the book to him. = She sent him the book.
G8 (B)	Verb does not allow dative movement transformation	<i>They described the book to her</i> can't be transformed into <i>they described her the book</i> .
G8 (C)	Verb + for allow dative movement transformation	She bought a shirt for her husband = She bought her husband a shirt.
G8 (D)	Verb + preposition + Object	Our committee consist of six members
G8 (E)	Verb followed by to + Infinitive	They begun to speak
G8 (F)	Verb + infinitive	We must work
G8 (G)	Verb + V-ing	He kept talking
G8 (H)	Verb + Object + to + Infinitive	She asked me to come
G8 (I)	Verb + Object + infinitive	I watched then unload the car
G8 (J)	Verb + Object + V-ing	I caught them stealing apples

G8 (K)	Verb + possessive + gerund	We excused his coming late
G8 (L)	Verb + that clause	They admitted that they are wrong
G8 (M)	Verb + O + to be + adjective/past participle/noun/pronoun	We consider her to be very capable
G8 (N)	Verb + O + adjective/past participle/noun/pronoun	She dyed her hair red
G8 (O)	Verb + Object1 + Object2	We bet him ten pounds
G8 (P)	Verb + (O) + Adverbial	He carried himself well
G8 (Q)	Verb + interrogative word	She asked me how to do it
G8 (R)	It + verb followed by to + infinitive / that + clause	It surprised me to learn of her decision
G8 (S)	V + predicate noun/adjective	She was enthusiastic

3. Describing

Describe each pattern by categorizing each pattern based on its class of words the grammatical collocations found in the text. Next, calculating the percentage of each pattern of grammatical collocation in order to get the information of which pattern of grammatical collocation that students produced. The writer provides a table below to categorize the grammatical collocation.

Table 3.2 Grammatical Collocation Produce by Students

Title :

Students' Initial Name :

No.	Sentence	Pattern of GC	Pattern Analysis
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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter elaborates the result of the study based on the research questions. The research questions are: (1) what are the patterns of grammatical collocations produced in the findings part of English Education students' *skripsi*? (2) How is the frequency on the use of each pattern of grammatical collocation?

4.1 Description of the Data

The data of this study were grammatical collocations found in English Education students' *skripsi*. The data were collected from 10 findings and discussion part of *skripsi* with three different studies. All of the findings and discussion part of 10 *skripsi* have gone through several stages of revision as a final project for S1 degree. The genre of the text is academic writing. The data were analyzed and categorized into eight patterns of grammatical collocation by Benson *et al* (1991): Verb + Preposition (G1), Noun + to + Infinitive (G2), Noun + that-clause (G3), Preposition + Noun (G4), Adjective + Preposition (G5), Predicate adjective followed by to + Infinitive (G6), Adjective + that-clause (G7), Verb allow dative movement transformation (G8A), Verb does not allow dative movement transformation (G8B), Verb + for allow dative movement transformation (G8C), Verb + Preposition + Object (G8D), Verb followed by to + Infinitive (G8E), Verb + Infinitive (G8F), Verb + V-ing (G8G), Verb + Object + to + Infinitive (G8H), Verb + Object + Infinitive (G8I), Verb + Object + V-ing (G8J), Verb + possessive + gerund (G8K), Verb + that-clause (G8L), Verb + Object + to be + Adjective/Past Participle/Noun/Pronoun (G8M), Verb + Object + Adjective/Past Participle/Noun/Pronoun (G8N), Verb + Object1 + Object2 (G8O), Verb + Object + Adverbial (G8P), Verb + interrogative word (G8Q), It +Verb followed by to + Infinitive/that-clause (G8R), and V + Predicate Noun/Adjective (G8 S).

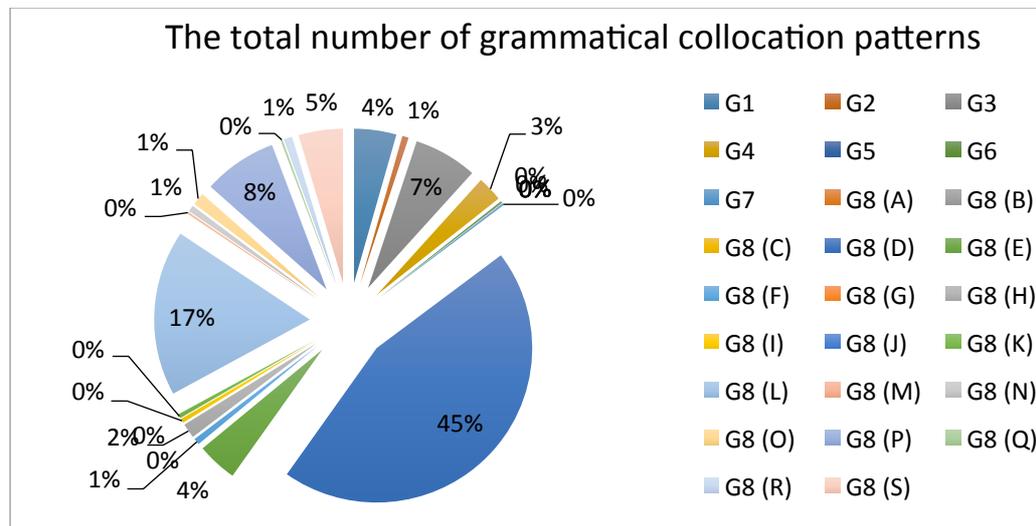
4.2 Data Analysis

To analyze the data, the writer identified the grammatical collocations found in 10 findings and discussion part of *skripsi*. Then, the data were categorized into eight patterns of grammatical collocation based on Benson et al (1991).

4.3 Findings

Based on 10 findings and discussion part of *skripsi* with 3 different studies, the patterns of grammatical collocation produced in the texts are presented in the following diagram:

Diagram 4.1 The Total Number of Grammatical Collocation Patterns Found in the Text



Based on the diagram, there are 455 grammatical collocations found in the Findings and Discussion part of students' *skripsi* with 3 different studies: consisted of Pattern Verb + Preposition (G1) has 20 or 4.40%. Pattern Noun + to + Infinitive (G2) has 3 or 0.66%. Pattern Noun + that-clause (G3) has 30 or 6.59%. Pattern Preposition + Noun (G4) has 12 or 2.64%. Pattern Adjective + Preposition (G5) has 0 or 0.00%. Pattern Predicate adjective followed by to + Infinitive (G6) has 1 or 0.22%. Pattern Adjective + that-clause (G7) has 1 or 0.22%.

Pattern Verb allow dative movement transformation (G8 A) has 0 or 0.00%. Pattern Verb does not allow dative movement transformation (G8 B) has 0 or 0.00%. Pattern Verb +

for allow dative movement transformation (G8 C) has 0 or 0.00%. Pattern Verb + Preposition + Object (G8 D) has 205 or 45.05%. Pattern Verb followed by to + Infinitive (G8 E) has 19 or 4.18%. Pattern Verb + Infinitive (G8 F) has 3 or 0.66%. Pattern Verb + V-ing (G8 G) has 0 or 0.00%. Verb + Object + to + Infinitive (G8 H) has 7 or 1.54%. Pattern Verb + Object + Infinitive (G8 I) has 2 or 0.44%. Pattern Verb + Object + V-ing (G8 J) has 0 or 0.00%.

Pattern Verb + possessive + gerund (G8 K) has 2 or 0.44%. Pattern Verb + that-clause (G8 L) has 79 or 17.36%. Pattern Verb + Object + to be + Adjective/Past Participle/Noun/Pronoun (G8 M) has 1 or 0.22%. Pattern Verb + Object + Adjective/Past Participle/Noun/Pronoun (G8 N) has 3 or 0.66%. Pattern Verb + Object1 + Object2 (G8 O) has 6 or 1.32%. Pattern Verb + Object + Adverbial (G8 P) has 35 or 7.69%. Pattern Verb + interrogative word (G8 Q) has 1 or 0.22%. Pattern It +Verb followed by to + Infinitive/that-clause (G8 R) has 4 or 0.88%. Pattern V + Predicate Noun/Adjective (G8 S) has 21 or 4.62%.

From the description on the diagram, it can be seen that pattern Verb + Preposition + Object (G8D) is the highest frequent used pattern of grammatical collocation, while Adjective + Preposition (G5), Verb allow dative movement transformation (G8A), Verb does not allow dative movement transformation (G8B), Verb + for allow dative movement transformation (G8C), Verb + V-ing (G8G), and Verb + Object + V-ing (G8J) are the patterns didn't appear with no more than one percent of each pattern found in the text analyzed.

4.3.1 Question 1: What are the patterns of grammatical collocations produced in the findings and discussion part of English Education students' *skripsi* of State University of Jakarta?

After analyzing 10 findings and discussion part of students' *skripsi*, the writer found 455 grammatical collocations from 3 different studies which cover all the eight patterns proposed by Benson *et al* (1991). The patterns can be seen in the following table:

Table 4.1 The Occurrence of Grammatical Collocations

Type of GC	Pattern	Occurance	Example
G1	Noun + Preposition	20	the mindset of English as the language spoken
G2	Noun + to + Infinitive	3	one rules to be applied
G3	Noun + that-clause	30	that out of 22 passages
G4	Preposition + Noun	12	following chart
G5	Adjective+ preposition	0	-
G6	Predicate adjective followed by to + infinitive	1	the students chose the incorrect word to indicate the right meaning
G7	Adjective + that-clause	1	68.3% respondents noted that the lecturer integrate English for Interpersonal Communication with other subjects
G8 (A)	Verb allow dative movement transformation	0	-
G8 (B)	Verb does not allow dative movement transformation	0	-
G8 (C)	Verb + for allow dative movement transformation	0	-

G8 (D)	Verb + preposition + Object	205	This chapter is organized based on the questions
G8 (E)	Verb followed by to + Infinitive	19	turned out to discover
G8 (F)	Verb + infinitive	3	may commence
G8 (G)	Verb + V-ing	0	-
G8 (H)	Verb + Object + to + Infinitive	7	commence teachers and students to think
G8 (I)	Verb + Object + infinitive	2	the writer assigned the three teachers with name
G8 (J)	Verb + Object + V-ing	0	-
G8 (K)	Verb + possessive + gerund	2	the selected post had their privacy
G8 (L)	Verb + that clause	79	This revealed that the inclusion rate of cultural contents in the reading passages of English UN is quite low
G8 (M)	Verb + O + to be + adjective/past participle/noun/pronoun	1	the writer overgeneralized one rules to be applied
G8 (N)	Verb + O + adjective/past participle/noun/pronoun	3	find it difficult
G8 (O)	Verb + Object1 + Object2	6	Characters education is reflected in the lesson plans in the learning objectives
G8 (P)	Verb + (O) + Adverbial	35	in each years according to the genuine order in the UN text
G8 (Q)	Verb + interrogative word	1	students will learn how to

			communicate
G8 (R)	It + verb followed by to + infinitive / that + clause	4	it can be seen that all respondents are agree that those subjects are contain all macro skills
G8 (S)	V + predicate noun/adjective	21	The data source is a scanned file of the original script downloaded from the internet

* Grammatical Collocation (GC)

4.3.2 **Question 2:** What is the frequency on the use of each pattern of grammatical collocation?

Pattern Verb + Preposition (G1) was used 20 times or 4.40%. Pattern Noun + to + Infinitive (G2) was used 3 times or 0.66%. Pattern Noun + that-clause (G3) was used 30 times or 6.59%. Pattern Preposition + Noun (G4) was used 12 times or 2.64%. Pattern Adjective + Preposition (G5) was used 0 times or 0.00%. Pattern Predicate adjective followed by to + Infinitive (G6) was used 1 times or 0.22%. Pattern Adjective + that-clause (G7) was used 1 times or 0.22%. Pattern Verb allow dative movement transformation (G8A) was used 0 times or 0.00%. Pattern Verb does not allow dative movement transformation (G8B) was used 0 times or 0.00%. Pattern Verb + for allow dative movement transformation (G8C) was used 0 times or 0.00%. Pattern Verb + Preposition + Object (G8D) was used 205 times or 45.05%. Pattern Verb followed by to + Infinitive (G8E) was used 19 times or 4.18%. Pattern Verb + Infinitive (G8F) was used 3 times or 0.66%.

Pattern Verb + V-ing (G8G) was used 0 times or 0.00%. Verb + Object + to + Infinitive (G8H) was used 7 times or 1.54%. Pattern Verb + Object + Infinitive (G8I) was used 2 times or 0.44%. Pattern Verb + Object + V-ing (G8J) was used 0 times or 0.00%. Pattern Verb + possessive + gerund (G8K) was used 2 times or 0.44%. Pattern Verb + that-clause (G8L) was

used 79 times or 17.36%. Pattern Verb + Object + to be + Adjective/Past Participle/Noun/Pronoun (G8M) was used 1 times or 0.22%. Pattern Verb + Object + Adjective/Past Participle/Noun/Pronoun (G8 N) was used 3 times or 0.66%. Pattern Verb + Object1 + Object2 (G8O) was used 6 times or 1.32%. Pattern Verb + Object + Adverbial (G8P) was used 35 times or 7.69%. Pattern Verb + interrogative word (G8Q) was used 1 times or 0.22%. Pattern It +Verb followed by to + Infinitive/that-clause (G8R) was used 4 times or 0.88%. Pattern V + Predicate Noun/Adjective (G8S) was used 21 times or 4.62%.

4.4 Discussion

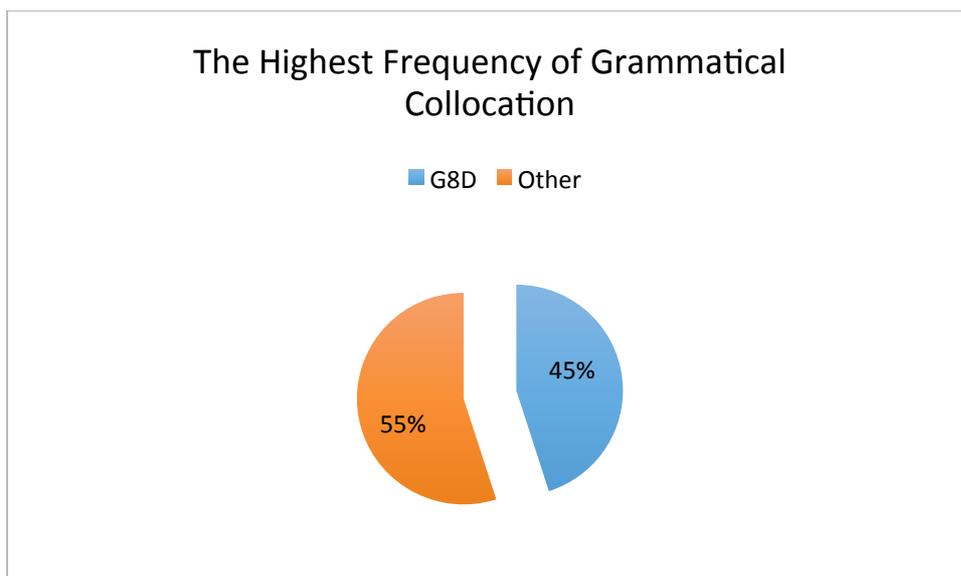
Based on the findings, a total of 455 grammatical collocations were found in different studies such as 5 descriptive studies, 2 errors analysis studies, and 3 content analysis studies. Those patterns have different frequency of occurrence in 10 findings and discussion part that have been analyzed. This is the brief explanation for grammatical collocation on three different studies based on the frequency of occurrence: highest frequency, medium frequency, and the patterns didn't appear in the texts.

4.4.1 Grammatical Collocation with the Highest Frequency

Grammatical collocation with the highest frequency is pattern G8D which dominate all the patterns over forty five percent.

Pattern G8D (Verb + Preposition + Object)

The percentage of Pattern G8D used



Pattern G8D (Verb + Preposition + Object) is the highest frequency used with the total number of 205 or 45.04% from 455 grammatical collocations of all studies used by the students in their 10 *skripsi*. This happened because the combination of Verb + Preposition + Object is the easiest pattern and mostly used in the text. For example, “*organized based on the questions*” can be seen that “*organized*” as a verb, “*based on*” as a conjunction, and “*the questions*” as an object. Students tend to repeat the use of G8D pattern more than any other pattern of grammatical collocation, even though there are other patterns than can be used in text. On many occasions, a single verb word combined not only with preposition but also with another class of word. For example, the pattern G8H (verb + object + to + infinitive) “*commence teachers and students to think*”. That sentence shows that “*commence*” as a verb, “*teachers and students*” as an object, and “*to think*” as to + infinitive.

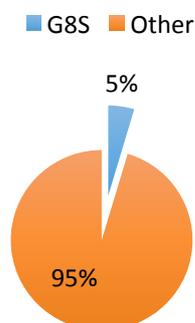
4.4.2 Grammatical Collocation with the Medium Frequency

Grammatical collocation with the medium frequency is pattern G8S with the total number of five percent.

Pattern G8S (V + predicate noun/adjective)

The percentage of Pattern G8S used

The Medium Frequency of Grammatical Collocation



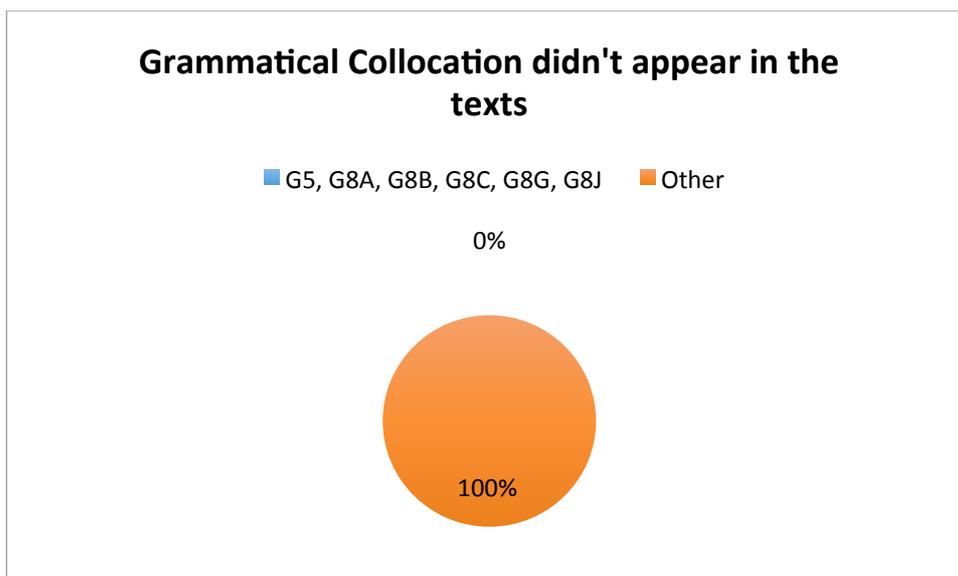
Pattern G8S (V + predicate noun/adjective) is the medium frequency with the total number of 21 or 4.62% from 455 grammatical collocations appeared in descriptive qualitative and content analysis studies that produced by the students in their 10 *skripsi*. This pattern is verbs followed by a predicate noun or adjective. For example “*It was integrated*” it can be seen that “*It was*” as a verb, and “*integrated*” as predicate adjective.

4.4.3 Grammatical Collocation didn't Appear in the Findings and Discussion Part of *Skripsi*

Grammatical collocations didn't appear in the texts are G5, G8A, G8B, G8C, G8G, and G8J.

