

**ERRORS MADE BY THE PRESENTERS OF
THESIS PROPOSAL SEMINAR IN
STUDY PROGRAM OF ENGLISH
UNIVERSITAS BRAWIJAYA**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURES
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

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THESIS PROPOSAL SEMINAR IN STUDY PROGRAM OF ENGLISH
UNIVERSITAS BRAWIJAYA**

THESIS

**Presented to
Universitas Brawijaya
in partial fulfilment of the requirements
for the degree of *Sarjana Sastra***

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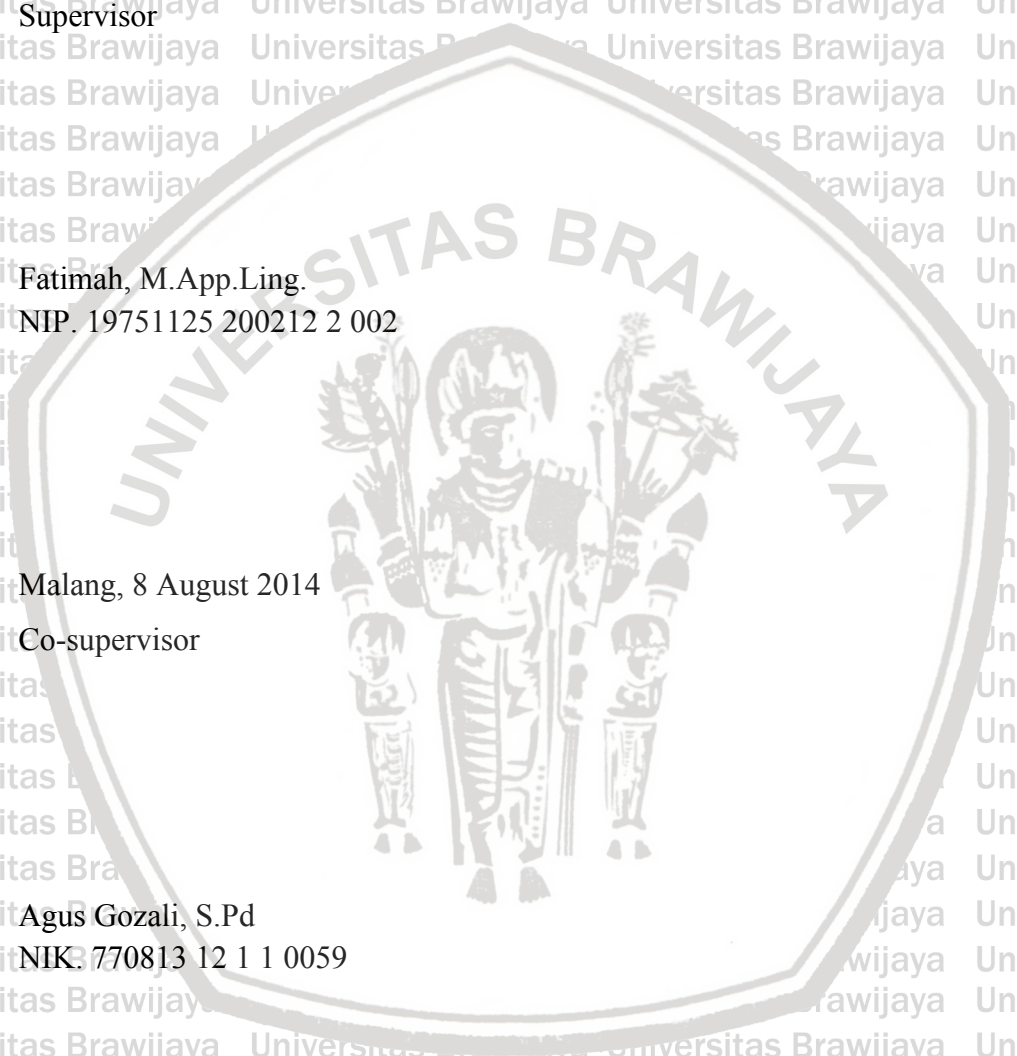
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ABSTRACT

Aziz, Jalal Abdul. 2014. **Errors Made by the Presenters of Thesis Proposal Seminar in Study Program of English Universitas Brawijaya**. English Study Program, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah Co-supervisor: Agus Gozali.

Keywords: Error, Error Analysis, thesis proposal seminar, Communicative Effect Taxonomy, global errors, local errors, eighth semester students

One of the most important languages to learn today is English since it is widely spoken around the world. In learning another language including English, a learner sometimes produces errors and Error Analysis (EA) has a methodology to figure them out. One of the methodologies is Communicative Effect Taxonomy. In this study, the writer analyzed errors made by the presenters of thesis proposal seminar in Study Program of English Universitas Brawijaya based on Communicative Effect Taxonomy. Furthermore, the writer proposed two objectives of the study, (1) To find out the types of errors made by the presenters of thesis proposal seminar based on Communicative Effect Taxonomy; (2) To find out whether or not global errors of Communicative Effect Taxonomy made by the presenters of thesis proposal seminar significantly hinder communication between the presenters and the audiences.

This study used qualitative approach because the data of this study was taken from 4 students' presentations which were in the form of words rather than number and statistic. The researcher analyzed the data by using the theory of Communicative Effect Taxonomy.

This study revealed that there were 188 errors committed by the students in which 179 and 9 erroneous utterances fall under local error and global error respectively. The local errors consist of 45 lexical errors, 93 morphological errors, and 41 syntactical errors. The global errors consist of 2 wrong order of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 uncategorized global errors. As for the effect of global error to the audience, the writer found out that the global errors did not significantly hinder communication to the audience.

The writer suggests the next researchers who want to conduct similar research to use another subject or another theory. Another suggestion is to use the similar theory but with different object.

ABSTRAK

Aziz, Jalal Abdul. (2014). **Kekeliruan yang dibuat oleh Penyaji Seminar Proposal Skripsi di Program Studi Sastra Inggris Universitas Brawijaya.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) Fatimah, (II) Agus Gozali.

Kata Kunci: Kekeliruan, Analisa Kekeliruan, Seminar proposal skripsi, *Communicative Effect Taxonomy*, kekeliruan global, kekeliruan lokal, mahasiswa semester delapan

Salah satu bahasa yang penting untuk dikuasai adalah Bahasa Inggris. Dalam mempelajari bahasa lain termasuk Bahasa Inggris, terdapat banyak kemungkinan seseorang membuat kekeliruan dan untuk menganalisa kekeliruan, analisa kekeliruan (EA) mempunyai metode untuk menemukan kekeliruan tersebut. Salah satu metode analisa kekeliruan adalah *Communicative Effect Taxonomy*. Dalam penelitian ini penulis menganalisa kekeliruan yang dibuat oleh penyaji dalam seminar proposal skripsi berdasarkan *Communicative Effect Taxonomy*. Penulis mengajukan dua tujuan penelitian yaitu, (1) Menemukan kekeliruan apa yang dibuat oleh penyaji seminar proposal dalam *Communicative Effect Taxonomy*; (2) Menemukan apakah kekeliruan yang dikategorikan sebagai kekeliruan global di *Communicative Effect Taxonomy* mempengaruhi komunikasi antara penyaji dan pendengar.

Penelitian ini menggunakan pendekatan kualitatif deskriptif karena data dalam penelitian ini dalam bentuk teks yang diambil dari presentasi 4 mahasiswa. Penulis menggunakan *Communicative Effect Taxonomy* untuk menganalisa data dalam penelitian ini.

Di penelitian ini terungkap bahwa ada 188 kekeliruan yang dibagi menjadi 179 kekeliruan lokal dan 9 kekeliruan global. Kekeliruan lokal terbagi menjadi 45 kekeliruan suku kata, 93 kekeliruan pembentukan kata, dan 41 kekeliruan tata kalimat. Kekeliruan global terdiri dari 2 kekeliruan konstituen, 1 kekeliruan penghilangan, kekeliruan, atau penyalahgunaan penghubung kata, dan 5 kekeliruan global yang tidak terkategori. Untuk jawaban dari permasalahan penelitian kedua, penulis menemukan bahwa kekeliruan global tidak menyebabkan terhambatnya komunikasi antara penyaji dan pendengar.

Penulis memberi saran kepada peneliti selanjutnya yang tertarik untuk melakukan penelitian dengan kajian yang sama untuk menggunakan subjek penelitian yang berbeda. Saran lain adalah dengan menggunakan teori yang sama tetapi dengan objek yang berbeda.

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The writer also gives grateful thanks to his beloved family, his parents, Supriadi and Muntiasih, his brother, Dany and sisters, Nurul and Laila who always give support to the writer. Also, the writer would like to express his thankfulness to all of friends who give him support, contribution and help proofing while the writer writes this thesis. The writer would not be able to finish this thesis without the help of the above-mentioned people.