Patterns G5, G8A, G8B, G8C, G8G, and G8J

The percentage of Patterns G5, G8A, G8B, G8C, G8G, and G8J used



Pattern G5 (Adjective + Noun), G8A (Verb allow derivative transformation), G8B (Verb does not allow dative movement transformation), G8C (Verb + for allow dative movement transformation), G8G (Verb + V-ing), and G8J (Verb + Object + V-ing) are the patterns which consist of 0 or 0.00% from 455 grammatical collocations and it doesn't appear in any studies that produced by the students. These patterns are very rarely used in 10 findings and discussion part with the 3 different studies: error analysis studies, content analysis studies, and descriptive qualitative studies explain in depth the result from the students' findings and discussion part. It can be concluded that 20 other patterns used in three different studies used active sentence and past tense to explain the problem found in their study. Meanwhile, 6 other patterns are not found in this data mostly use the combination of verb following object and v-ing which represents present participle and gerund.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions based on the findings and discussion of the study. It also presents the recommendations to the teaching and learning in English Education Study Program, State University of Jakarta and the future research.

5.1 Conclusion

This research is aimed to describe all the patterns and the frequency of grammatical collocation found in the findings and discussion part of students' *skripsi*. The writer found 455 grammatical collocations from 10 findings and discussion part with 3 different studies. Coherence only produced 20 patterns of grammatical collocations. Pattern G8D (Verb + preposition + Object) is the highest frequency found in the texts with the total number of 205 or 45.05% from 455 grammatical collocations of all the studies used by the students in their 10 *skripsi*, while pattern G8S (Verb + predicate noun/adjective) is the medium frequency found in the texts with the total number of 21 or 4.62% from 455 grammatical collocations appeared in descriptive qualitative and content analysis studies produced by the students in their 10 *skripsi*. Meanwhile, pattern G5 (Adjective + preposition), G8A (Verb allow dative movement transformation), G8B (verb does not allow dative movement transformation), G8C (Verb + for allow dative movement transformation), G8G (Verb + V-ing), and G8J (Verb + Object + V-ing) are six of the patterns with the total number of 0 or 0.00% from 455 grammatical collocations and it doesn't appear in any of study produced by the students in their 10 *skripsi*.

In summary, students are able to produce well-structure sentence of grammatical collocation in their *skripsi*. Pattern G8D (Verb + preposition + Object) is the most used of grammatical collocation, because students tend to repeat the use of G8D pattern more than

any other pattern of grammatical collocation, even though there are other patterns that can be used in texts.

5.2 Recommendation

Based on the findings, it is recommended that:

1. The lecturers in writing class should provide knowledge of collocation for students, particularly in any writing class that could help students to improve their awareness about collocation. Hopefully, the lecturer would care about the importance of teaching and the implementation of collocation.
2. The English teachers should introduce the types and the use of collocation to their students, so the students become more aware of what collocation is and how to use it in their writing.
3. The English students should keep more attention to the use of collocation in writing, so the students not only know how to construct their writing but also aware of the elements used to produce well-structure and organized writing.
4. The future researcher should conduct a research in grammatical collocation in other school or universities to get the comparison with the other contexts, such as second year students' writing essay or the other genres of writing.

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APPENDIX 1

Title : Students' Perception Toward the Implementation of Intergrated Approach on Learning Activity of English for Interpersonal Communication at English Department Universitas Negeri Jakarta (A Survey Study)
 Students' Initial Name : B

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into four main sections. The first section presents the data description, followed by findings from questionnaire, interview and document analysis.

4.1 Data Description

The data of this study was gained through (G8d) questionnaire, interview, and document analysis. The data source of this study were 60 ED students (G8s) from year 2013 and 2014. All the students have already taken a subject of English for Interpersonal Communication.

Aspect(s)	Theories	Question Number
Students' enrolment checklist	-	1
Classroom Activity	Brown, 2001 Biggs, 1996 Boud, 1995 Davidso, 2007	2,3,4,5,6,7,8,12,16
Material	Tomlison and Masuhara 2004 Tan, 2002 Little et al, 1995	9,10,11
Evaluation	Brown, 2004 Miao, Badger, & Zhen, 2006	13,14,15

The questionnaire of this study was arranged by some theories (G8d) as describe in the following table:

Table 4.1: Details of Questionnaire

The questionnaire used Bahasa to avoid misunderstanding (G8h). There are 16 questions (G8s). Those questions have been validated by using experts' judgement and software SPSS 20.

The interview was conducted with 10% of data source (G8d). The interview protocol was made after identifying answers from the questionnaire. To make the data more specific (G8n), the interview protocol also contain /with /the questions (G4)/ that were not be covered in questionnaire (G3)/

4.2 Findings and Discussion

4.2.1 Students' Perceptions toward the Implementation integrated skills on Classroom Activities of English for Interpersonal Communication.

a. Integrated Skills Approach lead students to Simultaneous use of Skills (G2).

The point of learning English is the matter of how students can use it communicatively. Integrated skills approach is considered as an approach that can support the learners to have communicative competence (G8L). The integrated skills approach contain with the real life integration of language skills which exposes English language learners to authentic language and challenges them to interact naturally in the language (Brown, 2001; Oxford, 2001).

Based on questionnaire and interview the result shown:

Question	Result
3. Keterampilan yang diintegrasikan adalah	Tidak menjawab: 18.3% Reading and writing:10.0% Speaking and listening: 33.4% Keduanya: 38.3%
4. Dalam mata kuliah keterampilan yang saya dapatkan, saya lebih banyak mendapatkan	Reading: 7.7% Listening: 9.2% Writing: 21.5% Speaking: 61.5%

keterampilan...	
12. Dosen saya mengintegrasikan mata kuliah keterampilan dengan subjek lain (cth. ELTM, Vocabulary, Grammar, ESP)	Tidak menjawab: 1.7% Tidak: 30.0% Ya: 68.3%

Table 4.2.1: Result of Questionnaire on Classroom Activities

Based on the result of questionnaires for question number 3 (G8d), the percentage shown 38.3% of respondents claimed the four primary skills such as reading, writing, speaking, and listening were presented in integrated way. However, speaking was a dominant skill that was presented in this subject (G3), with percentage of 61.5%. For question number 12, 68.3% respondents noted that the lecturer integrate English for Interpersonal Communication with other subjects (G7)

This result was also supported by statements from students in interview (G8d). They said that in this subject they also learn other skills (G8L) such as, pronunciation, and vocabulary. Students explain:

"...Biasanya cari sendiri gitu vocab yang dari buku. Terus kalau pronunciation enggak secara langsung belajar tapi dosen suka ngasih tau ini itu British accent atau American accent."

(Respondent 4)

" Learning by doing aja sih ka, kita itu biasanya disuruh bawa kamus oxford nanti kalau lagi nonton video ada kata-kata baru, ya kita cari di kamus. Kalau pronunciation, sama sih kalau kita lagi perform dikelas gitu dibenerin pronounciationnya." (Respondent 1)

Based on a study done by Mekheimer and Aldosar (2013) the integrated skill approach help and support all language development for communicative purposes. In other words communicative competence is measured by how students can used all the skills simultaneously as Harmer (1999) stated that the primary skills such as speaking, and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading. Considering that communication requires the integration of both the main and the accessorial skills, it makes sense that English in this subject is taught in communication promoting way. Furthermore, Hinkel (2001) stated that teaching reading and writing skills can tied with

vocabulary, and speaking and listening skills readily lend students to learn pronunciation, listening, and cross-cultural pragmatics. This statements was in accordance with the result of this study which showed that they learn another field (G8L) such as pronunciations, vocabulary in this subject.

b. Integrated skills Approach Exposes Students to interact with the Language Naturally (G8e)

Integrated skills approach present a set of language instruction which authentically lead students to achieve communicative language use, as Myres and Hilliard (1997) stated in their study that integrated skills approach enables learner to have a more realistic access to authentic language learning. It can be inferred that integrated skills approach has an impact toward the activities in the classroom. Brown (2001) provide the concept of experiential learning which has the point toward authentic and real world purposes, this concept can be used as the basis in arranging. Since, integrated skills approach promote the authenticity in activities which lead students to interact naturally with the language (G8e), this study seek what kind of activities they had in English (G8d) for Interpersonal Communication. And, based on the interview shown:

“emm buat mencapainya kalo speaking itu.. emm. pokoknya sering interaksi misalnya berkenalan dengan orang baru itu gimana, terus nanti pairing work gitu kaya role play, yang lebih dominan jelas speakingnya sih...”.(Respondents 4)

“...nah kalo lagi speakingnya gitu kita suka disuruh introduction role play gitu...”(Respondent 3)

“...kita nge-take video, misalkan kita pergi ke tempat-tempat sejarah atau museum terus kita ngejelasin misalnya ini itu pake bahasa inggris, kaya gitu.”. (Respondent 6)

From the interview result there were some kind of /learning activities that /were used by lecturer (G8d)/ (G3)/. In this subject students often did role play, and recorded a video. Relating with the concept of experiential learning (G8d), that kind of activities are the examples of experimental learning which was provided by Brown (G8d) (2001). In fact, activities in the classroom also supported by the materials (G8d). Students pointed out that the authentic material used in this subjects (G8L) lead them to do their learning activity communicatively naturally. However, based on

questionnaire the authentic materials were provided by lecturer (G8d). As the table of the result below (G1):

Table 4.2.1 : Result of Questionnaire on Classroom Activities

Based on question number 9, 95.0% of respondents claimed that the lecturer used text as the material (G8L) from authentic sources. Also, the lecturer used book as learning material source (G8d), with the percentage of 66.7%. In addition, digital sources was also used as learning material (G8d) in English for Interpersonal Communication with the percentage of 75.0%. This results were also supported by students' (G8d) statements in interview:

“Video gitu ka, terus kita juga punya handout-handout dari buku judulnya “Say it Naturally”.”.
(Respondent 1)

“oh iya kalo di EFIC iya dialogue terus cerita gitu, dari buku gitu ka kita punya. Kalau kaya video-video gitu sih enggak” (Respondent 4)

“nah disitu kita suruh mencatat hal-hal apa saja yang ada dalam video tersebut.”.
(Respondent 5)

Question	Result
9. Dosen saya memilih materi teks tertulis dan lisan melalui teks autentik dari sumber autentik	Tidak: 5.0% Ya: 95.0%
10. Dosen saya memilih materi teks tertulis dan lisan dari buku teks pelajaran bahasa Inggris	Tidak: 33.3% Ya: 66.7%
11. Dosen saya memilih materi teks tertulis dan lisan dari sumber digital (website, youtube, news, VCD pembelajaran bahasa Inggris, dll)	Tidak menjawab: 1.7% Tidak: 23.3% Ya:

	75.0%
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However, according to Widdowson (1998) contends that genuineness of authenticity is a matter how the text can be used to learn the language itself.

As Maher Salah (2008) notes from Mulling (1991) authenticity is the matter of how teachers and students work with the texts. In this subject, students try to interact with the material naturally by doing role play and taking video as a project (G8d). However, since the materials provided by lecturers (G8d) students did not have an opportunity to find and explore the material by themselves.

In addition, students perceived that all activities they had in this subject integrated skills approach has an impact for students (G8L) to interact authentically and naturally with the language. Based on the result of questionnaire 37.0% of respondents claimed that integrated skills approach can lead them to use language authentically (G8L). Also, 37.0% of respondents claimed that integrated skills approach treats English subject not as an academic subject but lead them to use English in communicating (G8L) with each other. Below the table of the result (G4) of question number 16:

Question	Result
22. Pernyataan berikut sesuai dengan kondisi saya	<ul style="list-style-type: none"> - Keterampilan terintegrasi memberi kesempatan bagi saya untuk menggunakan bahasa yang autentik dan menantang untuk berinteraksi secara alami: 37.0% - Keterampilan terintegrasi memberikan kesempatan untuk saya dalam mendapatkan gambaran lengkap dan kompleks tentang bahasa dalam komunikasi secara cepat:14.8% - Keterampilan terintegrasi menekankan tidak hanya pada bahasa Inggris sebagai objek akademik untuk lulus ujian, tetapi juga bahasa Inggris digunakan dalam interaksi nyata dalam komunikasi: 37.0% - Keterampilan terintegrasi memberi penekanan pada makna dan fungsi, bukan hanya pada struktur bahasa: 11.1%

Table 4.2.1 : Result of Questionnaire on Classroom Activities

4.2.2 Students' Perceptions toward **the integrated skills approach on the Evaluation of English for Interpersonal Communication (G8d)**.

Teachers generally program **learning activities followed by evaluation activities (G8d)** to check whether the objectives covered in a given period have been attained. Assessment is also can be defined as a product which can be used as evaluation (Brown, 2004). Regarding the evaluation in integrated skills approach scholars offer the term of performance base assessment, the productive skills such as writing and speaking refer to the term of performance- based assessment, which often implies an integration of language skills (Brown, 2004 p.255). Hence, **this study gathered the data on evaluation activity (G8d)**, how the concept of integrated skills approach brings to evaluation activity in this subject. Hence, **this study gathered the data on evaluation activity (G8d)**, how the concept of integrated skills approach brings to evaluation activity in this subject. Based on the result of questionnaire and interview shown:

Question	Result
13. Saya mendapat penilaian (assessment) dari dosen pengampu mata kuliah keterampilan saya dalam berbentuk	Test Objective: 29.4% Essay: 16.7% Performance: 23.5% Project: 30.4%
14. Saya mendapatkan masukan (feedback) dari dosen pengampu mata kuliah keterampilan saya dengan pola...	Personal Feedback: 34.6% Group feedback:25.0% Pair Feedback: 16.3% Public Feedback: 24.0%
15. Dosen saya memberikan penilaian akhir kepada mahasiswa dengan cara	Pilihan Ganda: 19.2% Benar Salah: 23.3% Memasangkan: 13.7% Portofolio : 43.8%

Table 4.2.2 Result of Questionnaire on Evaluation

Based on the result of question (G4) number 19, the lecturer used some kind of assessments. 29.4% of

respondents claimed test objective, 16.7% for essay, 23.5% for performance, and 30.4% for project. Then, 34.6% of respondents claimed personal feedback as kind of the way the lecturer gave feedback (G8d). There was also 25.0% of respondents who claimed group feedback. In addition, According to result of question number 21 43.8% of respondents perceived Portfolio as a kind of final assessment (G8d) that the lecturer used. Students explain kind of portfolio and project they had in interview.

Below the statements for students (G4):

“Kalo EFIC bentuk oral sama writing. Untuk oral , Kita maju satu-satu buat mendeskripsikan gambar. Terus kalo written analisis essay, teru arrange paragraph gitu.”(Respondents 2)

“Waktu itu oral, role play ka UTSnya. UAS juga kita oral, waktu itu dikasih beberapa naskah drama gitu. Jadi, kita di bagi kelompok, nah dalam naskah itu ada expression- expression yang kita pelajari.” (Respondent 1)

“Iya bentuknya role play gitu, jadi tiap minggu itu di kasih percakapan gitu, misalnya percakapan antara si ini sama si ini terus nanti practice ke depan kaya gitu..terus..sama tugas akhirnya akhirnya gitu kita nge-take video, misalkan kita pergi ke tempat-tempat sejarah atau museum terus kita ngejelasin misalnya ini itu pake bahasa inggris, kaya gitu.” (Respondent 6)

“emmmm.. oh iya...kita buat percakapan satu group terdiri dari empat orang dan kita buat.. direkam.. divideokan” (Respondents 5)

From the result of interview and questionnaire (G4) students claimed that the evaluation activity was used in this subject (G8L) only focus on one skill that was speaking. Highlighting statements from Catherine and Michael (2010) who said that evaluation activity or they and Brown (2004) categorize as summative assessment has a purpose to sums up the teaching and learning process. In contrast, in /the RPKPS there was written that /students will learn (G8L)/ how to communicate (G8q)/ in interpersonal context in oral and written form. In fact, in the end of the lesson students only focus on assessing their oral skill.

Furthermore, the result also shown that students pointed out that social function and how to use the

language (G8L) was often discuss in every learning activities. Respondents explain this point by saying:

“emmm kalo EFIC itu lebih ke fungsi misalnya dalam percakapan apologize di setiap kalimat di bahas gitu ini fungsinya untuk apa bener gak bisa menyampaikan maaf..” (Respondent 1)

“oh lebih ke penggunaan bahasa sih ka, kalo grammarnya gitu kita gak terlalu bahas“ (Respondent 6)

The result on evaluation refers to the concept of performance assessment (G8d). Performance assessment falls into two categories (G8d): achievement-related behaviours exhibited by the student (e.g., communication or reading skills) and achievement- related products that students develop (e.g., written reports or projects) (O'Maley & Pierce, 1992). However, the main point of evaluation activity is about the content in the activity (G8d). As Catherine and Michael (2010) that evaluation have a purpose to determine at a particular point in time what students know and do not know. In addition, as an evaluation students was also given a feedback by lecturer in every performance. This result was in accordance with Ehringhaus (2010) which stated that evaluation should provide information and feedback (G8L) that sums up the teaching and learning process.

Title : Error Analysis in English Phrases in Undergraduate Students' Writing
Students' Initial Name : DP

Chapter IV

Research Findings and Discussions

4.1 Data Description

This research is aimed to profile undergraduate students' error (G8d) in English phrases in their writing. The data of this research were collected from 40 undergraduate students (G8s) of English Department State University of Jakarta. The students were asked to write a short writing (G8s) spontaneously and then the data was analyzed to find the profile of error made by undergraduate students (G8d) in their writing.

4.2 Data Analysis

The researcher analyzed the data to find the profile of error in phrases in undergraduate students' writing (G8d). The profile consists of kinds of error (G8d), the frequency of each error, and the causes of error. To find the answers, the researcher used Dulay's theory to find the types of error (G8d) and Richards' theory to find the causes of error (G8d).

4.3 research Findings

After collecting and analyzing the data, the result of the error analysis in English phrases are as follow:

This section presents the first subsidiary question "What are the types of error made by undergraduate students in their writing (G8d)?" Based on DULay's theory, there are four types of errors: omission, addition, misselection, and misordering.

4.3.1.1 omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (G3).

(A CHART)

The chart shows that students made omission error mostly in noun phrase (G8L) with 20 errors. The second place is verb phrase with 6 errors. Adjective phrase has 2 errors (G8d) and there's no error in adverbial phrases and prepositional phrases.

In verb phrase, students mostly applied the incorrect grammatical form (G8I). "English Department doesn't have to divided"

This sentence shows the incorrect grammatical form. It should be added 'be' after the word 'to' to make the right form of verbal phrase. In other words, the word 'be' was omitted. The correct form should be: "English Department doesn't have to be divided"

In adjective phrase students made error because they applied the incorrect form (G8N) of degree in comparison.

"The cute friend ever"

This sentence shows the superlative form of cute because it has 'ever' in the sentence. -est should be added after the word 'cute' to make the correct sentence (G8H). In other words, the -est was omitted.

"The cutest friend ever"

In noun phrase, students made error because they applied the incorrect form (G8N) of plural phrases.

"All student wants to get scholarship"

This sentence shows students in plural form (G8N) but student failed to apply the correct form. –s should be added after the word ‘student’ to show the plural form of student (G8d). In other words, the –s was omitted.

“All students want to get scholarship”

To see more examples of omission, see appendix 1: types of error

Addition, it is characterized by the presence of an item which must not appear in a well-formed utterance of the presence of unnecessary element.

(A CHART)

This chart shows addition errors. In addition there are 8 errors in verb phrases and 3 errors in noun phrase. There’s no error in adjective phrase, adverbial phrase and preposition phrase.

In verbal phrase, students made students because the applied the incorrect of imperfect grammatical form.

“Must be have their own reason”

This sentence is incorrect because the addition of ‘be’ in the sentence after the word ‘must’ but doesn’t followed with ‘having’ instead of have. To make the correct form the word ‘be’ should be eliminated.

“Must have their own reason”

In noun phrase, students made errors because they applied the incorrect form of singular and plural nouns (G8d).

“A low economic students”

This sentence is incorrect because the presence of ‘a’ and ‘students’. The correct sentence is either eliminate ‘a’ or ‘s’ in the word ‘students’ because both singular and plural indicators are in the same sentence. The correct form should be “A low economic student” or “Low economic students”

To see more examples of addition, see appendix 1: Types of error.

4.3.1.3 Misselection

Misselection errors are characterized by the use of wrong form of the morpheme or structure.

(A CHART)

In misselection there are 3 errors in verbal phrase, 1 error in adjective phrase, 5 errors in noun phrase, 4 errors in prepositional phrase and there's no error in adverbial phrase.

In verbal phrase, student made mistakes because they chose the incorrect word to form verbal phrase.

“We've never going vacation together before”

This sentence shows the perfect form but **the students chose the incorrect word to indicate the right meaning (G6)**. The correct sentence should be:

“We've never been gone to vacation together before”

In adjective phrase, students made mistake because **they chose the incorrect word to explain (G8E)** the meaning of the phrase.

“It made me so said”

In this sentence, the word ‘said’ should be replaced with ‘sad’ because the students tried to explain how sad he/she was.

“It made me so sad”

In noun phrase, students made mistake because **they chose the incorrect word to show noun phrase (G8E)**.

“Deviding class in to kind”

This sentence was meant to show that there was two classes (G8L) but instead of write ‘two’, students wrote ‘to’.

“Deviding class into two kinds”

In prepositional phrase the students chose the incorrect form to show the position (G8E).

“At the 13’s level form 33 prvince”

The students tried to explain that he/she got the 13th rank out of 33 provinces (G8L) but instead of putting ‘of’ he/she wrote ‘form’. The correct sentence should be:

“At the 13’s level of 33 provinces”

To see more examples of misselection, see appendix 1: types of error.

4.3.2 Frequencies of Error

To answer the second subsidiary question “What are the frequencies of error in phrase made by undergraduate students in their writing (G8d)?”, the researcher calculated the amount of error based on the result (G8d) of the first subsidiary question.

(A TABLE)

(A CHART)

Based on the table and chart above (G1), the types of error with the highest frequency are omission 56%. The second place is misselection with 24% and the last is addition with 20%.

4.3.3 Cause of Error

In this section, the researcher tries to answer the third subsidiary question of the researcher “What are the causes of error made by undergraduate students in phrases in their writing (G8d)?”. To answer this question, the researcher uses Richards’ theory. There are 2 causes of error, interlingual

error and intralingual error. In intralingual error, there are 4 sub- cause of error: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

4.3.3.1 Overgeneralization

(A CHART)

Form the chart above, there are 12 errors in missecltion caused by overgeneralization. Overgeneralization occurred because **the writer overgeneralized one rules to be applied (G8M)** in other rules. Grammatical rules in the verb, adjective, noun, adverb, and preposition form are different. For example:

“The scholarship can be help”

This sentence shows that not all kinds of grammar are the same (G8L). Modals + be should be followed with the verb-ing. In this case **student generalize the grammatical rule that modals + be can be followed with the verb without –ing (G8L).** According to Richards (1971), over-generalization “may be the result of the learner reducing his linguistic burden”. In this case, the overgeneralizations are probably **used by the writer (G8d)** in order to reduce their linguistic burden. To see more examples of overgeneralization, see appendix 2: causes of error.

4.3.3.2 Incomplete application of rules

(A CHART)

There are 38 errors caused by incomplete application rules. The errors caused by incomplete application rules occurred when **the writer omitted or added the rules required to produce acceptable utterances (G8H).** The writers fail to use a fully developed structure.

“There are some scholarship”

This sentence shows that student failed to apply the rules (G8L) of plural noun. **‘Some’ in the sentence shows that the scholarship is in plural noun (G8L)** but the student didn’t put ‘-s’ in ‘scholarship’.

“There are some scholarships”

To see more examples of incomplete application of rules, see appendix 2: causes of error.

(A TABLE)

Based on the recapitulation of causes of error table, there's no interlingual error **occurred in students' writing (G8d)**. The cause of error in English phrases in students' writing is intralingual with 50 errors in total.

Title : Character Education in the Teaching and Learning of English at SMPN 28 Bekasi

Students' Initial Name : DNL

Chapter IV

Result of the Study

This chapter explains the result of the study obtained through document analysis and interviews (G8d).

4.1 Findings

4.1.1 Findings from document analysis

The writer analyzed the curriculum and six lessons plan from three teachers (G8d) of SMPN 28 Bekasi. The writer took three samples of lesson plans of grade VII and grade VIII. This study was aimed to find out the existence of character education in teaching and learning of English especially in the learning objective, indicators, learning materials, teaching learning activities and assessment.

The explanations of the finding were describing in the form of charts (G8s) of characters education integrated in the lesson plans. The charts were divided into five parts (G8s), they are; characters education in learning objective, character education in indicators, characters education in learning materials, characters education in teaching learning activities and character education in assessments. The charts were based on the tables of analysis of six lesson plans (G8s) from three teacher of SMPN 28 Bekasi.

4.1.1.1 Character Values in the learning objectives

(A CHART)

From 20 character values that should be integrated for Junior High School (G8L), only 7 character values were found by the writer (G8S) in the learning objectives from six lesson plans that given by teachers (G3) of SMPN 28 Bekasi.

Chart 4.1 shows the most frequent character values appeared in /the learning objectives (G8d) were confidence and responsibility with 22% or 4 times (G8d)/ appeared from six lesson plans. The second character values were honesty and discipline with 17% or 3 times (G8d) appeared from six lesson plans. The third character value was cooperativeness with 11% or 2 times (G8d) appeared from six lesson plans. The last were handwork and respect with 5% and 6% or 1 times appeared from six lesson plans (G8d).

4.1.1.2 Character Values in the Indicators

(A CHART)

Chart 4.2 shows the character values in indicators of lesson plans (G8d). The most frequent character value appeared in the indicators was confidence with 31% or 4 times (G8d) appeared from six lesson plans. The second character value was respect with 23% or 3 times (G8d) appeared from six lesson plans. The third character values were responsibility and cooperativeness with 15% or 2 times (G8d) appeared from six lesson plans. The last were honesty and discipline with 8% or 1 times (G8d) appeared from six lesson plans.

The function of indicators in the lesson plan is to indicate (G8H) the achievement in learning activities. The achievements in learning activities should same with the learning objectives. The findings show the indicators have been designed with different character values (G8d) from learning objectives. In learning objectives there were seven character values (G8d), while in the indicators there were six character values (G8d).

4.1.1.3 Character Values in the Learning Materials

(A CHART)

In the learning materials, teachers put the character values in the topic. Chart 4.3 shows the character values appeared in learning materials (G8d). It shows the dominating character values were honesty, responsibility and discipline (G8d) with 21% or 4 times appeared in the lesson plans. Second, character value was confidence with 16% or 3 times (G8d) appeared in the lesson plans. Third, character values were curiosity, respect, healthy lifestyle and environmental care with 6% and 5% or 1 times (G8d) appeared in the lesson plans.

4.1.2.4 Character Values in the Teaching Learning Activities

(A CHART)

Chart 4.4 shows the character value appeared in the teaching and learning activities (G8d) of English in the lesson plans. It shows the character values that appeared in teaching and learning activities (G8L) was only religiousness.

The teaching and learning activities were divided into pre activity, main activity and post activity (G8d). From six lesson plans, the writer found that the value religiousness appeared 3 times in the pre-activity (G8L) of teaching and learning. However, the character values did not appeared in the main activity and post activity of teaching and learning. It shows that the lesson plans have been designed with no integrated character values (G8L) in teaching and learning activities, while the lesson plans have been integrated character values in learning objective, indicators and learning materials.

4.1.1.5 Character Values in the Assessment

Chart 4.5 shows the character values in assessment of lesson plans (G8d). The most frequent character appeared in the assessment were honesty, responsibility, discipline and confidence with 21% and 22% or 3 times appeared from six lesson plans (G8d). The second character values was respect with 14% or 2 times appeared from six lesson plans (G8d).

The function of assessment in the lesson plan is to assess the achievement (G8H) in learning activities. The finding shows that the assessment of affective domain in the six lessons plans did not

represent the learning objectives, indicators, learning materials and teaching learning activities (G8L).

It can be seen from the character values that appeared in assessment (G8L) were different with character values in the learning objectives, indicators, learning materials and teaching learning activities.

4.1.2 Findings from Interviews

In this part, the writer assigned the three teachers with name (G8I) Teacher A, Teacher B, and Teacher C to keep the identity from the teachers.

From the interviews to the three teachers (G8d), the writer found that Teacher C have experience in teaching English more than eight years (G8L). She was the only teacher who had joined seminar about the implementation of character building (G8d). However, teacher A and B have experience in teaching less than five years and had never joined seminar about the implementation of character building.

The writer also found only Teacher A and Teacher C realized that taught character values. They also said in teaching character values need to use direct statements (G8d). In the other hand, the Teacher B said that used direct statement were not necessary (G8L) in teaching character values because character values can be taught inherently.

4.2 Discussion

From the finding on the documents analysis, it can be found that all English teacher of SMPN 28 Bekasi have designed their lesson plans with character values (G8L). Characters education is reflected in the lesson plans in the learning objectives (G8o), indicators, learning materials, teaching learning activities and assessment. Although the differences can be seen from the appearance character values between learning objectives, indicators, learning materials, teaching and learning activities and assessment.

In the learning objectives of the six plans, character values that appeared were confidence, honesty, responsibility, discipline, hardwork, cooperativeness and respect (G8L). The most character

values appeared in the learning objectives were confidence and responsibility with 22% or 4 times (G8d) appeared from six lesson plans.

In the indicators of the six lesson plans, character values that appeared were confidence, respect, responsibility, cooperativeness, honesty and discipline (G8L). The most frequent character value appeared in the indicators was confidence with 31% times (G8d) appeared from six lesson plans.

The function of indicator in the lesson plan is to indicate the achievement in learning activities (G8e). The achievements in learning activities should same with the learning objectives (G8d). The findings show the indicators have been designed with different character values from learning objectives. In learning objectives there were seven character values while in the indicators there were six character values.

In the learning materials, character values that appeared were honesty, responsibility, discipline, confidence, curiosity, respect, healthy lifestyle and environmental care, the dominating character values were honesty, responsibility, and discipline with 21% or 4 times appeared in the lesson plans.

In teaching and learning activities that have been planned by teachers (G8L) in the lesson plans, the writer found only character values that appeared in this part (G8L). The teaching and learning activities were divided into pre activity, main activity, and post activity (G8d). The character value appeared only in the pre activity was religiousness (G8d). In the main activity and post activity, the writer didn't find character value integrated in it (G8s). It shows that the lesson plans have been designed with no integrated character values (G8L) in teaching and learning activities, while the lesson plans have integrated character values in learning objectives, indicators and learning materials.

The character values in assessment of six lesson plans were honesty, responsibility, discipline, confidence and respect (G8d). The most frequent character value appeared in the assessment were honesty, responsibility, discipline and confidence with 21% and 22% or 3 times appeared from six lesson plans.

The function of assessment in the lesson plan is to assess the achievement in learning activities (G2). The finding shows that the assessment of affective domain in the six lesson plans did not represent the learning objectives (G8L), indicators, learning materials and teaching learning activities. It can be seen from the character values that appeared in /assessment (G8L)/ were different with character values (G8d) in the learning objectives, indicators, learning materials and teaching learning activities.

Based on Kemendiknas (2010) there are character values to be developed in each subject. For English subject, there are six character values to be developed, those are; respect for diversity, courtesy, confidence, independence, cooperativeness, and obedience. In the lesson plans from Teacher A, Teacher B, and Teacher C planned to implement 3 values that should be developed in English lesson (G8L); courtesy, confidence, and cooperativeness.

Teacher plays important roles in implementing character-building education. Therefore, the teacher must have knowledge in implementing character-building in teaching and learning activities (G8o). From the finding above, it is clear that the character values in the lesson plans were not same with the implemented character values (G8L) in the teaching and learning activities. The factor was the teacher's lack of knowledge in implementing character-building education (G8d). From the interview results, only teacher C who had joined seminar dealing with the implementation of character building (G8d) education in English lesson, while the other two had never joined any seminar about it.

In developing character-building education, there are four principles based on Kemendiknas (2010), they are; continuity, be integrated in all subject matters, self-development activities and the school cultures, not taught directly but developed in teaching process, conducted by students actively and pleasurable. The implementation of character-building education in English teaching and learning at SMPN 28 Bekasi fully meet the four principles of character building launched by Kemendiknas in 2010. It can be seen from the observation results (G8s), the character values were taught continuity, and it was integrated in the lesson (G8s). The teachers also developed the character values in the teaching process (G8d) and some students were studying enthusiastically.

From the findings, it was true that English teachers of SMPN 28 Bekasi have already designed lesson plans with character education (G8L). The character education has integrated in the learning objectives, indicators, learning material, teaching learning activities and assessment. However, there were some character values in the learning objectives, indicators, and learning materials did not match with the character values in the teaching learning activities and assessment.

Title : The Use of Authentic Materials in Teaching Reading (A Descriptive Qualitative Study in SMP Negeri 289 Jakarta)
Students' Initial Name : DDK

Chapter 4

Finding and discussion

This chapter presents the research findings found in this study (G8d) after the observation done. The findings are gathered from lesson plans (G8d), the transcripts of video recording of the classroom activities, and transcripts of interview. This chapter is focused on discussing the frequent of the use authentic materials (G8d) in teaching reading and kinds of authentic materials use during teaching reading by teacher (G8d).

4.1 Data Description

In conducting this study, the writer used document study to get the data (G8d). the data of this study are the learning materials. The learning materials were analyzed into two kinds of materials (G8d). They were authentic materials and non-authentic materials. Observations were collected to confirm the data with classroom's delivery (G8d). Interview was to get information about the topic (G8d) which is used reading as the activities (G8d) in the classroom and also to confirm the data.

4.2 Finding and discussion

4.2.1 Analysis result of document

The writer found the syllabus that Standar Kompetensi: Membaca (11. Memahami makna dalam esei pendek sederhana berbentuk recount, and narrative untuk berinteraksi dengan lingkungan sekitar) have three Kompetensi Dasar, that means the teacher gave three lesson plans to the writer (G8d). After that, the writer classified the learning materials into authentic materials (G8d) into authentic and non-authentic materials in a table.

The table consist of Kompetensi Dasar (G8d), the writer analyzed the learning materials from the indicators (G8d) of the purpose of the learning activities.

.....

.....

It showed that teachers asked the students to read (G8L) ‘La Llorana, The Weeping Woman’.

The learning material that she used was ‘read mologue text’ (G3).

.....

.....

The learning material that teacher used was ‘answered questions (G3) based on the narrative text’. She provided the questions and developed by herself (G8d) from the narrative text ‘La Llorana, The Weeping Woman’.

.....

.....

She also developed the questions from text (G8p) in multiple choices and the students should answer those question based on the text. The learning material that she used was ‘answers questions (G3) (multiple choice) based on the narrative text that has been discussed.’

Based in the analysis table, it can be concluded that the kinds of authentic materials used in teaching reading was text of ‘La Llorana (G8L), The Weeping Woman’. It is an authentic printed material and fiction.

4.2.2 analysis result of observations

The writer analyzed two times observation because there were activities that the teacher reviewed all materials for exam (G3), public holidays and effectiveness after National Exam. In the first observation, She also asked them to read only one paragraph (G8P). When there was a student who cannot read with right intonation (G8p), she pointed a student to teach his or her.

.....

.....

In the second observation, the writer found that the teacher asked the students to answer multiple choices (G8L). The teacher has been discussed the text before with students (G8d) in the class because she considered the lack of vocabulary and capability of the students in learning English (G8d). She also divided the students into two groups (G8d). Eighteen people did the text in first twenty minutes (G8d) and the others stayed outside the class (G8d) and did the test after the first group (G8d) finished.

4.2.2 Analysis result of interview

To get information about the topic (G8d) which is used reading as the activities (G8d) in the classroom and also to confirm the data in line with the teacher (G8d) interview transcription in appendix4:

.....

.....

The teacher said in second semester of eight grade (G8d), she taught reading only narrative (G8P) based on the Standar Kompetensi 11 dan Kompetensi Dasar11.1 until 11.3. she focused on the narrative (G8d) in order to students understood the moral message in the story.

.....

.....

Title : Code Switching by High School Students on Facebook
Students' Initial Name : LI

Chapter IV

Findings and Discussion

This chapter provides the findings as well as the discussion of the study result on the use of code switching on Facebook.

4.1 Description of the Data

The Facebook posts were found in high school students' timeline (G8d) posted in 2013-2015. Twenty posts in which code switching occurred were selected. Ten posts selected in which Indonesia-English code switching (G8d) occurs and another ten posts in which English-Indonesia code switching occurs. Each are coded according which category they belong to from 1IE to 10IE (G8p) for Indonesian-English posts and 1EI to 10EI for English-Indonesia posts.

(A TABLE)

.....

These posts are made by twenty different high school students (G8d). Note that code switching occurred in all posts (G3). Indonesia-English and English-Indonesia code switching occurred among these posts.

4.2 Findings and Discussion

The findings and the discussion will be divided into three parts (G8d). Each part is designed to answer each research questions (G8d) respectively. The first part will focused on the function of the code switching (G8d) based on Holmes' model of functional scale. The second part will focus on the types of code switching (G8d) based on Poplack's type of code switching. The final part will focus on the possible reasons for code switching (G8d) in Facebook based on Hoffman's categorization of reasons of code switching.

4.2.1 The function of Facebook code switching status.

This part will explore the function of selected posts (G8d) and discuss possible social dimension based on the data. Holmes' model of functional scale was used. Here is the frequency table of function scale was used. Here is the frequency table of function in which Indonesia-English code switching occur:

(A TABLE)

From the table above (G1) shows that affective function has the highest number of percentage (G8L) in showing in Facebook posts in which Indonesia-English code switching occurs. This is to be expected as Facebook was designed to make the user communicate (G8e) with their close circle of friends and express their feelings. The privacy settings in Facebook allow the user to manage which person can actually see their posts (G8e). Although all of the selected post had their privacy (G8K) setting set to public, the user seems to have the tendencies to write their content (G8e) as if they were writing to their close friends (G8K).

Only two posts showed a referential function. One of the posts that fits the description of referential function (G3) in the data:

.....

.....

In this particular post, the main function seemed to inform the reader (G8e) of a certain event which can be inferred from HUT NET 2.0. The writer also intends to invite the reader (G8p) to this event.

The second table depicts the frequency of function of English-Indonesia code switching post:

(A TABLE)

The function here is similar to the Indonesia-English's above. Users of Facebook /seem to have tendencies /to include a picture or emoticon (G8e)/ that sometimes are only understood by their

closest friends (G3)/. This is evidence as almost all selected English-Indonesia code switching post use a picture, symbols or emoticon. These feature that have been provided by Facebook (G3) makes it easier for one to express their feeling (G8e) or describing something using symbol, emoticons or pictures.

Facebook is shown to be a place that students are comfortable (G3) with to express their feelings. English teacher can be use this as a platform for their students to enhance their writing skills.