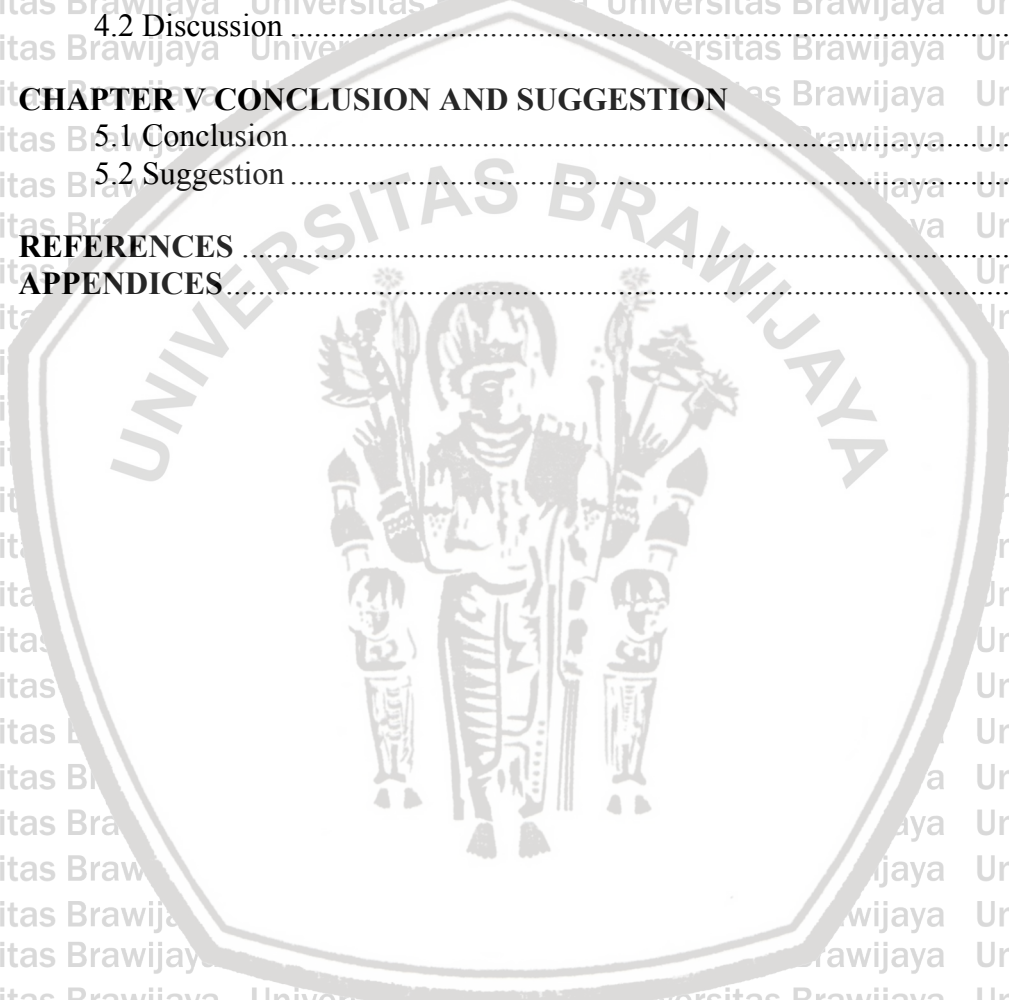
Malang, 22 August 2014

The Writer

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CHAPTER I

INTRODUCTION

This chapter covers the background of study, problems of the study, objectives and also definition of key terms.

1.1 Background of the Study

Language is essential in communication. It is needed to deliver and to exchange ideas from one to another in the form of written or spoken. People around the world speak and write in different languages. Thus, one needs to master other languages besides his or her native language in order to be able to communicate with others.

One of the most important languages to learn today is English. It is widely spoken globally due to English imperialism and colonialism in the past which brought its language to almost entire world. English becomes a language that cannot be apart from our daily basis. Every time people open up their eyes they often observe texts, labels, headlines, music, which are written and spoken in English. Hence, people are required to learn English in order to deal with all of those information.

In language, including English, there are certain language skills that have to be mastered to fully understand the language. Those language skills are speaking, writing, reading and listening. Speaking as one of the language skills

that has to be mastered is important in the process of language learning because in order to express ideas and thoughts, one is required to speak correctly and meaningfully. By speaking, a person can express his idea instantly.

In Indonesia, English is a foreign language and is studied by Indonesian students from elementary school until university. Even though they have experienced a long-term process of learning, they are likely to still make errors.

According to Dulay et al. (1982, p.138) "Errors are the flawed side of learner speech or writing". The flaws in learning grammar can also produce errors.

Therefore, being competent in grammar is necessary for someone to avoid errors, especially in speaking practice. Inadequate knowledge of grammar is not merely the only factor students make error though. Sometimes, a sentence with a correct grammar can produce error and can hinder or ruin communication. For example, a student may say "One river is enough". The sentence is grammatically correct.

However, the sentence hinders communication and confuses the listener. As the speaker intended to say "Satu kali saja cukup" the correct and meaningful sentence should be "Once is enough". Thus, errors are always expected in the process of learning another language. As Dulay et al. (1982, p.138) say that people cannot learn language without first systematically committing errors, which means that making error is inevitable in learning language.

As mentioned before, errors also occur to students who have learned a language for a long time. As the example, eighth semester students of Faculty of Cultural Studies Universitas Brawijaya have passed eight semesters of English learning. Therefore, those students are expected to master English but the

expectation does not go with the reality. It is seen when the previous eighth semester students of Study Program of English Faculty of Cultural Studies, Universitas Brawijaya presented their thesis proposals. As a part of the stages that are required to be fulfilled in order to finish their thesis, proposal seminar is the initial stage where students present their thesis proposal in front of audience. To deliver their ideas, the students are required to speak briefly and meaningfully using formal English in the seminar. In this case, speaking skill is important. So, by giving an adequate presentation, the audience can comprehend and hopefully give comments and suggestions to the presenters in order to improve the researches. However, sometimes students do not pay attention on form because they focus on meaning during presenting their proposals. According to MacDonald Lightbound (2005, p.81),

The mere repetition of a particular deviant form does not always mean that it is a systematic error in the learner's IL – it indicates that under certain conditions, where students have to comprehend and produce language at high speed, they may be paying more attention to meaning than to form.

Based on the explanation above, the researcher wants to find out error which alter the meaning of a sentence. Thus, the writer is interested in analyzing errors which affect communication.

According to Dulay et al. (1982), the most commonly used taxonomies are based on (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect. Surface Strategy Taxonomy is popular among researchers to classify error. As for this research, the writer wants to try another approach to analyze errors. The writer wants to find out how significant errors

cause miscommunication. Thus the best tool to analyze errors that affect communication is Communicative Effect Taxonomy.

This research aims to analyze errors found on the eighth semester students of Study Program of English Universitas Brawijaya. The error analysis in this research focuses on Communicative Effect Taxonomy proposed by Dulay et al. (1982). The writer chooses eighth semester students of Study Program of English at Faculty of Cultural Studies Universitas Brawijaya as the subject of the study.

The eighth semester students are chosen because as mentioned above, eighth semester students are expected to master English and are likely to make less error.

Meanwhile, most of them are in the middle of writing their thesis. Thus, the writer chooses some of the students who are taking thesis and are going to present thesis proposal in semester eight this year. Thesis proposal presentation is chosen because from the writer's observation, students likely still make errors in presenting their proposals.

By doing this research the writer expects that the result of this research will be beneficial to other students who are preparing their thesis proposal seminars so they can avoid errors as much as possible. The writer also expects that the result of this research will be useful to the Faculty of Cultural Studies Universitas Brawijaya to enhance students' English especially in speaking skill.

As for future researchers who are interested in conducting research concerning Error Analysis, this research perhaps, could give a sight of how Communicative Effect Taxonomy is used to classify errors. Last but no least, by doing this research the writer hopes that he can learn how to analyze errors so that his

comprehension of English will be improved. Thus, the writer chooses “Errors Made by the Presenters of Thesis Proposal Seminar in Study Program of English Universitas Brawijaya” as the title of this research.

1.2 Problems of the Study

The following research questions are used to analyze the research problems.

1. What types of errors are made by the presenters of thesis proposal seminar based on Communicative Effect Taxonomy?
2. Do global errors of Communicative Effect Taxonomy made by the presenters of thesis proposal seminar significantly hinder communication between the presenters and the audiences?

1.3 Objectives of the Study

This study is conducted to gain answers from the problems of the study. By doing this study the writer hopefully will gain several objectives as follows:

1. To find out the type of errors made by the presenters who are presenting their thesis proposals based on Communicative Effect Taxonomy
2. To find out whether or not global errors of Communicative Effect Taxonomy made by the presenters of thesis proposal seminar significantly hinder communication between the presenters and the audiences.