4.2.2 the types of facebook code switching status

Poplack's types of code switching are adapted in this part to answer the second research question. The table below shows the frequency of types of Indonesia-English code switching (G8d) among the selected posts.

(A TABLE)

It is interesting to note that within ten selected post for Indonesia-English (G3), there are three post which use multiple types of code switching (G8p). Here are the post:

.....
.....
.....

In post 4IE, code switching first occurs when the poster used the word (G8P) "surprise" instead of its Indonesia equivalence. This classifies as tag-switching as it replaces a certain word or phrase into another language, in this case English. Note that at first, the poster fully used Indonesia (G8p) before coming to the word "surprise" and back to using Indonesian again before fully Intra-switching (G8P) with the clause " wish you a very happy birthday brother and another year filled with all good things!". The poster used English at the last to close their post. This indicates another code switching of the intersentential manner, as it occurs outside the sentence clause.

Similar to post 4IE, post 5IE begins with tag-switching (G8d) with the word “bullshit”. /Then it use /Indonesian again (dG8p)/ before switching fully with English (G8p)/ in “talk less do more I think I must do more too, not only talk”. The switching occurs in Intersentential manner and also concluded the post.

The table below describes the frequency of types of English-Indonesia code switching that occurs among selected posts (G3).

(A TABLE)

The frequency showed numbers that are exactly the same as the Indonesia-English code switching (G8L) above with the exception of no Intra-sentential switching occurred in selected English-Indonesia post. It’s important to note that tag-switching occurred in all post that includes multiple types of code switching (G8L).

4.2.3 Possible reasons of code switching in facebook status

To answer the final research question, Hoffman’s categorizing of the reasons for code switching will be adopted in this section. Below is the frequency table (G4) of possible reasons of code switching in Facebook status:

(A TABLE)

The reason “talking about a particular topic” comes out as the most frequent (G8d) among the selected Indonesian-English code switching post. Facebook is the place to share feelings or experience so it might be possible that /people tent to code switch when they are expressing something (G8p)/ In post 1IE, the poster repeatedly wrote the word “best” (G8p) as if to emphasize a point.

.....

/The poster /seemed want to convey (G8e)/ that their mother is the best (G8L)/. For this reason (G4), the poster wrote the word “best” three times (G8d) as if to clarify that. In post 2IE, the poster used a common saying of “the storm will pass”.

.....

Looking by the context (G8d), it seemed that the poster had a problem (G8L) and they believe that they will overcome it (G8L). The poster didn't use the Indonesian equivalence of the saying as the start of the post (G8d). Rather, they chose the English sayings. One particular post used code switching for interjection purposes (G8d).

.....

Note that the poster switched the language by using the word or (G3) in order to convey their message.

Below is the frequency table of possible reasons of English-Indonesia code switching in selected facebook status:

(A TABLE)

1/It seemed that 2/the most prevalent reason to code switch in Facebook (G8L)/1 is when /talking about a 3/particular topic (G8p)/2 that the user feel more comfortable using a foreign language (G3)/.3

It is worth to note that no post were found among selected post (G3) in which the code switching reason are for intention of clarifying the speech content for interlocutor or expressing group identity.

Title : Lecturers' Perceptions Toward the Roles of Technology in Teaching Language Skill Subjects in English Department UNJ

Students' Initial Name : LMB

CHPATER IV

FINDINGS AND DISCUSSION

This chapter provides findings and the discussion of the study about lecturers' perception toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta. **The findings presented are regarding to the research question (G8d):** "How do the lecturers perceive the role of technology in teaching language skill subjects in English Department of State University of Jakarta?"

4.1 Data Description

The data of this study were gathered through one instrument (G8d) which is questionnaire. **The questionnaire was administered to English Department lecturers with 6 responders (G8d).** It consisted of four major parts: Part I, II, and III **were list of statement with rating scale (G8d)** and part IV was open-ended questions. The scales with 1-to3 rating scales **were used in the questionnaire (G8d)** which have meaning: (1) Yes: (2) Sometimes: (3) No.

The questionnaire consisted of 22 statements and 7 questions (G8d) which described lecturers' perception toward the roles of technology in teaching language skills subjects in English Department of State University of Jakarta.

4.2 Findings and Discussion of the Study

The change of curriculum that happen to University in Indonesia (G3) in 2012 as adaption in **Kerangka Kualifikasi Nasional Indonesia (KKNI)** is produced by DIKTI that influences English Department in State University of Jakarta (G8L) to **make the change in the subjects' skill in English Department (G8d),** State University of Jakarta. Whereas, **for the last four years (G4),** the skill' subject

was thought as separately (G8d), such as Reading, Listening, Writing, Speaking and Grammar which are merged as integrated skill (G8d).

In English Department, State University of Jakarta, there are eleven subjects in integrated skill forms, there are:

(A CHART)

The implementation of those eleven subjects are hoped as the subjects of language skills which are contain all macro skills (reading, listening, writing, speaking) and it is proved by this chart:

(A CHART)

Based on the chart above (G1), it can be seen that all respondents are agree that those subjects are contain all macro skills (G8R) such as listening, reading, speaking, and writing in the process of teaching. The macro skills of the language, which are listening, reading, speaking, and writing are taught implicitly in the process of teaching the eleven subjects (G8d).

4.2.1 Lecturers' perceptions toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta

The following are the findings of lecturers' perceptions toward the roles of technology in teaching language skill subjects (G8d) in English Department of State University of Jakarta which divided based on the role of technology in the process of language skills subject teaching (opening, main activity, closing) and the role of technology for lecturers.

4.2.1.1 Lecturers' perceptions toward the roles of technology in teaching process of language skill subjects in English Department of State University of Jakarta

The following chart and its explanation are the data interpretation related to the findings of

lecturers' perceptions toward the roles of technology in teaching process of language skill subjects (listening, reading, speaking, and writing) in English Department of State University of Jakarta.

(A CHART)

Based on data percentage above (G1), it can be seen in statement "In teaching listening, I start with playing audio by using tape or showing video related to the topic by using computer/laptop/LCD to the students." (Statement 1), that 83% of lecturers agreed about it (G3). 100% of them also agreed to the statement 2 that "In using media such as tape or video player in teaching listening skill can help students to comprehend micro skill such as accent, pronunciation, grammar and vocabulary and also comprehend meaning." Which is provided with the lecturer's statement that:

"Dengan cara menggunakan teknologi tersebut untuk memperkenalkan & memberi model tentang fungsi kebahasaan yang akan dipelajari" (Lecturer 3)

The responds in statement 3 "At the end of learning, I instruct the students to find audio/video which will discuss on the next meeting", shows that 50 % of the lecturers agreed about it (G8L). It is provided with the lecturer's statement (G8d) that:

"Sebagai alat pencarian materi otentik, penelusuran rujukan, pelatihan..."(Lecturer 4)

It showed that lecturers are mostly involving technologies in the process of teaching (G8L) listening almost in every process (opening, main activity, and closing).

(A CHART)

According to data percentage above (G1), it can be seen in statement 1 "In teaching reading, I start with showing reading text in e-book format/slide by using computer/laptop/LCD to the students", that 83% of lecturers agreed about it (G3). It is provided with the lecturer's statement (G8d) that:

“Digunakan saat menampilkan materi dengan power point menggunakan laptop dan LCD”

(Lecturer 5)

Furthermore, 67% of them also agreed to the statement 2 and 3 (G8p) that “In the learning process of reading skill, I ask students to discuss a text and then deliver the result of the discussion by using power point and showed on LCD.” and “At the end of learning, I instruct the students to find text in e-book/e-text form which will read and discuss on the next meeting.” It showed that lecturers are mostly involving technologies in the process of teaching reading (G8L) in the term of finding reading sources and presenting the result of discussing.

(A CHART)

Based on data percentage above (G1), it can be seen in statement “In teaching speaking, I start with showing video related to the topic by using computer/laptop/LCD to the students.” (Statement 1), that 67% of lecturers sometimes use technology at the beginning of the class (G3). 83% of them agreed to the statement 2 that “In using media such as video in teaching speaking skill can help students in practicing micro skill such as accent, pronunciation, grammar and vocabulary and also gesture when they speak.” Which is provided with the lecturers’ statement that:

“Digunakan untuk memperkenalkan & memberi model tentang fungsi bahasa yang akan dipelajari.”

(Lecturer 2)

“Di awal menayangkan video sebagai panduan/model kemudian mahasiswa melakukan sesuai dengan model” (Lecturer 4)

The responds in statement 3 “I usually ask students to make presentation or speech video record or make presentation related to the current topic which will present in the form of class presentation.” shows that 50 % of the lecturers agreed about it (G8L). It showed that lecturers are mostly involving technologies in the process of teaching speaking (G8L) almost in every teaching process.

(A CHART)

According to data percentage above (G1), it can be seen in statement 1 “In teaching reading, I start with showing kinds of text in e-book/e-journal format/slide by using computer/laptop/LCD to the students”, that 50% of lecturers agreed about it (G3).

Same as the percentage of statement 1, in statement 2 “In the learning process of writing skill, I ask students create a text based on what are in their mind related to the current issue and then deliver the result in the form of power point slide and showed on LCD.” And statement 3 “At the end of learning, I instruct the students to create text consisting of paragraphs based on their idea which is supported by sources then deliver the result in the form of power point slide and showed on LCD on the next meeting.”

It showed that some lecturers are mostly not involving technologies too much in the process of teaching writing (G8L) by seeing the percentage of the three statements (G8d).

4.2.1.2 Lecturers' perceptions toward the roles of technology for lecturers in English Department of State University of Jakarta

The following are the data interpretation related to the findings of lecturers' perceptions toward the roles of technology for lecturers in English Department of State University of Jakarta.

(A CHART)

From the data above (G1), it can be seen in statement 1 “I am so rely on technology in teaching”, mostly lecturers are not rely on technologies too much (G8p). It can be seen from the chart percentage (G8d); 0% lecturers are very relies on technologies (G8d).

(A CHART)

In statements “Without technology I still can teach” (statement 2). The responds show that most of lecturers (83%) do not have problem (G8L) if they have to teach without using technology. Most of lecturers are not always use technology in teaching (G8p) (66% sometimes use it) based on

figure 4.7.

(A CHART)

(A CHART)

However, according to figure 4.8, all of **the respondents are believe that technology can motivates them in teaching (G8L)** (statement 4) and makes them become more confident (statement 5). Because media/technology can be an important motivator in the language teaching process (Brinton , 2001).

(A CHART)

Also, based on percentage of statement 6 “technology using in teaching help me to interact with my students” **the respondents agreed that technology also enhances interaction between lecturers and students (G3)** so, it help them giving information clearer (statement 7).

According to figure 4.10, **83% of the respondents agreed (statement 8) that technology help them to provide both visual and auditory students (G8L).** For the ninth statement “The use of technology give me more access in searching and finding material references or teaching method” agreed by 83% of respondents.

(A CHART)

Title : Cultural Contents in Reading Passages of English *Ujian Nasional* (UN) for Senior High School Students
Students' Initial Name : MRK

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provides the finding and discussion of analysis of the cultural contents in reading passages of English UN for senior high school students. This chapter is organized based on the questions (G8d) of this research: “What aspects and sources of cultural contents do reading passages of UN for English subject contain?” and the two sub-questions:

1. Which aspects of cultural contents dominate reading passages of UN for English subject?
2. Which sources of cultural contents dominate reading passages of UN for English subject?

A. Data description

To answer the research questions of this study (G4) the sources of the data are 11 reading passages of English UN year 2014 and 11 reading passages of English UN year 2015 (G8.S) for senior high school students study program social science (IPS). The passages are ordered from passage number 1 to 11 (G8. D) in each years according to the genuine order in the UN text. (G8.P) The data source is a scanned file of the original script downloaded from the internet.(G8.S) The data was analysed for its aspects and sources of cultural contents (G8p). In addition, the analysis discovered the aspects and sources of cultural contents (G8d) which dominated the English UN reading passages (G8p).

B. Findings and Discussions

The analysis of 11 reading passages of English UN year 2014 and 11 reading passages of English UN year 2015 turned out to discover (G8E) that out of 22 passages (G3), 8 passages (36,36%) contain cultural values while 14 passages (63,63%) are culture free (G8S). This revealed that the inclusion rate of cultural contents in the reading passages of English UN is quite low (G8L) (8

out of 22 passages). The 14 passages containing no cultural values are mostly general information or scientific explanation of particular things (G8S). The culture free passages may mention (G8F) certain places yet do not relate to any cultural value (G8D). All sources of culture: source culture, target culture, and international culture though with atypical proportion. The total number of aspects of cultural contents contained in the passages was 14 (G8S) while the total number of sources of cultural contents included in the passages was 9 (G8d). One reading passage may contain more than one aspects and sources of culture. The proportion of aspects and sources of cultural contents included in the reading passages of English UN year 2014 and 2015 is portrayed as follow:

(A CHART)

Chart 1 above presents the proportion of aspects of cultural contents in the reading passages (G8S). Aspects A and G which represent history, historical facts or heroes (A); holidays or celebrations (G); were not found in any reading passages (0%) (G8P). Aspects B and E which are tourist places and historical or geographical sites(B) and handicrafts, sustenance or feasts (E) were found in two passages (13%) (G8P). Aspect D which is literature or arts was found in three passages (20%). Aspects C, H, and I which represent festivals, customs, or traditions (C); legends, beliefs, and religions (H); and general cultural information (I) were found in one passage (7%). While aspect F which is celebrities or entertainment had the highest amount as it was found in five passages (33%) (G8P).

The findings revealed that in the reading passages of English UN, the aspects of cultural contents included in the passage was dominated by the aspect (G8d) of celebrities or entertainment with the total of six passages (33%). Yet, two aspects of cultural contents: history, historical facts or heroes; and holidays or celebrations were not included at all in the reading passages (0%) (G8d).

The high amount of the inclusion of celebrities or entertainment aspect is supposed to lower the probability of cultural bias (G8E). Whilst, the aspects of history, historical facts or heroes; and holidays or celebrations were not included might due to the high probability of bias since students are supposed to be unfamiliar towards these aspects (G8E). As stated by Faris (2015) that the examinees

may find it difficult (G8N) to comprehend the contents unfamiliar to them. Furthermore, Gass & Selinker (2008, as cited in Faris, 2015) stated that students learn (G8L) easier with familiar cultural context of the materials.

Aspect celebrities or entertainment is supposed to be familiar (G8E) to most students since in the reading passages this aspect discussed:

- a. popular movies such as Captain Phillips and Intacto;
- b. popular actors, actress, and movie directors such as Paul Greengrass (director of Captain Phillips), Tom Hanks (acted as Captain Richard Phillips in Captain Phillips), Catherine Keener (acted as wife of Captain Richard Phillips in Captain Phillips), Juan Carlos Fresnadillo (director of Intacto), Max von Sydow (acted as Samuel Berg in Intacto), Eusebio Poncela (acted as Federico in Intacto), and Leonardo (acted as Tomas in Intacto);
- c. popular athletes such as Venus Ebony Starr Williams (professional tennis player), Lionel Messi (professional football player), Pep Guardiola (professional football player), and Jose Mourinho (professional football manager);
- d. popular football clubs such as Barcelona, Real Madrid, and Chelsea; and
- e. popular show such as JUMP (martial arts theatrical).

Whilst, chart 2 below presents the proportion of sources of cultural contents in reading passages (G8d). Target culture (TC) was found in two (22%) passage; source culture (SC) was found in one (11%) passages (G8d); while international culture (IC) had the highest amount as it was found in six (67%) passages (G8d).

(A CHART)

The findings revealed that in the reading passages of English UN, the sources of cultural contents included in the passage was dominated by the international culture with the total of six

passages (G8d) (67%). Whilst, source culture and target culture were discovered to be the least included since both approximately share similar proportion (G8d) with target culture in two passages (22%) and source culture in only one passage (11%).

The international culture appeared in the reading passages (G8d) was in the form of geographical or historical sites such as Somalia and Kenya; celebrities or entertainment such as a Spanish movie (Intacto), a Spanish director (Juan Carlos Fresnadillo), Spanish actors (Max von Sydow, Eusebio Poncela, and Leonardo); and an Argentinian football player (Lionel Messi); a combination of entertainment and art such as a Korean martial arts show (JUMP); and a combination of geographical or historical site and general cultural information such as a Tibetan animal (Yak).

The target culture appeared in the reading passages was in the form of arts (G8d) such as an American movie (Captain Phillips); and celebrities or entertainments such as an American director (Paul Greengrass), American actor and actress (Tom Hanks and Catherine Keener), and an American athlete (Venus Ebony Starr Williams). Whilst, the source culture appeared in the reading passages was in the form of a combination of tourist sites and handicrafts (G8d) such as leather puppets, silversmithing, and batik industry from Yogyakarta; 'kain batik' from Solo and Pekalongan; bamboo, rattan, and 'mendong' from Cirebon and Tasikmalaya; and shoes and puppets from Bandung.

In his article, Faris (2015) stated that (G8L) when people from other culture were portrayed in reading passages, (G8P) then the mindset of English as the language spoken (G1) only by individuals in target culture group has changed. This finding also corresponds to what Matsuda (2003, as cited in Faris, 2015) suggested with respect of more inclusion of other culture beside target culture in a reading passage, that as English is an international language spoken in the contexts of various speakers, norms and cultures of English should not only be (G8F) related to native speakers (G8D).

On the one hand, as stated by Sherman (2010, as cited in Faris, 2015) & Aliakbari (2004, as cited in Faris, 2015) that contents of reading passages can influence (G8F) points of view of readers, dominance portrayal of the international culture in reading passages of tests may commence (G8F) teachers and students to think (G8H) that English can accommodate communication not only with

native speakers of English, but also with people around the world with various cultural background (G8P). On the other hand, the least portrayal of source culture in reading passages of tests (G1) may trigger teachers and students to think (G8H) that English is less practical to explain their own culture. This corresponds to the findings in Faris' article (2015) (G1) that if the portrayal of the source culture in the reading passages is less (G8S), the characteristics and behaviors which are expected to be built (G8E) by learning English will equally be less attained.

However, this finding does not correspond to what stated by Kachruand Smith (2008, as cited in Faris, 2015) (G8D) that the target culture people, especially British and American, are usually favored in reading passages. (G8P)

Title : The Analysis of Miscollocation in ED Students' Writing
Students' Initial Name : RMS

CHAPTER IV

Findings and Discussion

This chapter discusses of the collected data. The discussion will revolve around the description of the data and the research findings related to the kinds and frequency of miscollocation found in students' writing.

4.1. Description of the Data

The data of this study were miscollocation found in ED students' writing. The data were collected from 39 essays (G8S) written by students of English for Academic Purposes. The essay consist of at least 1000 words (G8d). All collocations in the essays were extracted and categorized into 7 patterns of lexical collocation (G8d): (L1) *Verb* (denoting *activation/creation*) + *Noun/Pronoun*, (L2) *Verb* (denoting *eradication/nullification*) + *Noun*, (L3) *Adjective* + *Noun*, (L4) *Noun* + *Verb*, (L5) *Noun* + *Noun*, (L6) *Adverb* + *Adjective* and (L7) *Verb* + *Adverb*.

4.2. Data Analysis

To analyze the data, the researcher collected all lexical collocation found in 39 students' writing (G8d). Then, the data were categorized into 7 types of lexical collocation (G8s) based on Benson, et al (2000). The collected lexical collocation then will be checked through COCA (G8d) to find out whether it is a proper collocation or miscollocation. The miscollocation found then counted to find out the frequency of miscollocation (G8L) of each type of lexical collocation.

4.3. Findings

4.3.1. Lexical collocation

After analyzing 39 students' writing, a number of 352 lexical collocations were found in their writing (G8d). The following table shows the total of lexical collocation (G8d) found in students writing (G8d).

Table x

Type	Frequency	Percentage	Example
L1	91	25.85%	Embrace religion
L2	10	2.84%	Break their future
L3	189	53.69%	Physical health
L4	8	2.27%	Rain comes
L5	32	9.09%	Speech act
L6	9	2.55%	Physically unfit
L7	13	3.69%	Trying desperately
Total	352	100%	

The diagram below shows the percentage of each type of lexical collocation (G8d) found in students' writing.

Figure 1

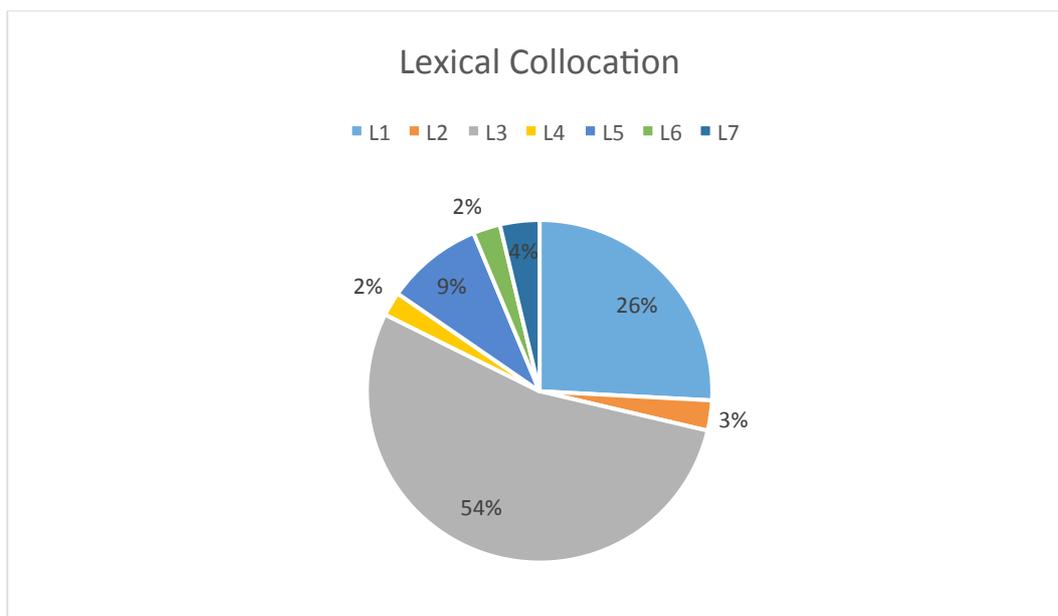


Figure 4.1 Number of Lexical Collocation Found in Students' Writing

There are a total of 352 lexical collocations found in students' essay writing (G8d) consisted of L1 (*Verb* (denoting *activation/creation*) + *Noun/Pronoun*) with 91 collocations, L2 (*Verb* (denoting *eradication/nullification*) + *Noun*) with 10 collocations, L3 (*Adjective* + *Noun*) with 189 collocations, L4 (*Noun* + *Verb*) with 8 collocations, L5 (*Noun* + *Noun*) with 32 collocations, L6 (*Adverb* + *Adjective*) with 9 collocations, and L7 (*Verb* + *Adverb*) with 13 collocations.

4.3.2. Lexical miscollocation

From the total of 352 lexical collocations, there were 39 lexical miscollocation found in the students' writing (G8d) consisted of L1, L2, L3, L4, L5 and L7.

4.3.2.1. L1 miscollocation

The following table shows L1 miscollocation found in students' writing (G8d)

Type	Freq	Example of Miscollocation	Suggestion
L1 (Verb +noun,	10	Do intermarriage	Have intermarriage
		Seek friends	Find some friends

denoting creation)		Gets knowledge	Acquires knowledge
		Making a budget	Planning a budget
		Open internet	Access internet
		Say their opinion	Express their opinion

4.3.2.2. L2 miscollocation

Type	Freq	Example of Miscollocation	Suggestion
L2 (Verb +noun, denoting nullification)	3	Belief evokes	Have intermarriage
		Vandalizing a race	
		Revoking the grasses	Cut the grasses

4.3.2.3. L3 miscollocation

Type	Freq	Example of Miscollocation	Suggestion
L3 (Adjective + Noun)	18	Heavy foods	
		Wrong choose	
		Camping land	
		Motor vehicles	
		Stopping place	
		Uneducated driving	

4.3.2.4. L4 miscollocation

Type	Freq	Example of Miscollocation	Suggestion
L4 (Noun + Verb)	3	People surround	
		Volunteering exchange	
		Prejudice brewing	

4.3.2.5. L5 miscollocation

Type	Freq	Example of Miscollocation	Suggestion
L5 (Noun + Noun)	3	Awards takers	Awards winners
		Limitation of vocabulary	Limited vocabulary
		Forsaking possessions	Acquires knowledge

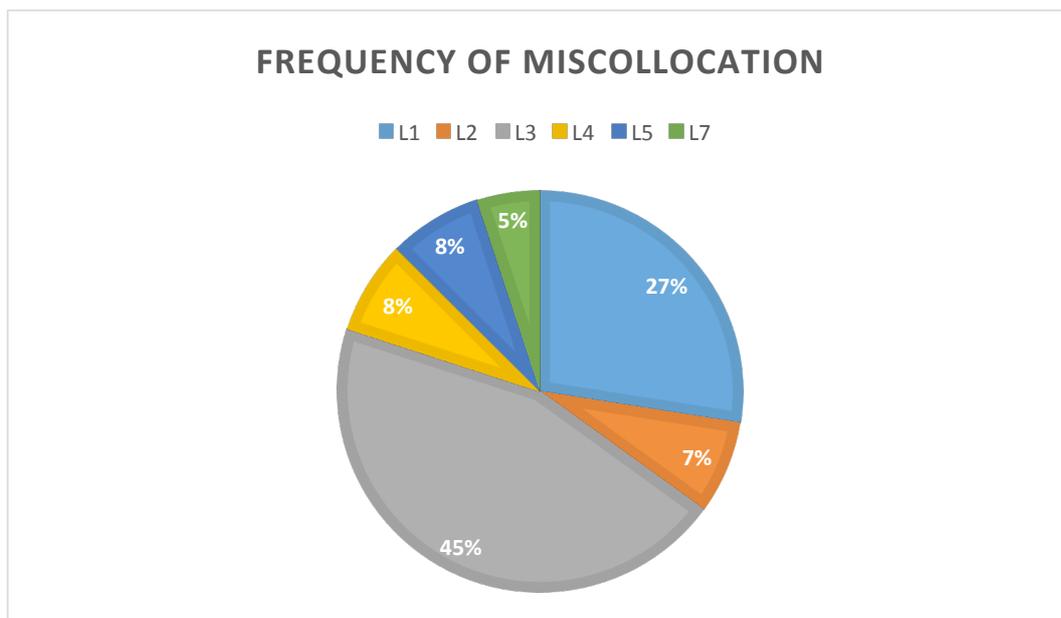
4.3.2.6. L7 miscollocation

Type	Freq	Example of Miscollocation	Suggestion
L7 (Verb + Adverb)	2	Animating deeply	
		Phoned directly	

4.3.3. Frequency of miscollocation

Type	Frequency	Percentage

L1	11	27.5%
L2	3	7.5%
L3	18	45%
L4	3	7.5%
L5	3	7.5%
L7	2	5%
Total	40	100%



4.3.4. Sub-Question 1: What kind of lexical miscollocation do ED students make in their writing?

There are a total of 197 **lexical collocations found in ED students' writing that cover all 7 kinds of lexical collocation (G8L)**. From those lexical collocation, 6 kinds of miscollocations were found.

L1 (*Verb (denoting activation/creation) + Noun/Pronoun*), L2 (*Verb*

(denoting *eradication/nullification*) + *Noun*), L3 (*Adjective* + *Noun*), L4 (*Noun* + *Verb*, L5 (*Noun* + *Noun*), and L7 (*Verb* + *Adverb*). There is **no miscollocation found in L6 (G8d)** (*Adverb* + *Adjective*).

4.3.5. Sub-Question 2: What is the frequency of miscollocation in ED students' writing?

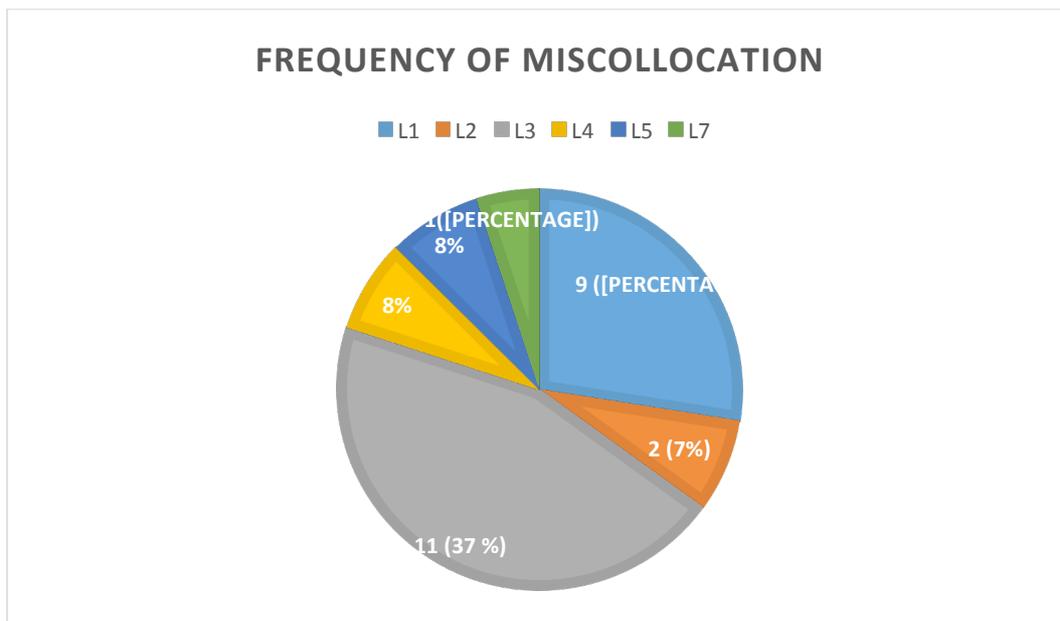


Figure 4.2 Frequency of Miscollocation in ED Students' Writing

From the figure 4.2, **it can be seen that the most frequent lexical miscollocation that occurs in ED students' writing is L3 (G8R)** which is amounted 37 % or 11 times from the total of 27 miscollocation. The second most frequent miscollocation is L1 which is amounted 31% or 9 times followed by L4 and L5 with 10% or 3 times. The next one is L2 which is amounted 7% or occurs 2 times and the least is L7 which is amounted 4% or occurs 1 time.

Title : Error Analysis on the Use of Plural Nouns in Undergraduate Students' Writings

Students' Initial Name : SNL

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of study related to the error in using English noun in undergraduate student essay (G8o).

4.1 Data Description

This research aimed at profiling the errors in the use of English Noun in undergraduate students' essay (G8d) of English Department of State University of Jakarta. The data of the research were collected from the essay made by 40 students (G8d) at English Department. The data were analyzed to find the types of error (G8d), the frequencies of error, and the cause of error in the use of English noun. The researcher used the Surface Strategy Taxonomy for analyzing the data. Therefore, the errors in the use of English noun which occurred in the students essay, were grouped into four types (G8d), they are; error of omission, error of addition, error of ordering, and error of selection.

4.2 Data analysis

The errors in the use of English nouns in the essays were analyzed after the data collected (G8d). Then, the type of errors counted to find the frequencies of errors (G8E). The causes of the error that found in the essays put in the table based on the type of error (G3).

4.3 Research findings

4.3.1 Types of Error

This section discussed the answer of the first subsidiary question research "What are the types of errors made by undergraduate students of English (G8d) in using English nouns in their essay?". The data showed that the errors committed by the students (G8L) in using English noun can be classified into 2 types of error; Error of omission and error of addition.

1. Error of omission

There are 33 errors of omission found from the essays (G8d). Omission error becomes the highest frequency of error that occurs in undergraduate students' essay (G3). Mostly, error of omission occurred in applying plural form of countable noun. (EXAMPLE)

Based on the explanation above (G1), most of the problem is the omission of the rules in making noun after the quantity words. The result in classifying the error into error of omission showed that there are 33 errors of omission occurred in the essays (G8L). English Department students made errors mostly in the use of quantity words. The students failed in applying plural forms of countable noun after quantity word (G8o). This condition happens probably because the students incomplete in applying something rules that is considered as grammatical (G3).

2. Error of addition

There are 4 errors of addition occur in the whole sentence (G8d). The errors occurred because students added unnecessary elements in the utterance that should not be applied (G3). For example:

(EXAMPLE) "I have 4 criterias for good advertisement..."

There is an error in applying irregular plural noun of word "criterion" (G8d). The irregular plural of "criterion" is "criteria". From the error happened, it shows that there are double marking in showing plural noun (G8L) from the particular singular noun, they made error of addition (G8s). To make it correct, the word "criterias" is changed by the irregular plural noun (G8d) "criteria". The correct form is (EXAMPLE)

Another example of addition error is shown by the sentence (G8d):

(EXAMPLE) "Many a lot of cases..."

In this case, the error of addition occurs in double quantity words that followed the plural nouns (G3). Many and a lot have the same meaning and function. The writer should not put both of them followed by the same noun (G8d). So the correct form of this error is “Many cases...” or “a lot of cases”.

From the explanation above (G1), three types of error in the use of English noun involves in undergraduate students essay (G8d). There are 33 error committed in omission error (G8d), 4 errors committed in addition error, and also 7 errors committed in selection error (G8d). And the total number of the errors in the use of English noun by undergraduate students was 44 errors (G8d).

4.3.2 Frequencies of error

The second subsidiary research question to be answered is “what are the frequencies of error made by the undergraduate students in using English noun?” from the charts above (G1), the total number of error in the use English noun is 37 errors. The errors found in the previous chart were calculated in order to obtain the frequency of errors (G8d) with the percentage. To be more detail, the following table shows the frequencies of errors and its percentage (G8o).

(TABLE)

The following chart is to answer research question number two (G8d). The chart shows the percentage of each error. (G8d)

(A CHART)

Based on the chart above (G1), error of omission is the highest frequency, with the percentage 89%. It can be concluded that English Departments’ students of State University of Jakarta tend to omit the words (G8R) or the rules in making well-utterances noun. This phenomena deal with the competence of English Department’s students (G8d) in applying the rules of English plural by using quantity words (G8d). The omission error occurred among the students (G8d) probably because in the first language, there is no specific rule in making noun.

4.3.3 Cause of error

In this section, the researcher try to answer the last question (G8d) “What are the causes of errors made by undergraduate students (G8d) of English in using English noun?” Richards (1971) distinguishes two Sources of error; interlingual and intralingual. Intralingual errors are also subdivided into four types; overgeneralization, ignorance of rule restriction, incomplete application, and false concept hypothesized. The following chart (G4) the possible causes of error made by the students (G8d) in general:

(A CHART)

The error caused by the intralingual dominated the chart with 37 errors (G8d) being categorized as the intralingual errors (G8d). It happened because students failed in applying grammatical rules (G8d).

The following chart (G4) shows the percentage of the possible causes of errors:

(A CHART)

4.3.3.1 Omission

The following chart shows the possible causes of error on the omission type (G8d) of error:

(A CHART)

To illustrate the cause of errors made by the students (G8d), the writer explains some of the data (G8d), as follow: “add some picture to catch their attention...”

In the sentence above (G1), there is a word “some” which part of the quantity words that should be followed by the plural noun (G3) by adding s at the end of the word “picture”. The grammatical rules on the use of plural noun (G8d) after quantity words influence the students to make such kind of this error and it was categorized as an intralingual errors.

The following chart shows the possible causes of error (G8d) on the omission types of error in percentages:

(A CHART)

4.3.3.2 Addition

The following chart shows the possible causes of error (G8d) on the addition type of error:

(A CHART)

From the analysis (G4) of the data, the errors on the addition types were caused by overgeneralization (G8s). Overgeneralization occurred because the writer over generalized one rules to be applied in other rules. English has different grammatical rules for each part. Grammatical rules in the verb form are different with the grammatical rules in the noun form. Even in the grammatical rules of noun form itself, there are grammatical rules that can't be applied to other noun form (G3), for example the addition of "s" and "es" in regular plural noun can't be applied in irregular plural noun (G8d). Overgeneralization occurred because the writer over generalize one rules to be applied (G2) in other rules. To illustrate the cause of errors made by students, the writer explains some of the data (G8d), as follow: "I have 4 criterias for good advertisement..."

In the sentence above (G1), the writer over generalization the words "criterias" in applying the rules of regular plural noun by adding "s" at the end of the word (G8d). The correct form of the word "criterias" is "criteria", the irregular plural noun form of the word "criterion". The sentence shows the application of the rule into other context where it should not apply. According to Richards (1971), over-generalization "may be the result of the learner reducing his linguistic burden". In this case, the errors occurred caused by the overgeneralization can be categorizing as the intralingual error. The following chart shows the possible causes of error (G8d) in the addition types of error in percentage:

(A CHART)

4.3.4 Data Interpretation

(TABLE)

Based on the table above (G1), it can be seen that the highest percentage (G8L) of error is on type of omission error, there are 33 errors committed with the percentage 89%. The second level is addition error. There are 4 errors committed in addition errors with percentage 11% (G8d).

Here can be summarized that the students tend to omit (G8L) something in the required utterances. The errors in the omission happened because student tends to omit (G8E) the plural marks at the end of the word. In obtaining the causes of the errors, the following table (G4) us the cause of error for each types of error.

(A CHART)

Based on the table above (G1), it can be seen that intralingual takes places as the causes of the error (G8L). There are 33 errors caused by intralingual in omission, and 4 errors in addition. It shows that the error due to the influence of the grammatical rules (G8L) was significance.

It can be assumed that actually students of English Department have a good competence in applying grammatical rules (G8R). The errors on the essay occurred probably because they didn't pay attention to the structures (G8s).

Title : The Students' Research Proposal Paraphrase in Academic Writing 2 Class
Students' Initial Name : WN

CHAPTER IV

This chapter presents the findings and discussion of the paraphrase of English Department students' proposal in Academic Writing 2 class. The findings are the results of data analysis.

4.1. Data Description

The study analyzed the use of paraphrase (G8d) in English Department students' proposal in Academic Writing 2 class. The data were collected from 4 classes of English education students (G8d), 12 DIK A, 12 DIK B, 12 DIK A MDR, and 12 DIK B MDR. The writer took the paraphrases in chapter I and II (G8d) which contain of great quantities of paraphrasing, so the writer is able to conduct the analysis effectively. The data were analyzed according to Sorenson's criteria of paraphrase (G8p). The writer identified whether the data meet those criteria or not. The criteria are: (1) The paraphrase presents the same idea as the original passage; (2) The vocabulary of paraphrase is different from the original passage; (3) Complicated ideas are modified into simple sentences; (4) The paraphrase and the original are nearly the same length; (5) Words are shorter in the paraphrase; (6) No plagiarism has crept in; and (7) Sentence structure, mechanics, usage and grammar are accurate. After identifying the data, the writer made the percentage of the data according to the result (G8p) of the analysis.

4.2 Findings

After analyzing the data of paraphrases, the writer got the results of the use of paraphrases in students' proposal (G8d) in Academic Writing 2 class. The result of analysis are explained below.