1.4 Definition of Key Terms

1. **Error** refers to a fault caused by not comprehending the knowledge. (Ellis, 1994, p. 58)
2. **Error Analysis** refers to a set of procedures for identifying, describing, and explaining errors in learner language (Corder, 1974, cited in Ellis, 1994, p.701).
3. **Thesis Proposal Seminar** refers to a seminar in which students present their thesis proposal in front of audience to get feedback for better research (Fakultas Ilmu Budaya Universitas Brawijaya, 2013, p.7)
4. **Communicative Effect Taxonomy** refers to errors from the perspective of their effect the listener or reader (Dulay et al., 1982, p.189)
5. **Global Errors** refer to errors that affect overall sentence organization significantly hinder communication (Dulay et al., 1982, p.191).
6. **Local Errors** refer to errors that affect single elements (constituents) in a sentence do not usually alter communication significantly (Dulay et al., 1982, p.191).
7. **Eighth semester students** refers to the students of Study Program of English who are learning English and doing their thesis in the eighth semester at Faculty of Cultural Studies, Universitas Brawijaya.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical frameworks; they are second language acquisition, interlanguage, errors vs mistakes, error analysis, error analysis steps, error taxonomies, speech, and also previous studies.

2.1 Second Language Acquisition (SLA)

Dulay et al. (1982) state that second language acquisition (SLA) is the process of learning another language after the basics of the first have been acquired. Sometimes researchers refer to this process as sequential language acquisition to differentiate it from simultaneous or bilingual acquisition, which is the acquisition of two languages simultaneously. Second language acquisition includes learning a new language in a foreign language context (e.g. English in Mexico or German in the United States) as well as learning a new language in a host language environment (e.g. German in Germany).

Saville-Troike (2006, p.2) defines SLA as both the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. As second language acquisition is a process where someone learns or acquires a second language which in this research the L2 is English, it is natural that they make errors. The errors that occur are based on the language system which a second language learner creates called interlanguage, further called IL.

2.2 Interlanguage

Based on Crystal (2008, p.249), interlanguage is the linguistic system created by someone in the course of learning a foreign language, different from either the speaker's first language or the target language being acquired. It reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language (transfer), contrastive interference from the target language, and the overgeneralization of newly encountered rules.

As cited by Savoile-Troike (2006, p.41), Selinker (1972) introduces the term of interlanguage (IL) as the intermediate state of a learner's language as it moves toward the target L2. Interlanguage is a linguistic system between the learner's source and target language which is produced as the result of the imperfectness of the target language learning and has its own rule.

An interlanguage based on Selinker (1972, cited in Savoile-Troike 2006, p.41) has the following characteristics:

- Systematic. At any particular point or stage of development, the interlanguage is governed by rules which constitute the learner's internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time – what he or she can produce and interpret correctly as well as errors that are made.
- Dynamic. The system of rules which learners have in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars. Selinker views this change not as a steady progression along a

continuum, but discontinuous progression “from stable plateau to stable plateau” (1992, p.226).

- Variable. Although the IL is systematic, differences in context result in different patterns of language use.
- Reduced system, both in form and function. The characteristic of reduced form refers to the less complex grammatical structures that typically occur in an IL compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an IL (especially if the learner is still in contact with members of the L1 speech community).

From the definition and characteristics above the writer sums up that interlanguage occurs in the process of learning target language. That is caused by the errors and mistakes produced by learners because of his native language system interferes target language.

2.3 Errors vs Mistakes

According to Corder (1967 p.167) a mistake is a deviation in learner’s language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems. While an error according to Corder (1967 p.167) is a deviation in learner language which results from lack of knowledge of the correct rule.

Another linguist, Brown (1987, p.217) differentiates mistakes from errors. A mistake refers to a performance error that is either a random guess or slip in that

it is a failure to utilize a known system correctly while an error is a noticeable deviation, reflecting the competence of the learner.

So, the main difference between mistake and error is that mistake happens due to memory lapse, fatigue, and so forth in which then the speaker can self correct the mistake. While error occurs due to the incapability of the speaker in which they are not aware of the mistake and are not able to correct the mistake.

In conducting a research concerning errors, especially errors which are produced in speaking practice, the writer thinks it is important to make sure that the flaws that the speaker makes are errors not mistakes since speaking deals with nervousness. Someone tends to feel nervous speaking in front of audience and can result in producing mistakes. That is why to determine errors from mistakes is important. From the previous researchers, only Silitonga (2014, p10) used specific method to determine errors and mistakes. In his research, he used a list of questions for the teachers to determine the participants' understanding of English Grammar and how far their preparations are. As for this research, the writer did not carry out the same thing. To determine whether the flaws were errors or mistakes, the writer asked participants to recheck the transcriptions and asked them to self-correct the flaws. The flaws participants could not be self-corrected then were considered as errors.

2.4 Error Analysis

Corder (1974, cited in Ellis 1994, p.701) states that Error Analysis involves a set of procedures for identifying, describing, ad explaining errors in

learner language. Error Analysis for pedagogical purposes has a long history but its use as a tool for investigating how learners learn a language is more recent.

According to Savoille-Troike (2006, p.37), Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA).

In summary, Error Analysis is a tool for researchers to figure out the learners' problem in the process of learning second language. It is something positive to both learners and teachers to determine student's errors so then the teachers can correct them.

2.4.1 The Steps in Error Analysis

Corder (1974, cited in Ellis 1994, p. 48) suggests the following steps in

Error Analysis Research:

1. Collecting of a sample of learner language

The starting point in error analysis is deciding what samples of learner language to use for the analysis and how to collect these samples.

2. Identification of errors

Once the samples of learner language have been collected, the errors in the samples have to be identified.

3. Description of errors

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target

language. It requires, therefore, attention to the surface properties of the learners' utterances (i.e. it does not attempt, at this stage, to identify the sources of errors).

4. Explanation of errors

Assuming that it is possible to identify and describe errors, the next step is to try to explain them. Explanation is concerned with establishing the source of the error, i.e. accounting for why it is made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition.

5. Evaluation of errors

Whereas all the preceding stages of EA have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee's comprehension of the learner's meaning or in terms of the addressee's affective response to the errors.

The steps above are used as a framework in error analysis research. The writer did not carry out the step number four and five due to the limitation of time.

Also, steps one to three are enough to answer the problems of the study.

2.5 Errors Taxonomies

Following Dulay et al. (1982), there are four criterias for descriptive classification of errors: linguistic taxonomy, surface strategy taxonomy, comparative analysis taxonomy, and Communicative Effect Taxonomy.

2.5.1 Linguistic Taxonomy

This taxonomy classifies errors according to the language component or linguistic constituent (or both of them) which is affected by the error. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse (Dulay et al. 1982, p146).

2.5.2 Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay et al. (1982, p150) divide errors into the following categories: Omission, Additions, Misformation, and Misordering.

a. Omission

Dulay et al. (1982, p.154) explain that omission is “the absence of the item that must appear in well-formed utterance”.

For example:

- Incorrect: Mary presidents new company
- Correct: Mary is the president new company

(Dulay et al., 1982, p. 154)

b. Addition

Dulay et al. (1982, p. 156) explain that Addition is characterized by the presence of an item which must not appear in well form sentence resulting from the all faithful use of certain rule.

For example:

- Incorrect: He does not knows my name.
- Correct: He does not know my name

(Dulay et al., 1982, p.156)

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or the structure (Dulay et al., 1982, p.158)

For example:

- Incorrect : “The dog eated the chicken”
- Correct : “The dog ate the chicken”

(Dulay et al., 1982, p.158)

d. Misordering

Misordering errors are characterized by either incorrect placement of a morpheme or a group of morpheme in an utterance. (Dulay et al., 1982, p.162)

For example:

- Incorrect: “He is all the time late”
- Correct: “He is late all the time”

(Dulay et al., 1982, p.162)

2.5.3 Comparative Taxonomy

The Comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to other types of constructions, most commonly to errors made by children during their L1 acquisition of the language in question. In this

taxonomy, there are two main error categories: (1) developmental errors, and (2) interlingual errors, and, of course, (3) ambiguous errors, and (4) the 'grab bag category' of other errors (Dulay et al. 1982, p.163-164).

2.5.4 Communicative Effect Taxonomy

This taxonomy focuses on the effect the errors have on the listener or reader. Dulay et al. (1982, p.189) argue "Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication". This taxonomies divide error into global and local.

Global errors are the errors that affect overall sentence organization significantly hinder communication (Dulay, Burt, Krashen, 1982, p.191). Global errors consist of systematic types of errors such as wrong order of major constituents, missing, wrong, or misplaced sentence connectors; missing cues to signal obligatory exceptions to pervasive syntactic rules; regularization of pervasive syntactic rules to exceptions

1. Wrong order of major constituents

For example: *English language use many people*

The example above is considered error and alters communication.