4.2.1. Findings of Paraphrase in Students' Proposal

From the table of data analysis, the writer took 105 paraphrases in 10 students' proposal (G8o). The data consist of 94 clear paraphrases from books, journals, and sites (G8d). The page

number of sources are also written in some paraphrases (G8p). There are 11 paraphrases which sources cannot be found and some sources are not written in reference. Here is the percentage rate of the quality of paraphrases:

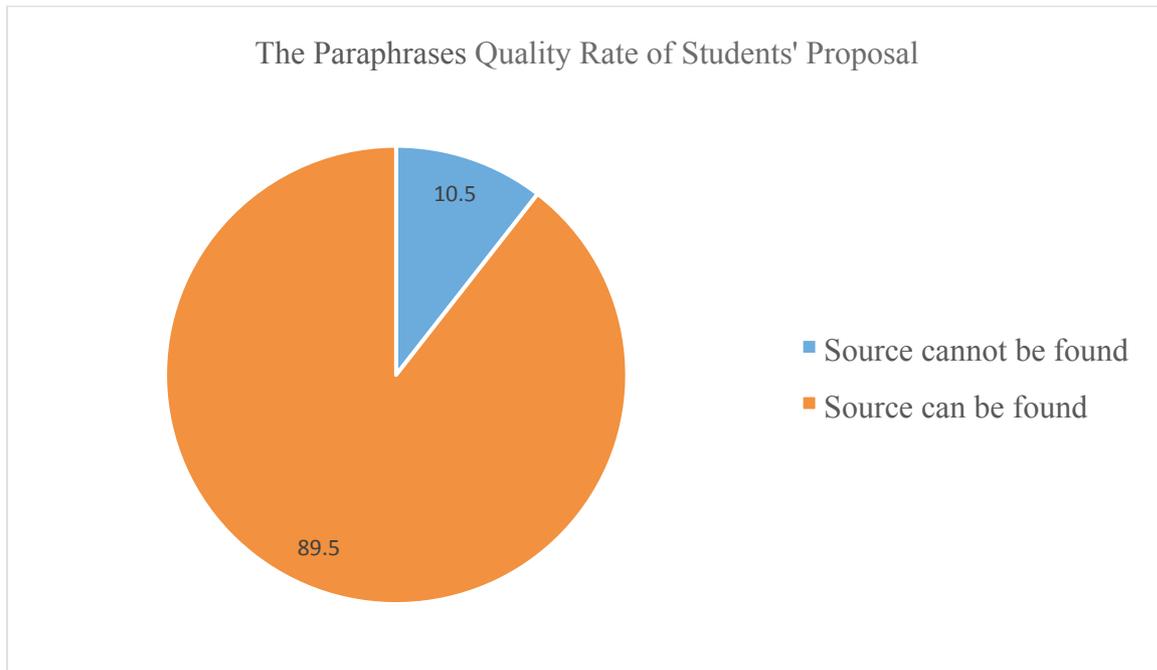


Chart 4.2.1 The quality rate of paraphrasing

The chart shows that students are already have a good knowledge about avoiding plagiarism (G8L) because 89% of paraphrases contains of clear information of the sources (G8d), while 10,5% of paraphrases are not provided with the clear information or the sources (G8d).

4.2.2 Table of the Use of Paraphrasing Criteria.

Proposal	Amount of Paraphrases	Criteria						
		1	2	3	4	5	6	7
Code Switching in ED Students' Oral Presentations	10	9	2	3	7	2	1	10
Analysis of Grammatical Cohesive Devices in	12	10	1	1	9	1	1	12

ED Students' Argumentative Essays								
Epistemic Modality Markers on Conclusion Section from Research Articles and Skripsi of ED UNJ's Students	10	9	0	1	8	0	0	10
Grammatical Cohesive Devices in the Conclusion Section of ED UNJ Students' Skripsi and Research Article	12	8	2	3	8	3	6	12
Jigsaw in Speaking Session of Grade 10th Students, SMAN 37 Jakarta	10	10	0	0	10	0	0	10
Metadiscourse in Argumentative Essay Written by English Native Speaker	9	9	2	2	9	2	2	9
The Implementation of Mind Map in Writing Session in Grade X, SMAN 8 Tangerang	12	10	1	1	10	1	1	12
The Rhetorical Pattern Used by English Department's Students of State University of Jakarta	10	9	2	2	9	2	2	10
The Coherence of Introduction in English Department UNJ Students' <i>Skripsi</i>	9	9	0	0	9	9	0	9
The Implementation of Cooperative Learning in Writing Session in Grade VIII of SMPN 44 Jakarta	11	10	0	3	8	11	3	11
Total	105	93	9	16	87	31	16	105

The criteria:

1. The paraphrase presents the same idea as the original passage
2. The vocabulary of paraphrase is different from the original passage
3. Complicated ideas are modified into simple sentences
4. The paraphrase and the original are nearly the same length
5. Words are shorter in the paraphrase
6. No plagiarism has crept in
7. Sentence structure, mechanics, usage and grammar are accurate

Table 4.2.2 the Use of Paraphrasing criteria

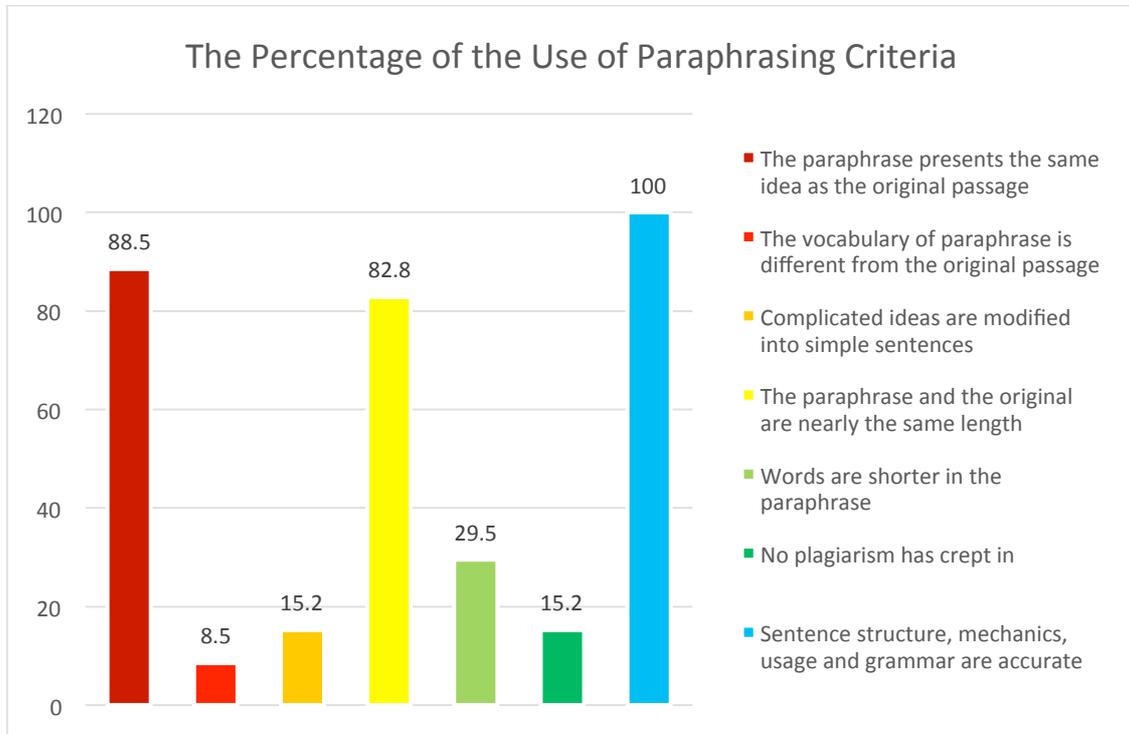


Chart 4.2.2 the Use of Paraphrasing criteria

The chart shows that students still confuse in paraphrasing (G8L). The result shows that 4 of 7 criteria of paraphrasing are only fulfilled below of 30% (G8L).

4.3. Discussion

The study was conducted to analyze the use of paraphrasing (G8s) in Academic Writing 2 students' research proposal. The writer found that 88.5% paraphrases fulfill the first criteria (G8L) (The paraphrase presents the same idea as the original passage), but only 8.5% paraphrases fulfill the second criteria (The vocabulary of paraphrase is different from the original passage). For example:

Paraphrase:

The focus area of rhetoric pattern study is on identifying problems encountered by the second language learners or writers by referring to rhetorical strategies of their first language.

The original passage:

Contrastive rhetoric is an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them.

This paraphrase fulfills the first criteria because it shares the same ideas as the original passage, but it does not fulfill the second criteria because the vocabulary of the paraphrase is not different from the original passage.

From all paraphrases, **there are only 15.2% of paraphrases fulfill the third criteria (G8p)** (Complicated ideas are modified into simple sentences), because **most of paraphrases are copied from the sources directly (G8p)**. On the other hand, **copying from the sources directly makes 82.8% of paraphrases fulfill the fourth criteria (G8p)** (The paraphrase and the original are nearly the same length). For example:

Paraphrase:

Personal reference consists of three classes of personal pronoun, possessive determiners (or called possessive adjective), and possessive pronouns.

Original passage:

The category of personals includes the three classes of personal pronouns, possessive determiners (usually called 'possessive adjectives'), and possessive pronouns.

This paraphrase fulfills the third criteria because **the paraphrase modified the original passage into simpler sentence (G8d)**. The paraphrase also fulfills the fourth criteria because the length of the paraphrase are nearly same to the original passage.

There are only 29.5% of paraphrases fulfill the fifth criteria (G8p) (Words are shorter in the paraphrase). For example:

Paraphrase

mind map is a way to help learners organize knowledge and develop concepts and ideas.

Original passage

Mind mapping is an excellent prewriting technique because it easily allows students to gather information and develop their thought.

The paraphrase fulfill the fifth criteria because the paraphrase presented shorter words compared to the original passage (G8d), but most of paraphrases cannot fulfill this criteria because most of the paraphrases use the same words as the original passage (G8d). That is also the reason why there are only 15.2% of paraphrases fulfilled the sixth criteria (G8p) (No plagiarism has crept in).

Seventh criteria is fulfilled by all the paraphrases (G8d) because all of original passages are taken from the native speaker of English (G8d).

APPENDIX 2

Title : Students' Perception Toward the Implementation of Intergrated Approach on Learning Activity of English for Interpersonal Communication at English Department Universitas Negeri Jakarta (A Survey Study)

Students' Initial Name : B

Research Method : Descriptive (survey study) – dominant pattern G8D – second dominant G8L – third dominant G4

No.	Sentence	Type of GC	Pattern Analysis
1.	was gained thorough	G8 (D)	was gained (V), through (prep), ques interview, and document analysis (O)
2.	The data source of this were 60 ED students	G8 (S)	The data source of this were (V), 60 ED students
3.	was arranged by some theories	G8 (D)	Was arranged (V), by (prep), some theories (O)
4.	The questionnaire used Bahasa to avoid misunderstanding	G8 (H)	The questionnaire used (V), Bahasa (O), misunderstanding (to + infinitive)
5.	There are 16 questions	G8 (S)	There are (V), 16 questions (N)
6.	was conducted with 10% of data source	G8 (D)	Was conducted (V), with (prep), 10% of data sou
7.	To make the data more specific	G8 (N)	To make (V), the data (O), more specific (Adj)
8.	with the questions	G4	With (prep), the question (N)
9.	The questions that were not be covered in questionnaire	G3	The question (N), that were not be co questionnaire (that-clause)
10.	students to simultaneous use of skills	G2	Students (N), to simultaneous use of skills (to + i
11.	as an approach that can support the learners to have communicative competence	G8 (L)	As an approach (V), that can support the learne communicative competence (that-clause)

12.	Based in the result of questionnaires for question number 3	G8 (D)	Based (V), in (prep), question number 3 (O)
13.	speaking was a dominant skill that was represented in this subject	G3	Speaking was a dominant skill (N), that was represented in this subject (that-clause)
14.	68.3% respondents noted that the lecturer integrate English for Interpersonal Communication with other subjects	G7	68.3% respondents noted (Adj), that the lecturer integrate English for Interpersonal Communication with other subjects (that-clause)
15.	supported by statements from students in interview	G8 (D)	Supported (V), by (prep), statements from students in interview (O)
16.	They said that in this subject they also learn other skills	G8 (L)	They said (V), that in this subject they also learn other skills (that-clause)
17.	showed that they learn another field	G8 (L)	Showed (V), that they learn another field (that-clause)
18.	exposes students to interact with the language naturally	G8 (E)	exposes students (V), to interact with the language naturally (to + infinitive)
19.	seek what kind of activities they had in English	G8 (D)	Seek what kind (V) of (prep) activities they had (O)
20.	were used by lecturer	G8 (D)	Were used (V), by (prep), lecturer (O)
21.	learning activities that were used by lecturer	G3	Learning activity (N), that were used by lecturer (that-clause)
22.	Relating with the concept of experiential learning	G8 (D)	Relating (V), with (prep), the concept of experiential learning (O)
23.	was provided by Brown	G8 (D)	Was provided (V), by (prep), Brown (O)
24.	supported by the materials	G8 (D)	Supported (V), by (prep), the materials (O)
25.	Students pointed out that the authentic material	G8 (L)	Students pointed out (V), that the authentic material

	used in this subjects		in this subjects (that-clause)
26.	were provided by lecturer	G8 (D)	Were provided (V), by (prep), lecturer (O)
27.	result below	G1	Result (N), below (prep)
28.	respondents claimed that the lecturer used text as the material	G8 (L)	Respondents claimed (V), that the lecturer used material (that-clause)
29.	the lecturer used book as learning material source	G8 (D)	The lecturer used book (V), as (prep), learning source (O)
30.	digital sources was also used as learning material	G8 (D)	Digital source was also used (V), as (prep) material (O)
31.	This results were also supported by students	G8 (D)	Were also supported (V), by (prep), students (O)
32.	the materials provided by lecturers	G8 (D)	The material provided (V), by (prep), lecturers (O)
33.	students perceived that all activities they had in this subject integrated skills approach has an impact for students	G8 (L)	Students perceive (V), that all activities they had in subject integrated skills approach has an impact for students (that-clause)
34.	37.0% of respondents claimed that integrated skills approach can lead them to use language authentically	G8 (L)	37.0% of respondents claimed (V), that integrated skills approach can lead them to use language authentically (that-clause)
35.	37.0% of respondents claimed that integrated skills approach treats English subject not as an academic subject but lead them to use English in communicating	G8 (L)	37.0% of respondents claimed (V), that integrated skills approach treats English subject not as an academic subject but lead them to use English in communicating (that-clause)
36.	Below the table of the result	G4	Below (prep), the table of the result (N)
37.	the integrated skills approach on the Evaluation of English for Interpersonal Communication	G8 (D)	the integrated skills approach (V), on (prep) Evaluation of English for Interpersonal Communication (O)

			(O)
38.	learning activities followed by evaluation activities	G8 (D)	learning activities followed (V), by (prep), activities (O)
39.	this study gathered the data on evaluation activity	G8 (D)	this study gathered the data (V), on (prep), activity (O)
40.	Based on the result of question	G4	Based on (prep), the result of question (N)
41.	respondents claimed personal feedback as kind of the way the lecturer gave feedback	G8 (D)	respondents claimed personal feedback (V), as (prep) of the way the lecturer gave feedback (O)
42.	43.8% of respondents perceived Portfolio as a kind of final assessment	G8 (D)	43.8% of respondents perceived Portfolio (V), a kind of final assessment (O)
43.	Below the statements for students	G4	Below (prep), the statements for students (N)
44.	From the result of interview and questionnaire	G4	From (prep), the result of interview and questionnaire (N)
45.	students claimed that the evaluation activity was used in this subject	G8 (L)	students claimed (V), that the evaluation activity in this subject (that-clause)
46.	the RPKPS there was written that students will learn	G8 (L)	the RPKPS there was written (V), that students will learn (that-clause)
47.	students will learn how to communicate	G8 (Q)	students will learn (V), how to communicate (infinitive word)
48.	the result also shown that students pointed out that social function and how to use the language	G8 (L)	the result also shown (V), that students pointed out social function and how to use the language (that-clause)
49.	Performance assessment falls into two categories	G8 (D)	Performance assessment falls (V) into (prep) categories (O)
50.	the main point of evaluation activity is about the content in the activity	G8 (D)	the main point of evaluation activity is about the content in the activity (N)

			the activity
51.	Ehringhaus (2010) which stated that evaluation should provide information and feedback	G8 (L)	Ehringhaus (2010) which stated (V) that evaluate provide information and feedback (that-clause)
Total		51	

Title : Error Analysis in English Phrases in Undergraduate Students'

Writing

Students' Initial Name : DP

Research Method : Error Analysis – dominant pattern G8D – second dominant G8L – third dominant G8E

No.	Sentence	Type of GC	
1.	This research is aimed to profile undergraduate students' error	G8 (D)	This research is aimed to profile undergraduate students' error (O)
2.	The data of this research were collected from 40 undergraduate students	G8 (S)	The data of this research were collected from 40 undergraduate students (N)
3.	The students were asked to write a short writing	G8 (S)	The students were asked to write a short writing
4.	to find the profile of error made by undergraduate students	G8 (D)	to find the profile of error made by undergraduate students (O)
5.	analyzed the data to find the profile of error in phrases in undergraduate students' writing	G8 (D)	analyzed the data to find the profile of error in phrases in undergraduate students' writing
6.	The profile consists of kinds of error	G8 (D)	The profile consists of kinds of error
7.	the researcher used Dulay's theory to find the types of error	G8 (D)	the researcher used Dulay's theory to find the types of error (O)
8.	Richards' theory to find the causes of error	G8 (D)	Richards' theory to find the causes of error
9.	What are the types of error made by undergraduate students in their writing	G8 (D)	What are the types of error made by undergraduate students in their writing (O)
10.	the absence of an item that must appear in a well-formed utterance	G3	the absence of an item that must appear in a well-formed utterance (that-clause)
11.	The chart shows that students made omission error mostly in noun phrase	G8 (L)	The chart shows that students made omission error mostly in noun phrase (V)

			phrase (that-clause)
12.	students mostly applied the incorrect grammatical form	G8 (I)	students mostly ap
13.	students made error because they applied the incorrect form	G8 (N)	students made error (past participle)
14.	–est should be added after the word ‘cute’ to make the correct sentence	G8 (H)	–est should be adde sentence (to + infiniti
15.	students made error because they applied the incorrect form	G8 (N)	students made error (past participle)
16.	This sentence shows students in plural form	G8 (N)	This sentence shows
17.	to show the plural form of student	G8 (D)	to show (V) the plur
18.	they applied the incorrect form of singular and plural nouns	G8 (D)	they applied (V) the (O)
19.	the students chose the incorrect word to indicate the right meaning	G6	the students chose right meaning (to + i
20.	they chose the incorrect word to explain	G8 (E)	they chose the incor
21.	they chose the incorrect word to show noun phrase	G8 (E)	they chose the incor
22.	to show that there was two classes	G8 (L)	to show (V) that ther
23.	the students chose the incorrect form to show the position	G8 (E)	the students chose t infinitive)
24.	The students tried to explain that he/she got the 13 th rank out of 33 provinces	G8 (L)	The students tried to provinces (that-claus
25.	the frequencies of error in phrase made by undergraduate students in their writing	G8 (D)	the frequencies of e students in their writ

26.	the researcher calculated the amount of error based on the result	G8 (D)	the researcher calcu result (O)
27.	the table and chart above	G1	the table and chart (l
28.	the writer overgeneralized one rules to be applied	G8 (M)	the writer overgener participle)
29.	This sentence shows that not all kinds of grammar are the same	G8 (L)	This sentence show (that-clause)
30.	student generalize the grammatical rule that modals + be can be followed with the verb without –ing	G8 (L)	student generalize t followed with the ve
31.	used by the writer	G8 (D)	Used (V) by (prep) t
32.	the writer omitted or added the rules required to produce acceptable utterances	G8 (H)	the writer omitted acceptable utterance
33.	This sentence shows that student failed to apply the rules	G8 (L)	This sentence show infinitive)
34.	‘Some’ in the sentence shows that the scholarship is in plural noun	G8 (L)	‘Some’ in the senter (that-clause)
35.	occurred in students’ writing	G8 (D)	Occurred (V) in (pre
Total		35	

Title : Character Education in the Teaching and Learning of English at

SMPN 28 Bekasi

Students’ Initial Name : DNL

Reserach Method : Descriptive Qualitative – dominant pattern G8D – second dominant

G8L – third dominant G8S

No.	Sentence	Type of GC	
1.	the study obtained through document analysis and interviews	G8 (D)	the study obtained interviews (O)
2.	The writer analyzed the curriculum and six lessons plan from three teachers	G8 (D)	The writer analyzed (prep) three teachers
3.	were divided into five parts	G8 (S)	were divided (V) int
4.	were based on the tables of analysis of six lesson plans	G8 (S)	were based on the ta
5.	20 character values that should be integrated for Junior High School	G8 (L)	20 character values School (that-clause)
6.	were found by the writer	G8 (S)	were found (V) by tl
7.	six lesson plans that given by teachers	G3	six lesson plans (N)
8.	Chart 4.1 shows the most frequent character values appeared in the learning objectives	G8 (D)	Chart 4.1 shows th (prep) the learning o
9.	the learning objectives were confidence and responsibility with 22% or 4 times	G8 (D)	the learning objecti (prep) 22% or 4 time
10.	character values were honesty and discipline with 17% or 3 times	G8 (D)	character values wer times (O)
11.	character value was cooperativeness with 11% or 2 times	G8 (D)	character value was (O)
12.	The last were handwork and respect with 5% and 6% or 1 times appeared from six lesson plans	G8 (D)	The last were handv times appeared from
13.	Chart 4.2 shows the character values in indicators of lesson plans	G8 (D)	Chart 4.2 shows (V) plans (O)

14.	the indicators was confidence with 31% or 4 times	G8 (D)	the indicators was co
15.	character value was respect with 23% or 3 times	G8 (D)	character value was
16.	character values were responsibility and cooperativeness with 15% or 2 times	G8 (D)	character values w (prep) 15% or 2 time
17.	The last were honesty and disciple with 8% or 1 times	G8 (D)	The last were honest
18.	The function of indicators in the lesson plan is to indicate	G8 (H)	The function of inc +infinitive)
19.	The findings show the indicators have been designed with different character values	G8 (D)	The findings show 1 different character v
20.	learning objectives there were seven character values	G8 (D)	learning objectives t
21.	the indicators there were six character values	G8 (D)	the indicators there v
22.	the character values appeared in learning materials	G8 (D)	the character values
23.	the dominating character values were honesty, responsibility and discipline	G8 (D)	the dominating char discipline (O)
24.	character value was confidence with 16% or 3 times	G8 (D)	character value was
25.	character values were curiosity, respect, healthy lifestyle and environmental care with 6% and 5% or 1 times	G8 (D)	character values w environmental care v
26.	the character value appeared in the teaching and learning activities	G8 (D)	the character value activities (O)
27.	It shows the character values that appeared in teaching and learning activities	G8 (L)	It shows the charact activities (that-claus
28.	were divided into pre activity, main activity and post activity	G8 (D)	were divided (V) i activity (O)

29.	the writer found that the value religiousness appeared 3 times in the pre-activity	G8 (L)	the writer found (V) the pre-activity (that
30.	It shows that the lesson plans have been designed with no integrated character values	G8 (L)	It shows (V) that integrated character
31.	Chart 4.5 shows the character values in assessment of lesson plans	G8 (D)	Chart 4.5 shows (V) plans (O)
32.	appeared from six lesson plans	G8 (D)	Appeared (V) from (
33.	character values was respect with 14% or 2 times appeared from six lesson plans	G8 (D)	character values wa from six lesson plan
34.	The function of assessment in the lesson plan is to assess the achievement	G8 (H)	The function of asse achievement (to + in
35.	The finding shows that the assessment of affective domain in the six lessons plans did not represent the learning objectives, indicators, learning materials and teaching learning activities	G8 (L)	The finding shows (six lessons plans di learning materials ar
36.	It can be seen from the character values that appeared in assessment	G8 (L)	It can be seen fr assessment (that-cla
37.	the writer assigned the three teachers with name	G8 (I)	the writer assigned (
38.	From the interviews to the three teachers	G8 (D)	From the interviews
39.	the writer found that Teacher C have experience in teaching English more than eight years	G8 (L)	the writer found (English more than ei
40.	She was the only teacher who had joined seminar about the implementation of character building	G8 (D)	She was the only te implementation of c
41.	They also said in teaching character values need to use direct statements	G8 (D)	They also said in t direct statements (O

42.	the Teacher B said that used direct statement were not necessary	G8 (L)	the Teacher B said (that-clause)
43.	it can be found that all English teacher of SMPN 28 Bekasi have designed their lesson plans with character values	G8 (L)	it can be found (V) designed their lessor
44.	Characters education is reflected in the lesson plans in the learning objectives	G8 (O)	Characters education learning (Obj2)
45.	character values that appeared were confidence, honesty, responsibility, discipline, hardwork, cooperativeness and respect	G3	character values (responsibility, discipl clause)
46.	the learning objectives were confidence and responsibility with 22% or 4 times	G8 (D)	the learning objecti (prep) 22% or 4 time
47.	character values that appeared were confidence, respect, responsibility, cooperativeness, honesty and discipline	G3	character values (responsibility, coope
48.	the indicators was confidence with 31% times	G8 (D)	the indicators was cc
49.	the lesson plan is to indicate the achievement in learning activities	G8 (E)	the lesson plan is (V (to + infinitive)
50.	learning activities should same with the learning objectives	G8 (D)	learning activities sl (O)
51.	In teaching and learning activities that have been planned by teachers	G3	In teaching and le teachers (that-clause
52.	only character values that appeared in this part	G3	only character value
53.	The teaching and learning activities were divided into pre activity, main activity, and post activity	G8 (D)	The teaching and le activity, main activit
54.	The character value appeared only in the pre activity was religiousness	G8 (D)	The character value

			religiousness (O)
55.	the writer didn't find character value integrated in it	G8 (S)	the writer didn't find
56.	It shows that the lesson plans have been designed with no integrated character values	G8 (L)	It shows (V) that integrated character
57.	character values in assessment of six lesson plans were honesty, responsibility, discipline, confidence and respect	G8 (D)	character values in responsibility, discipl
58.	assessment in the lesson plan is to assess the achievement in learning activities	G2	assessment in the l learning activities (t
59.	The finding shows that the assessment of affective domain in the six lesson plans did not represent the learning objectives	G8 (L)	The finding shows (six lesson plans did :
60.	The finding shows that the assessment of affective domain in the six lesson plans did not represent the learning objectives	G8 (L)	The finding shows (six lesson plans did :
61.	assessment were different with character values	G8 (D)	assessment were (V)
62.	Teacher A, Teacher B, and Teacher C planned to implement 3 values that should be developed in English lesson	G8 (L)	Teacher A, Teacher values that should be
63.	the teacher must have knowledge in implementing character-building in teaching and learning activities	G8 (O)	the teacher must h building in teaching
64.	it is clear that the character values in the lesson plans were not same with the implemented character values	G8 (L)	it is clear that the c same with the imple
65.	The factor was the teacher's lack of knowledge in implementing character-building education	G8 (D)	The factor was (V implementing charac
66.	only teacher C who had joined seminar dealing with the implementation of character building	G8 (D)	only teacher C who implementation of c

67.	It can be seen from the observation results	G8 (S)	It can be seen (V) fr
68.	it was integrated in the lesson	G8 (S)	it was (V) integrated
69.	it was true that English teachers of SMPN 28 Bekasi have already designed lesson plans with character education	G8 (L)	it was true (V) that designed lesson plan
Total		69	

Title : The Use of Authentic Materials in Teaching Reading (A

Descriptive Qualitative Study in SMP Negeri 289 Jakarta)

Students' Initial Name : DDK

Research Method : Descriptive qualitative (document analysis) – dominant pattern G8D

– second dominant G3, G8L, G8P

No.	Sentence	Type of GC	
1.	This chapter presents the research findings found in this study	G8 (D)	This chapter prese this study (O)
2.	The findings are gathered from lesson plans	G8 (D)	The findings are g:
3.	focused on discussing the frequent of the use authentic materials	G8 (D)	Focused (V) on authentic materials
4.	use during teaching reading by teacher	G8 (D)	Use during teachin
5.	used document study to get the data	G8 (D)	used document stu
6.	were analyzed into two kinds of materials	G8 (D)	were analyzed (V)
7.	were collected to confirm the data with classroom's delivery	G8 (D)	were collected (V) delivery (O)
8.	Interview was to get information about the topic	G8 (D)	Interview was to g
9.	used reading as the activities	G8 (D)	used reading (V) a
10.	teacher gave three lesson plans to the writer	G8 (D)	teacher gave (V) tl
11.	classified the learning materials into authentic materials	G8 (D)	classified the lea materials (O)

12.	consist of Kompetensi Dasar	G8 (D)	Consist (V) of (pre
13.	analyzed the learning materials from the indicators	G8 (D)	analyzed the learn (O)
14.	It showed that teachers asked the students to read	G8 (L)	It showed (V) th clause)
15.	The learning material that she used was 'read mologue text'	G3	The learning mate (that-clause)
16.	The learning material that teacher used was 'aswered questions	G3	The learning ma questions (that-cla
17.	She provided the questions and developed by herself	G8 (D)	She provided the c (O)
18.	She also developed the questions from text	G8 (P)	She also (Adv) dev
19.	The learning material that she used was 'aswers questions	G3	The learning mate (that-clause)
20.	it can be concluded that the kinds of authentic materials used in teaching reading was text of 'La Llorana	G8 (L)	it can be conclude in teaching reading
21.	there were activities that the teacher reviewed all materials for exam	G3	there were activiti for exam (that-cla
22.	the writer found that the teacher asked the students to read in the front of the class with microphone	G8 (L)	the writer found (V the front of the cla
23.	She also asked them to read only one paragraph	G8 (P)	She also (Adv) ask
24.	When there was a student who cannot read with right intonation	G8 (P)	When there (Adv)

			right intonation
25.	the writer found that the teacher asked the students to answer multiple choices	G8 (L)	the writer found (V) multiple choices (t
26.	has been discussed the text before with students	G8 (D)	has been discussed
27.	she considered the lack of vocabulary and capability of the students in learning English	G8 (D)	she considered (V) students in (prep) l
28.	She also divided the students into two groups	G8 (D)	She also divided (
29.	Eighteen people did the text in first twenty minutes	G8 (D)	Eighteen people d (O)
30.	the others stayed outside the class	G8 (D)	the others stayed (
31.	did the test after the first group	G8 (D)	did the test (V) aft
32.	To get information about the topic	G8 (D)	To get (V) informa
33.	used reading as the activities	G8 (D)	used reading (V) a
34.	to confirm the data in line with the teacher	G8 (D)	to confirm the data
35.	The teacher said in second semester of eight grade	G8 (D)	The teacher said (O)
36.	she taught reading only narrative	G8 (P)	she taught (V) reac
37.	she focused on the narrative	G8 (D)	she focused (V) or
Total		37	

Title : Code Switching by High School Students on Facebook

Students' Initial Name : LI

Research Method : Content Analysis – dominant pattern G8D – second dominant G8P –
third dominant G3

No.	Sentence	Type of GC	
1.	were found in high school students' timeline	G8 (D)	were found (V) in
2.	Ten posts selected in which Indonesia-English code switching	G8 (D)	Ten posts selected switching (O)
3.	Each are coded according which category they belong to from 1IE to 10IE	G8 (P)	Each are coded (V) belong to from 1IE
4.	These posts are made by twenty different high school students	G8 (D)	These posts are made students (O)
5.	Note that code switching occurred in all posts	G3	Note (N) that code
6.	The findings and the discussion will be divided into three parts	G8 (D)	The findings and three parts (O)
7.	Each part is designed to answer each research questions	G8 (D)	Each part is designed questions (O)
8.	will focused on the function of the code switching	G8 (D)	will focused (V) on
9.	will focus on the types of code switching	G8 (D)	will focus (V) on
10.	will focus on the possible reasons for code switching	G8 (D)	will focus (V) on (O)

11.	This part will explore the function of selected posts	G8 (D)	This part will exp (O)
12.	From the table above	G1	From the table (N)
13.	shows that affective function has the highest number of percentage	G8 (L)	Shows (V) that a percentage (that-cl
14.	was designed to make the user communicate	G8 (E)	was designed (V) t
15.	allow the user to manage which person can actually see their posts	G8 (E)	allow the user (V) posts (to + infinitiv
16.	the selected post had their privacy	G8 (K)	the selected (V) pc
17.	the user seems to have the tendencies to write their content	G8 (E)	the user seems (V) (to + infinitive)
18.	they were writing to their close friends	G8 (K)	they were writing (
19.	One of the posts that fits the description of referential function	G3	One of the posts function (that-clau
20.	main function seemed to inform the reader	G8 (E)	main function seer
21.	The writer also intends to invite the reader	G8 (P)	The writer also (A
22.	seem to have tendencies to include a picture or emoticon	G8 (E)	Seem (V) to have + infinitive)
23.	to include a picture or emoticon that sometimes are only understood by their closest friends	G3	to include a pictu understood by thei
24.	These feature that have been provided by Facebook	G3	These feature (N)

			clause)
25.	makes it easier for one to express their feeling	G8 (E)	makes it easier t infinitive)
26.	to be a place that students are comfortable	G3	to be a place (N) th
27.	shows the frequency of types of Indonesia-English code switching	G8 (D)	shows (V) the fre code switching (O)
28.	It is interesting to note that within ten selected post for Indonesia-English	G3	It is interesting to Indonesia-English
29.	there are three post which use multiple types of code switching	G8 (P)	There (Adv) are th switching (O)
30.	code switching first occurs when the poster used the word	G8 (P)	code switching fir used (V) the word
31.	the poster fully used Indonesia	G8 (P)	the poster fully (A
32.	using Indonesian again before fully Intra-switching	G8 (P)	Using (V) Indone (O)
33.	post 5IE begins with tag-switching	G8 (D)	post 5IE begins (V
34.	Then it use Indonesian again	G8 (P)	Then (Adv) it use
35.	use Indonesia again before switching fully with English	G8 (P)	Use (V) Indones English (O)
36.	the frequency of types of English-Indonesia code switching that occurs among selected posts	G3	the frequency of t that occurs among
37.	The frequency showed numbers that are exactly the same as the	G8 (L)	The frequency sho

	Indonesia-English code switching		the Indonesia-Eng
38.	tag-switching occurred in all post that includes multiple types of code switching	G8 (L)	tag-switching occ types of code switc
39.	Below is the frequency table	G4	Below (prep) is the
40.	comes out as the most frequent	G8 (D)	comes out (V) as (
41.	people tent to code switch when they are expressing something	G8 (P)	people tent to (V) expressing someth
42.	the poster repeatedly wrote the word "best"	G8 (P)	the poster repeated
43.	seemed want to convey	G8 (E)	seemed (V) want t
44.	The poster seemed want to convey that their mother is the best	G8 (L)	The poster seeme best (that-clause)
45.	For this reason	G4	For (prep) this rea
46.	the poster wrote the word "best" three times	G8 (D)	the poster wrote th
47.	Looking by the context	G8 (D)	Looking (V) by (p
48.	it seemed that the poster had a problem	G8 (L)	it seemed (V) that
49.	they believe that they will overcome it	G8 (L)	they believe (V) th
50.	The poster didn't use the Indonesian equivalence of the saying as the start of the post	G8 (D)	The poster didn't saying as (prep) th
51.	One particular post used code switching for interjection purposes	G8 (D)	One particular p interjection purpos
52.	Note that the poster switched the language by using the word	G3	Note (N) that the p

			(that-clause)
53.	It seemed that the most prevalent reason to code switch in Facebook	G8 (L)	It seemed (V) that Facebook (that-cla
54.	the most prevalent reason to code switch in Facebook is when talking about a particular topic	G8 (P)	the most prevalen (Adv) talking abou
55.	Particular topic that the user feel more comfortable using a foreign language	G3	Particular topic (N foreign language (:
56.	It is worth to note that no post were found among selected post	G3	It is worth to note post (that-clause)
Total		56	

Title : Lecturers' Perceptions Toward the Roles of Technology in Teaching Language Skill Subjects in English Department UNJ

Students' Initial Name : LMB

Reserach Method : Descriptive qualitative – dominant pattern G8D – second dominant G8L – third dominant G1

No.	Sentence	Type of GC	
1.	The findings presented are regarding to the research question	G8 (D)	The findings prese question (O)
2.	The data of this study were gathered through one instrument	G8 (D)	The data of this instrument (O)
3.	The questionnaire was administered to English Department lecturers with 6 responders	G8 (D)	The questionnaire lecturers with (pre
4.	were list of statement with rating scale	G8 (D)	were list of statem
5.	were used in the questionnaire	G8 (D)	were used (V) in (j
6.	The questionnaire consisted of 22 statements and 7 questions	G8 (D)	The questionnaire questions (O)
7.	The change of curriculum that happen to University in Indonesia	G3	The change of c Indonesia (that-cla
8.	<i>Kerangka Kualifikasi Nasional Indonesia (KKNI)</i> is produced by DIKTI that influences English Department in State University of Jakarta	G8 (L)	<i>Kerangka Kualifil</i> (V) by DIKTI tl University of Jaka
9.	make the change in the subjects' skill in English Department	G8 (D)	Make (V) the cha

			Department (O)
10.	for the last four years	G4	For (prep) the last
11.	was thought as separately	G8 (D)	was thought (V) as
12.	merged as integrated skill	G8 (D)	Merged (V) as (pre
13.	chart above	G1	Chart (N) above (p
14.	it can be seen that all respondents are agree that those subjects are contain all macro skills	G8 (R)	it can be seen (V) subjects are contain
15.	taught implicitly in the process of teaching the eleven subjects	G8 (D)	taught implicitly (C subjects (O)
16.	lecturers' perceptions toward the roles of technology in teaching language skill subjects	G8 (D)	lecturers' percepti (prep) teaching lan
17.	data percentage above	G1	data percentage (N
18.	it can be seen in statement that 83% of lecturers agreed about it	G8 (L)	it can be seen in about it (that-claus
19.	shows that 50 % of the lecturers agreed about it	G8 (L)	Shows (V) that 50
20.	It is provided with the lecturer's statement	G8 (D)	It is provided (V) v
21.	It showed that lecturers are mostly involving technologies in the process of teaching	G8 (L)	It showed (V) that the process of teach
22.	data percentage above	G1	data percentage (N
23.	it can be seen in statement 1 that 83% of lecturers agreed about it	G8 (L)	it can be seen in about it (that-claus