According to Bever, (1971 cited in Burt 1974), The English language (especially American English) takes great pains to maintain the Subject-Verb-Object (SVO) order. So, any violations of SVO order can cause a native speaker unable to comprehend a sentence.

2. Missing, wrong, or misplaced sentence connectors

For example: *(if) not take this bus, we late for school.*

Missing, wrong, or misplaced sentence connector such as coordinating conjunctions, correlative conjunctions, and subordinate conjunctions can cause misunderstanding. The addition of (if) in the example above makes the sentence more comprehensible.

3. Missing cues to signal obligatory exceptions to pervasive syntactic rules

For example: *The student's proposal (was) looked into (by) the principal*

Burt (1974, p.9) states that "When the SVO order is violated, English provides cues to signal the violation, as in the passive construction where the OVS order is signaled by be + past participle (+by)". So, when a speaker violated the SVO order, he or she should provide cues signal.

4. Regularization of pervasive syntactic rules to exceptions

For example: *We amused that movie very much*

(That movie amused us very much)

5. Wrong psychological predicate constructions (i.e. predicates describing how a person feels)

For example: *He doesn't bother the cat*

(The cat doesn't bother him)

Dulay et al. (1982, p.193) states many predicates describe how a person feels about something or someone and those predicates describe states or reaction of the subject. They require animate as the experiencer

and stimulus as the thing or person that causes the feeling. Some of psychological verbs need the order of experiencer and stimulus to be reversed as shown in the example above.

6. Improper selection of complement types (i.e. subordinate clauses)

For example: *Mother has a lot of work. Daddy expects to stay at her office late.*

(Intended . . . Daddy expects her to stay at her office late)

Dulay et al. (1982, p.195) state that the improper selection of complement types such as that-clause, infinitives, and gerunds can impede communication. Dulay et al. (1982, p.195) also argue that the omission of the subject of an infinitive when the implied subject is not the same can cause misunderstanding as shown in the example above.

Local Errors are errors that affect single elements (constituents) in a sentence do not usually alter communication significantly (Dulay et al. 1982, p.191). For example, the omission of “s” in sentence “She read a book” does not significantly alter meaning and communication. The listener or reader can understand the intended meaning without any difficulty.

Since the classification of local errors is not described well in Dulay’s Language Two, the writer referred to Hendrickson’s (1976, p3-4) journal entitled “*Error Analysis and Selective Correction in the Adult ESL Classroom: An Experiment?*” to classify the local errors. The classifications were Lexical, Morphological, and Syntactic. The lexical subcategory covered misused or omitted nouns, verbs, adjectives, and adverbs. The morphological subcategory

referred to misuse or omission of any bound morpheme. Syntactic subcategory included misused or omitted determiners, modals, qualifiers, prepositions, conjunctions, subordinators, sentence connectors, question words, and certain otherwise uncategorized syntactic classes (e.g., there is, it is).

2.6 Thesis Proposal Seminar

Thesis proposal seminar is a seminar in which students present their thesis proposals in front of audience to get feedbacks for better researches (Fakultas Ilmu Budaya Universitas Brawijaya, 2013, p.7). Thesis proposal is the first seminar of three seminars students need to pass to finish their studies. The three seminars are thesis proposal seminar, result seminar and the last is comprehension seminar.

There are three sessions in thesis proposal seminar. The first session is presentation from the presenter. The second one is questions and suggestions from the audience and the last one is questions, comments, and suggestions from the supervisor and co. supervisor.

In presenting thesis proposal, students are required to speak orally using formal language. Since the students of Study Program of English Universitas Brawijaya have to speak using formal English in presenting thesis proposal, knowing how to speak English grammatically, effectively, and communicatively is a must.

According to Lestari et al (2011, p.30-31), a good oral presentation is well structured; this makes it easier for the listener to follow. There are three parts to typical presentation; the beginning, the middle and the end. In the beginning of

presentation common expressions used are “Good. Fine. Great. Can we start?” or “Let’s get down to business”. These expressions are used to gain audience’s attention. To greet the audience students can say “Hello ladies and gentlemen” or “Good morning member of the jury”. After greeting the audience, a presenter needs to introduce himself using expressions like “Good morning everyone, I’d like to introduce myself. My name is ...”. As for the closing or the end, a student can use expression like “Thanks for the attention”.

From all those explanations above the writer summarizes that thesis proposal presentation is a presentation in which student presents his proposal in front of audience to gain comments and suggestions. In presenting thesis proposal, presenter is required to speak in formal English. Therefore, being able to speak English correctly and meaningfully is a must.

2.7 Previous Studies

In order to enrich this study, the writer took three previous studies which were related to this study. The first previous study was conducted by Sastra (2014) entitled *Grammatical Error Analysis on the Spontaneous Speech Produced by Students of English* in 2014. This research investigated errors made by seventh semester students of Faculty of Cultural Studies Universitas Brawijaya. The research used surface strategy taxonomy to classify the errors. The total errors found were omission (37%), addition (27%), misformation (35%) and misordering (1%). Omission was divided into five types, addition into six types, misformation into six types and the last is misordering. The second research was conducted by Silitonga (2014). The title of his research is *Error Analysis on Story*

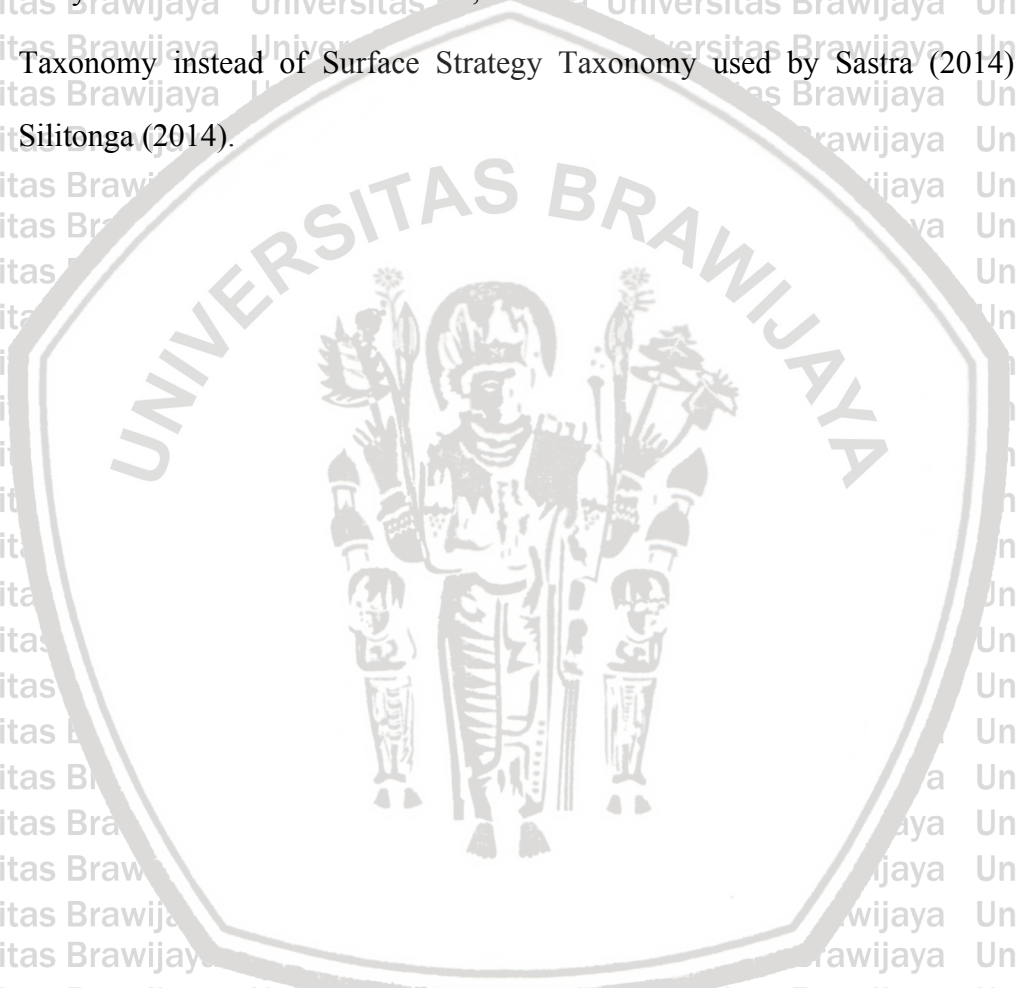
Telling by Participants of Story Telling Competition In Smart Education Center

Course. The researcher analyzed errors on stories produced by students. To classify the errors, the researcher used surface strategy taxonomy. The researcher found that the errors produced by the participants were 151 errors which were divided into 91 misformations, 5 misorderings, 19 additions, and 36 omissions.