24.	It is provided with the lecturer's statement	G8 (D)	It is provided (V) v
25.	67% of them also agreed to the statement 2 and 3	G8 (P)	67% of them also t
26.	It showed that lecturers are mostly involving technologies in the process of teaching reading	G8 (L)	It showed (V) that the process of teach
27.	data percentage above	G1	data percentage (N
28.	it can be seen in statement that 67% of lecturers sometimes use technology at the beginning of the class	G8 (L)	it can be seen in s use technology at t
29.	Shows that 50 % of the lecturers agreed about it	G8 (L)	Shows (V) that 50
30.	It showed that lecturers are mostly involving technologies in the process of teaching speaking	G8 (L)	It showed (V) that the process of teach
31.	data percentage above	G1	data percentage (N
32.	it can be seen in statement 1 that 50% of lecturers agreed about it	G3	it can be seen in stat it (that-clause)
33.	It showed that some lecturers are mostly not involving technologies too much in the process of teaching writing	G8 (L)	It showed (V) th technologies too r clause)
34.	seeing the percentage of the three statements	G8 (D)	seeing the percenta
35.	the data above	G1	the data (N) above
36.	It can be seen in statement 1 mostly lecturers are not rely on technology	G8 (P)	It can be seen (V) in on technology (O)
37.	It can be seen from the chart percentage	G8 (D)	It can be seen (V)

38.	0% lecturers are very relies on technologies	G8 (D)	0% lecturers are ve
39.	show that most of lecturers (83%) do not have problem	G8 (L)	Show (V) that m (that-clause)
40.	Most of lecturers are not always use technology in teaching	G8 (P)	Most of lecturers (teaching
41.	the respondents are believe that technology can motivates them in teaching	G8 (L)	the respondents an them in teaching (t
42.	the respondents agreed that technology also enhances interaction between lecturers and students	G3	the respondents ag between lecturers :
43.	83% of the respondents agreed that technology help them to provide both visual and auditory students	G8 (L)	83% of the respon provide both visua
Total		43	

Title : Cultural Contents in Reading Passages of English *Ujian*

Nasional (UN) for Senior High School Students

Students' Initial Name : MRK

Reserach Method : Descriptive qualitative – dominant pattern G8D – second dominant

G8P – third dominant G8S

No.	Sentence	Type of GC	
1.	This chapter is organized based on the questions	G8 (D)	This chapter is organ
2.	the sources of the data are 11 reading passages of English UN year 2014 and 11 reading passages of English UN year 2015	G8 (S)	the sources of the year 2014 and 11 r
3.	The passages are ordered from passage number 1 to 11	G8 (D)	The passages are 11 (O)
4.	in each years according to the genuine order in the UN text	G8 (P)	in each years acco UN text (O)
5.	The data source is a scanned file of the original script downloaded from the internet	G8 (S)	The data source downloaded from
6.	for its aspects and sources of cultural contents	G8 (P)	for its aspects and
7.	which dominated the English UN reading passages	G8 (P)	which dominated t
8.	turned out to discover	G8 (E)	turned out (V) to d
9.	that out of 22 passages	G3	that out of 22 pass.
10.	14 passages (63,63%) are culture free	G8 (S)	14 passages (63,63
11.	This revealed that the inclusion rate of cultural contents in the	G8 (L)	This revealed (V)

	reading passages of English UN is quite low		the reading passag
12.	The 14 passages containing no cultural values are mostly general information or scientific explanation of particular things	G8 (S)	The 14 passages general informatio (Adj)
13.	may mention	G8 (F)	May (modal V) me
14.	relate to any cultural value	G8 (D)	Relate (V) to (prep
15.	The total number of aspects of cultural contents contained in the passages was 14	G8 (S)	The total number o the passages was 1
16.	Chart 1 above presents the proportion of aspects of cultural contents in the reading passages	G8 (S)	Chart 1 above pr contents in the rea
17.	were not found in any reading passages (0%)	G8 (P)	were not found in :
18.	Aspects B and E which are tourist places and historical or geographical sites(B) and handicrafts, sustenance or feasts (E) were found in two passages (13%)	G8 (P)	Aspects B and E geographical sites were found in two
19.	Aspects C, H, and I which represent festivals, customs, or traditions (C); legends, beliefs, and religions (H); and general cultural information (I) were found in one passage (7%). While aspect F which is celebrities or entertainment had the highest amount as it was found in five passages (33%)	G8 (P)	Aspects C, H, an traditions (C); leg cultural informatio aspect F which is amount as it was f
20.	was dominated by the aspect	G8 (D)	was dominated (V
21.	included at all in the reading passages (0%)	G8 (D)	Included (V) at (pr
22.	is supposed to lower the probability of cultural bias	G8 (E)	is supposed (V) to

			infinitive)
23.	supposed to be unfamiliar towards these aspects	G8 (E)	supposed (V) to infinitive)
24.	find it difficult	G8 (N)	Find (V) it (O) dif
25.	stated that students learn	G8 (L)	stated (V) that stuc
26.	supposed to be familiar	G8 (E)	supposed (V) to be
27.	chart 2 below presents the proportion of sources of cultural contents in reading passages	G8 (D)	chart 2 below pres contents in (prep) 1
28.	Target culture (TC) was found in two (22%) passage; source culture (SC) was found in one (11%) passages	G8 (D)	Target culture (TC source culture (SC
29.	international culture (IC) had the highest amount as it was found in six (67%) passages	G8 (D)	international cultu (V) in (prep) six (€
30.	the passage was dominated by the international culture with the total of six passages	G8 (D)	the passage was culture with the tot
31.	were discovered to be the least included since both approximately share similar proportion	G8 (D)	were discovered (V approximately sha
32.	The international culture appeared in the reading passages	G8 (D)	The international passages (O)
33.	The target culture appeared in the reading passages was in the form of arts	G8 (D)	The target culture (prep) the form of
34.	the source culture appeared in the reading passages was in the form of a combination of tourist sites and handicrafts	G8 (D)	the source culture (prep) the form of

			(O)
35.	portrayed in reading passages	G8 (D)	portrayed (V) in (p
36.	the mindset of English as the language spoken	G1	the mindset of Engli
37.	norms and cultures of English should not only be	G8 (F)	norms and cultures
38.	related to native speakers	G8 (D)	related (V) to (prej
39.	may commence	G8 (F)	May (V) commenc
40.	commence teachers and students to think	G8 (H)	commence (V) t infinitive)
41.	not only with native speakers of English, but also with people around the world with various cultural background	G8 (P)	not only (Adv) wi with people (O) background
42.	the least portrayal of source culture in reading passages of tests	G1	the least portraye passages of tests
43.	trigger teachers and students to think	G8 (H)	Trigger (V) teache
44.	This corresponds to the findings in Faris' article (2015)	G1	This corresponds (2015)
45.	expected to be built	G8 (E)	expected (V) to be
46.	correspond to what stated by Kachruand Smith (2008, as cited in Faris, 2015)	G8 (D)	correspond to wha as cited in Faris, 20
47.	are usually favored in reading passages	G8 (P)	are usually (Adv) f
Total		47	

Title : The Analysis of Miscollocation in ED Students' Writing

Students' Initial Name : RMS

Reserach Method : Content analysis – dominant pattern G8D – second dominant G8L –
third dominant G8R, G8S

No.	Sentence	Type of GC	
1.	The data were collected from 39 essays	G8 (S)	The data were collec
2.	The essay consist of at least 1000 words	G8 (D)	The essay consist (V
3.	the essays were extracted and categorized into 7 patterns of lexical collocation	G8 (D)	the essays were extr lexical collocation (C
4.	The collected lexical collocation then will be checked through COCA	G8 (D)	The collected (V) l (prep) COCA (O)
5.	counted to find out the frequency of miscollocation	G8 (L)	counted to find out t
6.	were found in their writing	G8 (D)	were found (V) in (p
7.	The following table shows the total of lexical collocation	G8 (D)	The following table (O)
8.	the total of lexical collocation found in students writing	G8 (D)	the total of lexical cc
9.	The diagram below shows the percentage of each type of lexical collocation	G8 (D)	The diagram below lexical collocation (C
10.	352 lexical collocations found in students' essay writing	G8 (D)	352 lexical collocati
11.	39 lexical miscollocation found in the students' writing	G8 (D)	39 lexical miscolloc:
12.	following table shows L1 miscollocation found in students' writing	G8 (D)	following table show writing (O)
13.	lexical collocations found in ED students' writing that cover all 7 kinds of	G8 (L)	lexical collocations

	lexical collocation		kinds of lexical collocation
14.	no miscollocation found in L6	G8 (D)	no miscollocation found
15.	it can be seen that the most frequent lexical miscollocation that occurs in ED students' writing is L3	G8 (R)	it can be seen (V) occurs in ED students
Total		15	

Title : Error Analysis on the Use of Plural Nouns in Undergraduate Students' Writings

Students' Initial Name : SNL

Research Method : Error analysis – dominant pattern G8D – second dominant G1 – third dominant G3, G8L

No.	Sentence	Type of GC	
1.	the error in using English noun in undergraduate student essay	G8 (O)	the error in using student essay (Obj)
2.	This research aimed at profiling the errors in the use of English Noun in undergraduate students' essay	G8 (D)	This research aimed at profiling the errors in the use of English Noun in undergraduate students' essay
3.	the research were collected from the essay made by 40 students	G8 (D)	the research were collected from the essay made by 40 students (O)
4.	The data were analyzed to find the types of error	G8 (E)	The data were analyzed to find the types of error (infinitive)
5.	were grouped into four types	G8 (D)	were grouped (V)

6.	the essays were analyzed after the data collected	G8 (D)	the essays were an
7.	the type of errors counted to find the frequencies of errors	G8 (E)	the type of errors (to + infinitive)
8.	The causes of the error that found in the essays put in the table based on the type of error	G3	The causes of the table based on the
9.	the types of errors made by undergraduate students of English	G8 (D)	the types of errors English (O)
10.	The data showed that the errors committed by the students	G8 (L)	The data showed (that-clause)
11.	There are 33 errors of omission found from the essays	G8 (D)	There are 33 errors (O)
12.	the highest frequency of error that occurs in undergraduate students' essay	G3	the highest frequency students' essay (th
13.	explanation above	G1	Explanation (N) at
14.	error of omission showed that there are 33 errors of omission occurred in the essays	G8 (L)	error of omission omission occurred
15.	The students failed in applying plural forms of countable noun after quantity word	G8 (O)	The students failed noun (Obj1) after c
16.	applying something rules that is considered as grammatical	G3	applying something (that-clause)
17.	4 errors of addition occur in the whole sentence	G8 (D)	4 errors of addition
18.	unnecessary elements in the utterance that should not be	G3	unnecessary elements

	applied		applied (that-claus
19.	applying irregular plural noun of word “criterion”	G8 (D)	applying (V) irreg (O)
20.	it shows that there are double marking in showing plural noun	G8 (L)	it shows (V) that noun (that-clause)
21.	they made error of addition	G8 (S)	they made (V) erro
22.	the word “criterias” is changed by the irregular plural noun	G8 (D)	the word “criterias noun (O)
23.	example of addition error is shown by the sentence	G8 (D)	example of additi (O)
24.	double quantity words that followed the plural nouns	G3	double quantity w clause)
25.	both of them followed by the same noun	G8 (D)	both of them follow
26.	explanation above	G1	explanation (N) ab
27.	the use of English noun involves in undergraduate students essay	G8 (D)	the use of English students essay (O)
28.	There are 33 error committed in omission error	G8 (D)	There are 33 error
29.	7 errors committed in selection error	G8 (D)	7 errors committec
30.	the use of English noun by undergraduate students was 44 errors	G8 (D)	the use of English was 44 errors (O)
31.	the charts above	G1	the charts (N) abov

32.	The errors found in the previous chart were calculated in order to obtain the frequency of errors	G8 (D)	The errors found (prep) order to obt
33.	the following table shows the frequencies of errors and its percentage	G8 (O)	the following tab percentage
34.	The following chart is to answer research question number two	G8 (D)	The following cha (O)
35.	The chart shows the percentage of each error	G8 (D)	The chart shows (N
36.	chart above	G1	chart (N) above (p
37.	It can be concluded that English Departments' students of State University of Jakarta tend to omit the words	G8 (R)	It can be conclud State University of
38.	This phenomena deal with the competence of English Department's students	G8 (D)	This phenomena d Department's stud
39.	applying the rules of English plural by using quantity words	G8 (D)	applying the rules words (O)
40.	The omission error occurred among the students	G8 (D)	The omission erro
41.	the researcher try to answer the last question	G8 (D)	the researcher try (
42.	the causes of errors made by undergraduate students	G8 (D)	the causes of erro (O)
43.	following chartbelow	G4	From (prep) follow
44.	the possible causes of error made by the students	G8 (D)	the possible causes
45.	the intralingual dominated the chart with 37 errors	G8 (D)	the intralingual dc

			(O)
46.	categorized as the intralingual errors	G8 (D)	categorized (V) as
47.	students failed in applying grammatical rules	G8 (D)	students failed (V)
48.	following chart	G4	From (prep) follow
49.	chart shows the possible causes of error on the omission type	G8 (D)	chart shows (V) omission type (O)
50.	made by the students	G8 (D)	Made (V) by (prep)
51.	explains some of the data	G8 (D)	Explains (V) some
52.	sentence above	G1	sentence above
53.	the quantity words that should be followed by the plural noun	G3	the quantity word noun (that-clause)
54.	the use of plural noun	G8 (D)	the use (V) of (pre)
55.	chart shows the possible causes of error	G8 (D)	chart shows (V) th
56.	chart shows the possible causes of error	G8 (D)	chart shows (V) th
57.	From the analysis	G4	From (prep) the an
58.	the errors on the addition types were caused by overgeneralization	G8 (D)	the errors on the overgeneralization
59.	grammatical rules that can't be applied to other noun form	G3	grammatical rules (that-clause)
60.	regular plural noun can't be applied in irregular plural noun	G8 (D)	regular plural noun

			noun (O)
61.	one rules to be applied	G2	one rules (N) to be
62.	the writer explains some of the data	G8 (D)	the writer explains
63.	sentence above	G1	sentence (N) above
64.	regular plural noun by adding “s” at the end of the word	G8 (D)	regular plural noun (O)
65.	The following chart shows the possible causes of error	G8 (D)	The following chart error (O)
66.	table above	G1	Table (N) above (p
67.	it can be seen that the highest percentage	G8 (L)	it can be seen (V) t
68.	4 errors committed in addition errors with percentage 11%.	G8 (D)	4 errors committed 11%. (O)
69.	can be summarized that the students tend to omit	G8 (L)	can be summarized clause)
70.	student tends to omit	G8 (E)	student tends (V) t
71.	following table	G4	From (prep follow
72.	table above	G1	Table (N) above (p
73.	it can be seen that intralingual takes places as the causes of the error	G8 (L)	it can be seen (V) the error (that-clau
74.	It shows that the error due to the influence of the grammatical rules	G8 (L)	It shows (V) th grammatical rules

75.	It can be assumed that actually students of English Department have a good competence in applying grammatical rules	G8 (R)	It can be assumed Department have rules (that-clause)
76.	they didn't pay attention to the structures	G8 (S)	they didn't pay (V
Total		76	

Title : The Students' Research Proposal Paraphrase in Academic

Writing 2 Class

Students' Initial Name : WN

Reserach Method : Content analysis – dominant pattern G8D – second dominant G8P –
third dominant G8L

No.	Sentence	Type of GC	
1.	The study analyzed the use of paraphrase	G8 (D)	The study analyz
2.	The data were collected from 4 classes of English education students	G8 (D)	The data were English education
3.	The writer took the paraphrases in chapter I and II	G8 (D)	The writer took (II (O)
4.	The data were analyzed according to Sorenson's criteria of paraphrase	G8 (P)	The data were an criteria of paraph
5.	the writer made the percentage of the data according to the result	G8 (P)	the writer made (Adv) to the resu
6.	the writer got the results of the use of paraphrases in students' proposal	G8 (D)	the writer got th (prep) students' p
7.	the writer took 105 paraphrases in 10 students' proposal	G8 (O)	the writer took (proposal (Obj2)
8.	The data consist of 94 clear paraphrases from books, journals, and sites	G8 (D)	The data consist books, journals, :

9.	The page number of sources are also written in some paraphrases	G8 (P)	The page number some paraphrases
10.	The chart shows that students are already have a good knowledge about avoiding plagiarism	G8 (L)	The chart shows knowledge about
11.	89% of paraphrases contains of clear information of the sources	G8 (D)	89% of paraphrases (prep) the source
12.	10,5% of paraphrases are not provided with the clear information or the sources	G8 (D)	10,5% of paraphrases clear information
13.	The chart shows that students still confuse in paraphrasing	G8 (L)	The chart shows paraphrasing (the
14.	The result shows that 4 of 7 criteria of paraphrasing are only fulfilled below of 30%	G8 (L)	The result shows only fulfilled below
15.	The study was conducted to analyze the use of paraphrasing	G8 (S)	The study was conducted paraphrasing (O)
16.	The writer found that 88.5% paraphrases fulfill the first criteria	G8 (L)	The writer found criteria (that-clause)
17.	there are only 15.2% of paraphrases fulfill the third criteria	G8 (P)	there are only 15.2% of paraphrases third criteria (O)
18.	most of paraphrases are copied from the sources directly	G8 (P)	most of paraphrases directly (Adv)
19.	copying from the sources directly makes 82.8% of	G8 (P)	copying (V) from

	paraphrases fulfill the fourth criteria		of paraphrases fu
20.	the paraphrase modified the original passage into simpler sentence	G8 (D)	the paraphrase (prep) simpler se
21.	There are only 29.5% of paraphrases fulfill the fifth criteria	G8 (P)	There are only (fifth criteria (O)
22.	shorter words compared to the original passage	G8 (D)	shorter words co (O)
23.	the paraphrases use the same words as the original passage	G8 (D)	the paraphrases original passage
24.	there are only 15.2% of paraphrases fulfilled the sixth criteria	G8 (P)	there are only (A sixth criteria (O)
25.	Seventh criteria is fulfilled by all the paraphrases	G8 (D)	Seventh criteria paraphrases (O)
26.	all of original passages are taken from the native speaker of English	G8 (D)	all of original pa speaker of Englis
Total		26	



Biografi Penulis

Nama lengkap penulis ialah Citra Handini, lahir di Jakarta pada 19 Juni 1994. Merupakan anak ke tiga dari 3 bersaudara dari pasangan Bapak Sardjono, BBA dan Ibu Endang Susilowati, S.Pd. Penulis beragama islam dan berkebangsaan Indonesia. Kini penulis beralamat di Jalan Buaran 3 No. 17 RT 003 RW 015 Kecamatan Duren Sawit, Kelurahan Duren Sawit Jakarta Timur 13440.

Adapun riwayat pendidikan penulis, yaitu pada tahun 2000 lulus TK Budi Setia Pulo Gebang. Kemudian melanjutkan di SD Negeri 01 Pulo Gebang dan lulus pada tahun 2006. Pada tahun 2009 penulis lulus dari SMP Negeri 255 Jakarta dan melanjutkan pendidikan di SMA Negeri 44 Jakarta dan lulus pada tahun 2012. Setelah itu penulis melanjutkan ke jenjang pendidikan tinggi di Universitas Negeri Jakarta jurusan Pendidikan Bahasa Inggris dan pada semester ke sembilan tahun 2017, penulis telah menyelesaikan skripsinya yang berjudul “Grammatical Collocation Patterns in the Findings and Discussion Part of English Education Students’ *Skripsi of State University of Jakarta*”. Sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris UNJ.