In terms of source of error, the researcher found 50 (33%) intralingual error and 101 (67%) interference error. The research also investigated the possible source of errors using Richard's theory. The research also classified general errors into global and local. However the research failed to find global errors. The last research was conducted by Irfani (2011) entitled *A Study of Teacher's Correction Strategies Towards Students' Speaking Errors*. The research aimed to gain a description of the types of errors committed by the students based on Communicative Effect Taxonomy and Speaking Aspects involved, and the error correction strategies employed by the teacher. He found 199 items of deviations committed by the students in which 109, 77 and 13 items belong to phonological, grammatical and lexical aspect respectively. He also found 107 erroneous utterances committed by the students in which 83 and 24 erroneous utterances fall under local and global type respectively.

There were similarities and differences between those three previous studies and this research. The similarities between four of them is that all researches analyze errors which were orally produced by the students. Another similarities between this study and the last research were the theory used, namely, Communicative Effect Taxonomy. While the differences between this research

and those three previous studies mentioned above were the objects being analyzed. The previous studies used spontaneous speech, short story telling and class activity respectively as the object of the study, while this research used thesis seminar proposal presentation. Also, this research used different theory to analyze the errors. In this case, this research uses Communicative Effect Taxonomy instead of Surface Strategy Taxonomy used by Sastra (2014) and Silitonga (2014).



CHAPTER III

RESEARCH METHOD

This chapter consists of the methods that the researcher used in collecting and analyzing the data. There are four points, namely research design, data source, data collection, and data analysis.

3.1 Research Design

In conducting the study, the writer used qualitative research approach.

According to Ary et al. (2002, p.425)

The qualitative research deals with the data that are form of words, rather than number and statistic. The data collected are the subjects experiences and perspective; the qualitative research attempts to arrive at a vice description of the people, objects, events, places, conversations, and so on.

Since the data of this research was taken from students' presentations which were in the form of words rather than number and statistic, qualitative approach was best used to conduct this study.

In this research, the writer classified the errors found in eighth semester students' speech in presenting thesis proposal based on Communicative Effect Taxonomy proposed by Dulay et al. (1982).

3.2 Data Source

The data of this research were the utterances of the presenters which contained errors in the thesis proposal presentations by the eighth semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya. The reason for choosing these participants was because from the writer's observation the students were likely to make errors during their thesis proposal seminar. To determine the subject of this research the writer selected the students who will present their thesis proposal in semester eight of this year.

The students of Study Program of English at Faculty of Cultural Studies Universitas Brawijaya will be the sample of the research. According to the academic office of Faculty of Cultural Studies, there are 261 students of who were conducting thesis and going to present their thesis proposals in this semester.

According to Marshall (1996, p523), in choosing the samples for qualitative research there are three broad approaches namely Convenience sample, Judgment sample, and Theoretical sample. As for this research the writer used Convenience samples approach. In choosing the samples, the writer considered the time and source he had. The writer decided to select the most accessible subjects to be the samples of this study. The writer asked 5 students who conducted thesis proposal seminar in May to June. From 5 students, only 4 students were willing to be the participants of this research. Thus, those 4 students would be the samples of this study.

The analysis of this research is focused on the errors based on the Communicative Effect Taxonomy theory proposed by Dulay et al. (1982) on the students' presentation will be transcribed.

Since the writer uses Communicative Effect Taxonomy which does not only deal with errors but also to the effect to the listener, it is important to obtain audiences' opinions toward the presentations. This is mainly to answer the second problem of the study. As for that, the writer interviewed three audiences of each seminar. Those three audiences will be the representatives of the total number of the audience in average thesis proposal seminar. There are no specific criteria in choosing which audience to be interviewed.

3.3 Data Collection

The steps of collecting data are as follows:

1. The writer asked the participants whether they were willing or not to be part of this research by giving them consent forms. The writer gave the consent forms to the participants at least three days before the participants conduct the proposal seminar.
2. The writer attended the participants' thesis proposal seminar and recorded the presentations. The writer used audio recording because the writer considers that audio recording was enough in obtaining the data.
3. The writer transcribed the recorded presentations by listening to the audio to make written form or transcript. The writer also asked a peer checker to recheck the transcripts to make sure that the transcripts were accurate.

4. The writer asked the presenters to recheck the transcripts to determine errors and mistakes. The writer listed the utterances containing errors the presenters cannot self-correct. The utterances containing errors will be used as the data of this research.

5. The writer asked two audiences from each seminar to be interviewed concerning their comprehension to the presentations. They were asked whether or not global errors which were found significantly hinder or alter communication. The result of the interview was used to answer the second problem of the study.

3.4 Data Analysis

In analyzing the data, the writer used the Error Analysis steps suggested by Corder (1974).

1. Identification of errors

Once the samples have been collected, the errors in the samples have to be identified. The identification of errors is based on the theory of Communicative Effect Taxonomy proposed by Dulay et al. (1982).

2. Description of errors

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. The description of errors is also based on Communicative Effect Taxonomy.

3. Expert triangulation

Since Communicative Effect Taxonomy does not only deal with the errors but also their effects to the listener, an expert is needed to make judgments of the utterances the participants made. The expert must be a native speaker of English.

The expert was responsible to check the transcripts and to find those utterances that sound un-English or incomprehensible to native speaker. The expert in this research was a native speaker of American English named John M. Lawler. He is a professor emeritus of linguistics in the University of Michigan in Ann Arbor.

The triangulation was conducted via email. The expert took part in deciding whether the participants' utterances were considered global error or not. There were cases when the writer considered utterances did not belong to any error classification whereas the expert considered them as global errors.

4. Drawing conclusion

At last, the writer made a conclusion from the errors found based on Communicative Effect Taxonomy to answer problems of the study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion. The finding includes data description and result of analysis. The discussion has a purpose to discuss the result of data analysis with main theories and previous studies.

4.1 Findings

This chapter presents findings and their discussions related to the problems of the study. The finding of this research is the results of the data tabulation on the erroneous utterances of the presenters of seminar in Study Program of English of Faculty of Cultural Studies Universitas Brawijaya.

This study investigated errors produced by the presenters in the thesis proposal presentations by eighth semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya. From five students who were asked to be the participants of this study, only 4 students were willing to be the subjects of this study. This study aimed to figure out the types of errors produced by the presenters and the effect of the errors to the audience. The classification of errors was based on Communicative Effect Taxonomy proposed by Dulay et al. (1982) who divide errors into local and global errors. To classify the local error, the writer referred to Hendrickson (1976, p3-4) who divided local errors into lexical, morphological, and syntactical. An expert was also involved to enrich this

study since global error of Communicative Effect Taxonomy deals with the effect to native speaker. The discussion with the expert was conducted via email.

4.1.1 Types of Error

Based on the Communicative Effect Taxonomy proposed by Dulay et al. (1982) the writer found some findings and described the result of the analysis from local and global error. The writer found there are 188 erroneous utterances committed by the students in which 179 and 9 erroneous utterances fall under local error and global error respectively. The local errors consist of 45 lexical errors, 93 morphological errors, and 41 syntactical errors. The global errors consist of 2 wrong order of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 uncategorized global errors.

4.1.2 Analysis of Error

In this part, the writer analyzed the errors and provided the corrections that should be used. Each type of error is described in order to know why those are considered errors.

In the tables there are codings (P= presenter, L= line) to ease the reader in checking the errors.

4.1.2.1 Local Errors

There are three subcategories for local errors, namely, Lexical, Morphological, and Syntactical errors.

4.1.2.1.1 Lexical Errors

The writer found 45 lexical errors in the eight semester students' presentations in the thesis seminar proposal. Lexical errors covered misused or omitted nouns, verbs, adjectives, and adverbs.

Table 4.1 Lexical Errors

No	Code	Erroneous utterances	Corrections
1	P1 L16	Here I would present my seminar proposal entitled "The Characteristic Concepts of Magic Realism's Element in Queen of the Sparrows Short Story"	Here I would present my proposal seminar entitled "The Characteristic Concepts of Magic Realism's Element in Queen of the Sparrows Short Story"
2	P1 L31- 32	The definition of magic realism is an oxymoron or a term which built by two contradiction words, magic and the word realism.	The definition of magic realism is an oxymoron or a term which built by two contradictory words, magic and the word realism.
3	P1 L51- 53	The second one is the research is expected to be * reference for other research who concern on magic realism and maybe use Queen of the Sparrow short story to be analyzed.	The second one is the research is expected to be a reference for other researchers who concern on magic realism and maybe use Queen of the Sparrow short story to be analyzed.
4	P1 L93- 94	It's mean that modern point of view is to see magic or fantastical thing or mystical thing is something like just a fantasy ...	It means that modern point of view is to see magic or fantastical thing or mystical thing as something like just a fantasy ...
5	P1 L94- 95	... the author is try to break this point of view ...	... the author tries to break this point of view ...
6	P1 L176- 177	... it's will prove by the magic realism because magic realism is use the other perspective or the other belief that magical and mystical thing is a part of reality ...	... it will be proven by the magic realism because magic realism uses the other perspective or the other belief that magical and mystical thing are parts of reality ...
7	P1 L178	Is that answer your question?	Does that answer your question?
8	P2 L18- 19	We live nowadays in the age of modern era where human has their amount of ...	We live nowadays in the age of modern era where human beings have their amount of...
9	P2 L61- 62	So this kind of genre is actually will make the reader ...	So this kind of genre actually will make the reader ...
10	P2 L71- 72	... because both of them * also a part of the society and they have a different function to the society.	... because both of them are also parts of the society and they have different functions to the society.
11	P2 L115- 116	Some reference * from books and some from the web.	Some references are from books and some from the web.
12	P3 L112- 113	... they want to lost their Straight Edge serenity like the philosophy of tattoo itself.	... they want to lose their Straight Edge serenity like the philosophy of tattoo itself.

Table Continuation of Lexical Errors

No	Code	Erroneous utterances	Corrections
13	P3 L197	I think their song that they made is represent of their life ...	I think their song that they made is a representation of their life ...
14	P4 L14-15	In Indonesia the teaching English began at the elementary school ...	In Indonesia the English teaching began at the elementary school ...
15	P4 L90	The two previous study is use scramble game and puppet ...	The two previous studies use scramble game and puppet ...

Those utterances above were considered error. The first error was made by the first presenter. It is stated “*Here I would present my seminar proposal entitled ‘The Characteristic Concepts of Magic Realism’s Element in Queen of the Sparrows Short Story’*”. It should be “*Here I would present my proposal seminar entitled ‘The Characteristic Concepts of Magic Realism’s Element in Queen of the Sparrows Short Story’*”. The presenter maintained his first language system in producing the phrase “seminar proposal”. In English, the modifier is put before the head while in Bahasa Indonesia is the opposite. The correct phrase should be “*proposal seminar*”. The fourth presenter made the same error. He also maintained his first language system in producing the phrase “*teaching English*” instead of the correct form “*English teaching*”.

The second utterance was considered error because of the wrong selection of word by the presenter. To make a correct sentence, the noun “*contradiction*” should be changed into adjective form. The correct utterance should be “*The definition of magic realism is an oxymoron or a term which built by two contradictory words, magic and the word realism.*” The third error fell for lexical errors caused by the misuse of the noun “*research*”. Since it was followed by relative pronoun “*who*”, the preceding word should be persons. So, the correct

utterances should be *“The second one is the research is expected to be a reference for other researchers who concern on magic realism and maybe use Queen of the Sparrow short story to be analyzed.”*.

The next erroneous utterance was also made by the first presenter. The utterance is in the form of question. The auxiliary verb *“Is”* is inappropriate.

Since the predicate in the utterance is *“answer”*, the auxiliary verb *“Is”* should be replaced by auxiliary verb *“Does”*. The correct sentence should be *“Does that answer your question?”*. Another misused of noun was made by the second presenter. The word *“human”* is inappropriate since it is an adjective. Therefore the correct sentence should be *“We live nowadays in the age of modern era where human beings have their amount of...”* in which *“human beings”* is a noun form of human.

Another lexical error found was misused or double verb. In the utterances number (9) there are two verbs; *“is”* and *“will”*. To correct the sentence one of the verbs should be eliminated. In this case the auxiliary verb *“is”* should be eliminated. Another error found was sentence missing of auxiliary verb. It is stated *“... because both of them _ also a part of the society and they have a different function to the society.”*. A sentence must have at least a verb. Therefore a verb should be added to the sentence to make it correct. In this case auxiliary verb *“are”* should be added after the pronoun *“them”*. So, the correct utterance should be *“... because both of them are also a part of the society and they have a different function to the society.”* The same correction went to utterances number

4.1.2.1.2 Morphological Errors

The writer found 93 errors fall under morphological errors. Morphological errors referred to misuse or omission of any bound morpheme. Those errors are presented and discussed below.

Table 4.2 Morphological Errors

No	Code	Erroneous utterances	Corrections
1	P1 L34-35	In the narrative style magic realism happen when the characters of the story is first built as a normal life then continues to extraordinary life with some reason.	In the narrative style magic realism happens when the characters of the story is first built as a normal life then continues to extraordinary life with some reasons.
2	P1 L34-35	In the narrative style magic realism happen when the characters of the story is first built as a normal life then the use of extraordinary life with some reason .	In the narrative style magic realism happen when the characters of the story is first built as a normal life then the use of extraordinary life with some reasons .
3	P1 L95-96	... in magical realism, the fantastical thing and magical thing is happened in reality.	... in magical realism, the fantastical thing and magical thing happen in reality.
4	P1 L114	The story ended with Amrita was founded by her mother ...	The story ended with Amrita was found by her mother ...
5	P1 L199-200	... the irreducible element is the element of magic realism that show the detail of magic ...	... the irreducible element is the element of magic realism that shows the detail of magic ...
6	P1 L258-259	... that is the big differences from my research and Iswandari because in Iswandari just use those five element ...	... that is the big differences from my research and Iswandari because in Iswandari just use those five elements ...
7	P2 L22-23	... this globalization affect human nature and culture.	... this globalization affects human nature and culture.
8	P2 L30-31	... there is a poem entitled <i>Touchscreen</i> written by Marshall Davis Jones that reflect the phenomena ...	... there is a poem entitled <i>Touchscreen</i> written by Marshall Davis Jones that reflects the phenomena ...
9	P2 L63	... because it usually use humorous style ...	... because it usually uses humorous style ...
10	P2 L73	... it symbolize the phenomena ...	... it symbolizes the phenomena ...
11	P2 L141-142	... it's because actually I have take some class in poetry but I have not any book ...	... it's because actually I have taken some class in poetry but I have not any book ...
12	P3 L66	... we can see what happen in the society by analyze the literary work ...	... we can see what happen in the society by analyzing the literary work ...
13	P3 L114	I take two previous study .	I take two previous studies .

Table Continuation of Morphological Errors

No	Code	Erroneous utterances	Corrections
14	P4 L57	Some characteristic of young learner namely is ...	Some characteristics of young learner namely are ...
15	P4 L68-69	Cynthia and Drow Johnson states some technique to teaching vocabulary namely is ...	Cynthia and Drow Johnson states some technique to teach vocabulary namely ...

Morphological errors are the most frequent errors produced by the presenters. There were 93 morphological errors found. The first erroneous utterance was made by the first presenter. The presenter violated the subject-verb agreement rule. It occurred recursively. In English, a singular subject (*she, he*) takes a singular verb (*is, runs*), whereas a plural subject takes a plural verb. In the utterance number (1), the subject “*magic realism*” is singular so, the following verb should be singular. Therefore, the utterance should be “*In the narrative style, magic realism happens when the characters of the story is first built as a normal life then continues to extraordinary life with some reasons.*”. Another subject-verb agreement violation occurred in utterances number (5), (7), (8), and (9).

Presenters also violated singular and plural rule. There are nouns that have to be in the form of plural. For example in the sentence number 13, the phrase “*previous study*” should be in the plural form. So, the correct phrase should be “*previous studies*”.

Another morphological error occurred in the sentence number (15). In this context, preposition “*to*” should be followed by base verb. Therefore the correct utterances should be “*Cynthia and Drow Johnson states some technique to teach vocabulary namely*”.

4.1.2.1.3 Syntactical Errors

The writer found 38 syntactical errors produced by the presenters. Syntactical errors included misused or omitted determiners, modals, qualifiers, prepositions, conjunctions, subordinators, sentence connectors, question words, and certain otherwise uncategorized syntactic classes (e.g., there is, it is). The errors are described and discussed below.

Table 4.3 Syntactical Errors

No	Code	Erroneous utterances	Corrections
1	P1 L19- 20	Short story is short and brief fictional narrative prose. It's shorter from novel.	Short story is short and brief fictional narrative prose. It's shorter than novel.
2	P1 L56- 57	The first element of Faris that are used in the related to magic realism is the irreducible element.	The first Faris' element that is used in the relation to magic realism is the irreducible element.
3	P1 L73- 74	The most of reader use their knowledge and believe ...	Most of the readers use their knowledge and believe ...
4	P1 L82- 83	... in magic realism, magic and reality is almost close or in Faris used is amalgamation or fusion.	... in magic realism, magic and reality are almost close or in Faris, He uses amalgamation or fusion.
5	P1 L176- 177	... it's will prove by the magic realism because magic realism is use the other perspective or the other belief that magical and mystical thing is a part of reality ...	... it will be proven by the magic realism because magic realism uses the other perspective or the other belief that magical and mystical thing are parts of reality ...
6	P1 L187- 188	It's actually the experiences of western people when they become a colonizer and come to America in the first time ...	It's actually the experiences of western people when they became a colonizer and come to America for the first time ...
7	P1 L208- 209	Defocalization I use because in my opinion every story, every narrative prose use their point of view of * narrator.	I use defocalization because in my opinion every story, every narrative prose uses point of view of the narrator.
8	P1 L228- 230	That is my interesting of magic realism and my purpose to do this research is as my supervisor say that maybe this is the first time magic realism as the research ...	That is my interesting of magic realism and my purpose to do this research is as my supervisor say that maybe this is the first time magic realism as a research ...
9	P2 L18- 19	We live nowadays in the age of modern era where human has their amount of ...	We live nowadays in the age of modern era where human beings have their amount of...
10	P2 L43	And the last is as * reminder towards human from being humanized by ...	And the last is as a reminder towards human beings from being humanized by ...

Table Continuation of Syntactical Errors

No	Code	Erroneous utterances	Corrections
11	P2 L96- 97	So people who belongs an addicts with digital era ...	So people who belong to addicts to digital era ...
12	P2 L99- 100	And this condition leads people to neglect their surrounding and keeps being busy of their own technology ...	And this condition leads people to neglect their surrounding and keep being busy with their own technology
13	P3 L24- 25	By spreading their ideas or the values they wants to make their own identity and it's different with the society itself.	By spreading their ideas or the values they want to make their own identity and it's different from the society itself.
14	P3 L47- 48	... the lyric itself cannot be seen just for the object.	... the lyric itself cannot be seen just from the object.
15	P3 L78- 79	The "X" symbol sometimes can be found in the backpack of Straight Edge members ...	The "X" symbol sometimes can be found on the backpack of Straight Edge members ...

The first erroneous utterance was made by the first presenter. It is stated

"Short story is short and brief fictional narrative prose. It's shorter from novel."

The use of preposition "*from*" is incorrect in the sentence. Since it is a comparative degree sentence, the correct preposition should be "*than*". It seems that the presenter maintained his first language system. In Bahasa Indonesia, to show comparison it uses "*lebih ... dari ...*". The writer translated the word "*dari*" word for word into "*from*".

The utterance number (2) violates the rule of Saxon genitive. To show ownership when the possessor is a person or an animal, the correct way is to use apostrophe "*'s*". So, the correct phrase should be "*Faris' element*".

The presenters also found difficulties in choosing the right preposition. It is seen from the utterances number (6), (11), (14), and (15). In the utterance number (6) "*It's actually the experiences of western people when they become a*

colonizer and come to America in the first time ...”, the use of preposition in is incorrect. The correct preposition should be “for”. Therefore the correct utterances is “*It’s actually the experiences of western people when they become a colonizer and come to America for the first time ...*”.

4.1.2.2 Global Errors

From six global error classifications proposed by Dulay et al. (1982), the writer only found three categories namely, missing cues to signal obligatory exceptions to pervasive syntactic rules; missing, wrong, or misplaced sentence connectors; and missing cues to signal obligatory exceptions to pervasive syntactic rules. In addition, the writer found some errors considered hinder communication but do not belong to any Dulay’s global error classification. The writer also found errors that were considered as global errors by the expert. The writer then classified those errors as uncategorized global errors. All those errors are presented and discussed below.

4.1.2.2.1 Wrong Order of Major Constituents

According to Bever, (1971 cited in Burt 1974), The English language (especially American English) takes great pains to maintain the Subject-Verb-Object (SVO) order. So, any violations of SVO order can cause a native speaker unable to comprehend a sentence.

Table 4.4 Wrong Order of Major Constituents

No	Code	Erroneous utterances	Corrections
1	P1 L208- 209	Defocalization I use because in my opinion every story, every narrative prose use their point of view of narrator.	I use defocalization because in my opinion every story, every narrative prose uses point of view of the narrator.

Table Wrong Order of Major Constituents

No	Code	Erroneous utterances	Corrections
2	P1 L227- 228	So that's why magic realism I choose because it's shows two contradictions words ...	So that's why I choose magic realism because it shows two contradictory words ...

In two utterances on the table, the presenter violated the SVO order. The presenter maintained his first language system in producing English. In Bahasa Indonesia, it is common to put object before predicate (eg. "*Buku ini saya bawa*"). However, In English, native speakers are persistent to maintain the SVO order.

4.1.2.2.2 Missing, Wrong, or Misplaced Sentence Connector

Misuse of sentence connector such as coordinating conjunctions, correlative conjunctions, and subordinate conjunctions can cause misunderstanding.

Table 4.5 Missing, Wrong, or Misplaced Sentence Connector

No	Code	Erroneous utterances	Corrections
1	P1 L180	I said not only western people but modern people.	I said not only western people but also modern people.

The use of correlative conjunction in the utterance above is incorrect. Correlative conjunction connects equal sentence elements together (eg. two nouns) and is always composed by two words. The utterance above creates ambiguity. The listener can interpret that the presenter probably said that he did not say "*not only western people*" but he said "*modern people*". The correct utterances should be "*I said not only western people but also modern people.*".

4.1.2.2.3 Missing Cues to Signal Obligatory Exceptions to Pervasive Syntactic

Rules

Burt (1974, p.9) states that “When the SVO order is violated, English provides cues to signal the violation, as in the passive construction where the OVS order is signaled by be+past participle (+by)”. So, when a speaker violated the SVO order, he or she should provide cues signal to make a passive voice sentence.

Table 4.6 Missing Cues to Signal Obligatory Exceptions to Pervasive Syntactic Rules

No	Code	Erroneous utterances	Corrections
1	P1 L102-103	Defocalization use in magic realism narrative text because this style has its own way to see the perspective of *_narrator toward the story.	Defocalization is used in magic realism narrative text because this style has its own way to see the perspective of the narrator toward the story.

The utterance above can hardly be comprehended. The presenter violated the SVO order. So, to make the utterance comprehensible, be + past participle (+by) should be inserted. Therefore, the more comprehensible sentence should be “*Defocalization is used (by the author) in magic realism narrative text because this style has its own way to see the perspective of the narrator toward the story.*”

4.1.2.2.4 Uncategorized Global Errors

The writer found errors which considered as global errors. However those are do not belong to any Dulay et al. (1982) classification. Thus, the writer classified those errors into uncategorized global errors.

Table 4.7 Uncategorized Global Errors

No	Code	Erroneous utterances	Corrections
1	P1 L67-68	It's mean that the real setting, the real life, showed that it is the realism, the word realism.	It means that the real setting, the real life, showed that it is the realism, the word realism

Table Continuation of Uncategorized Global Errors

No	Code	Erroneous utterances	Corrections
2	P1 L93- 94	It's mean that modern point of view is to see magic or fantastical thing or mystical thing is something like just a fantasy ...	It means that modern point of view is to see magic or fantastical thing or mystical thing as something like just a fantasy ...
3	P1 L104	It's mean that in magical realism there are two perspectives.	It means that in magical realism there are two perspectives.
4	P2 L18- 19	We live nowadays in the age of modern era where human has their amount of intelligent that extremely high ...	We live nowadays in the age of modern era where modern people are smarter than earlier ages ...
5	P2 L86- 87	I use the Piercean model of sign and my previous study use the super readers semiotics approach ...	I use the Piercean model of sign and the previous studies use the super readers semiotics approach ...

The writer decided to categorize the first and the second utterances to global errors based on the meaning of the sentence since global errors deal with meaning. Also, the from the writer's observation, the presenters (the subjects of this research and also other presenters the writer has observed) are accustomed to producing such error shown in utterances number (1) and (2). Those errors might not significantly confuse the audience. However, they were quantitative over qualitative.

The auxiliary verb "is" is a small linguistic part of the sentence but changed the overall meaning of the sentences above. The auxiliary "is" indicates that the word "mean" in the sentences above can work as an adjective or noun. In Oxford dictionary, the word "mean" as an adjective means unkind, spiteful, or unfair. In the untturance number (2) it can be interpreted "*It's unfair that in magical realism there are two perspectives.*". Thus, those utterances were considered alter the meaning of the sentence.

The utterances number (4) and (5) were considered as global error by the expert. The expert said that the sentence number (4) sounded un-English and he even noticed it was in Bahasa Indonesia. For the records, the expert knows a little Bahasa Indonesia. The writer suggested changing the utterance to be more comprehensible. It should be changed into *“We live nowadays in the age of modern era where modern people are smarter than earlier ages ...”*. The last utterance seems comprehensible to the writer and audience since it is used widely and often by the presenters. However the possessive determiner *“my”* confuses the expert. He thought the presenter was talking about his previous study – researches he had previously done. However, the presenter meant studies he was citing by other people. It is the use of *“my”* that confused the expert.

4.1.2.3 The Effect of Global Errors to the Audience

Since Communicative Effect Taxonomy does not only deal with errors but also the effect to the listener, the writer interviewed the audience to inquire their comprehension toward the presentations and how the global errors produced by the presenters affect audiences’ comprehension. This was mainly conducted to answer the second problem of the study.

From the four participants, the writer only found significant global errors in the first presenter utterances. Therefore, the writer only interviewed two audiences who attended the first presenter’s seminar.

The interview was brief. The writer pointed out the global errors to the audiences. They were asked whether the utterances were correct or not. Then they were asked to interpret the meaning. For example, the global error in Table 4.4,

utterances number (1), the audiences found no difficulties in interpreting the intended meaning of the utterance. Perhaps, this is caused by the first language system the presenter and audiences both have. In Bahasa Indonesia, it is fine to use Object-Subject-Verb structure. So, the audiences interpreted the utterance as in Bahasa Indonesia “*Defocalization saya gunakan*”. Another global error in table 4.7, utterance number (1), (2), and (3) seemed to be easily comprehended by the audiences. In fact, one of the audiences which was interviewed did not know if “*mean*” is also an adjective. The audiences noticed that those utterances were grammatically incorrect though. They could even provide corrections.

Thus, the writer sums up that global errors made by the presenter do not significantly hinder communication to the audiences, perhaps due to the same knowledge they shared.

4.2 Discussion

To clarify the answers of the problems of the study, the discussion of the findings need to be done after the data are obtained and analyzed.

Eight semester students of Study Program of English, Universitas Brawijaya, are the students who have passed a long-term process of English learning. They are expected to master English since they are in high level course of English. However, they still likely make errors. It is seen from their utterances during the presentations. That is why the writer conducted Error Analysis research to analyze the errors.

In Error Analysis there are tools to classify or categorize errors. One of the the most widely used tools is Surface Strategy Taxonomy. For this research, the

writer used another approach. He used Communicative Effect Taxonomy as it does not only deal with errors but also the effect to the listener.

In Error analysis study, it is important to differentiate error from mistake.

Silitonga (2014, p36) states that it is important to understand that error and mistake are different. A mistake refers to a performance errors while an error refers to systematic knowledge. To differentiate error from mistake, the writer used a method in this research. The writer gave the transcripts to the presenters and asked them to recheck and self-correct the flaws. The flaws the presenter could not self correct were then considered as errors. This method was not strong enough to differentiate error from mistake though. There were possibilities the presenters unintentionally left the flaws as they were although the presenter might actually recognize the mistakes and could self-correct them.

The total number of errors found in this research is 188 erroneous utterances in which 179 and 9 erroneous utterances fall under local error and global error respectively. The local errors consist of 45 lexical errors, 93 morphological errors, and 41 syntactical errors. The global errors consist of 2 Wrong orders of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 uncategorized global errors.

There were three subcategories for local errors, namely lexical, morphological, and syntactical. There were 45 lexical errors found. Some of lexical errors found were misused or misordering noun phrases produced by the presenters. For example, the noun phrase "seminar proposal" is incorrect. The

correct noun phrase should be “*proposal seminar*”. Morphological errors included omitted or misused any bound morpheme. For example, the presenter did not insert plural marker “s” if a noun was plural. While syntactical errors covered misused or omitted determiners, modals, qualifiers, prepositions, conjunctions, subordinators, sentence connectors, question words, and certain otherwise uncategorized syntactic classes (e.g., there is, it is). The example error of syntactical errors was the presenter found difficulties in applying verb agreement rule. As the example, the auxiliary verb in the utterance “*magic and reality is almost close*” was incorrect. Since the subject was plural the correct auxiliary verb should be “are”.

For global errors, the writer did not find all subcategories in global error of Communicative Effect Taxonomy. The writer only found 2 wrong order of major constituents; 1 missing, wrong, or misplaced sentence connectors; 1 missing, wrong, or misplaced sentence connectors; and addition of 5 uncategorized global errors. Those errors were considered as global errors because they altered meaning. An expert was also involved in deciding the global errors. One of the utterances, which the expert considered as global error, is the determiner “my” (Table 4.7) which sounded confusing to the expert.

The result of this research was different from the three previous studies conducted by Sastra (2014), Silitonga (2014) and Irfani (2011) as the two previous studies conducted by Sastra and Silitonga used different theory. In those two previous studies, the theory that was used is Surface Strategy Taxonomy. While in this study, the writer used Communicative Effect Taxonomy proposed

by Dulay et al. (1982). The previous study conducted by Irfani also used this theory.

In Sastra's research about grammatical errors in seventh semester of Faculty of Cultural Studies, Universitas Brawijaya, she used Surface Strategy Taxonomy where it classifies the errors into omission, addition, misformation, and misordering. She found that omission with the total number of 40 errors was the most frequent errors produced by the students. Her finding can be compared to this research. The writer also found out that the most frequent errors was morphological errors which refer to omitted or misused any bound morpheme.

In Silitonga's research entitled *Error Analysis on Story Telling by Participants of Story Telling Competition in "Smart Education Center Course"*, he revealed there were 151 errors which were divided into 91 misformations, 5 misorderings, 19 additions, and 36 omissions. Silitonga also classified errors in general types or errors using Bates theory which divides errors into local and global errors. This theory is almost the same as the one the writer used in this research which also divides errors into local and global. However, he did not find global errors. Perhaps, it was his object of his research that failed him to find global errors. As he investigated errors on short story told by students, the students did not utter their thoughts but recalled the short story scripts. The students spoke what they remembered.

The previous study conducted by Irfani (2011) used the same theory as this research, namely Communicative Effect Taxonomy. In his research, Irfani revealed there were 107 erroneous utterances committed by the students in which

83 and 24 erroneous utterances fall under local and global type respectively. This result of his research is likely the same as this research where both of these studies revealed that global errors were the least errors found. However, they are different in number whereas this research found 179 local errors and only 9 global errors. The ratio of global and local errors in this research was high compared to Irfani's finding. Perhaps, it is due to the subjects of these two researches which were different. The subjects of this research were eighth semester students of Faculty of Cultural Studies, Universitas Brawijaya, which considered have high English proficiency whereas Irfani used high school students as his subjects.

An interesting fact found in this research is that the presenters successfully produced grammatical utterances mostly when they read the what they had written on the slides but failed when they had to utter their thoughts spontaneously. The expert stresses

... there are so many errors that one more error of any type hardly signifies. Virtually the only grammatical English sentences in the texts are the ones copied from sources and the commentary of the supervisors.

Most of the grammatical sentences found by the expert were sentences the presenters read on their slides. The expert said that the local errors swamped the transcript caused him to hardly comprehend the transcript.

Talking about the effect of the errors to the listeners or the audiences, surprisingly, the audiences could parse what the presenters intended to say in the seminars while at the same time they did notice that the presenters made errors.

There are some possible answers to this. First, it is because the presenter and the audiences shared the same knowledge. So, the audience at least knew what the

presenters were talking about in the seminar and they did not take the errors as an obstacles to comprehend what the presenters uttered. The second possibility is the audiences may did not really pay attention to the presenter. Perhaps, they were focus more on the slides since it is easier to comprehend by paying attention on the slide. One the the audiences the writer interviewed stated that she noticed well the presenter did made errors but she accepted the errors and tried to figure out what the presenter intended to say although at some parts she could hardly guess the intended meaning of the presenter's utterances. As for the expert, it was quite hard to parse the intended meaning the presenters were trying to say because the experts did not clearly understand the topic the presenters were talking about.

Local errors may do not significantly hinder communication. However, as students who have learned a long-term process of learning English, it is expected that students master grammar and could speak grammatically. It is important since students are required to speak using formal language in formal occasion.

According to the result, the presenters still found difficulties to speak grammatically. Also there were too many errors produced for students who have learned English for a long time. The expert stresses,

... probably they could communicate fine with native speakers about ordinary matters (depending on pronunciation, which doesn't enter here), but not really about the kind of abstract analysis they appear to be looking at. There is little content or originality, and certainly they all need much more practice making correct short sentences before they venture into the wilderness of long complex sentences. I can see why this happens, given the way Bahasa works. But the effect of this on a native English speaker is a bit like speaking Bahasa Jawa using only ngoko words -- it startles and distracts the listener.

The expert's argument showed that the presenters' utterances might be comprehensible to the audience. However, for the expert, they were not fully comprehensible.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding and the suggestion as well.

5.1 Conclusion

In this research, the writer used presenters' utterances of thesis proposal seminar of Faculty of Cultural Study, Universitas Brawijaya, as the object of this research. The writer used Communicative Effect Taxonomy proposed by Dulay et al (1982) to categorize and analyze the errors.

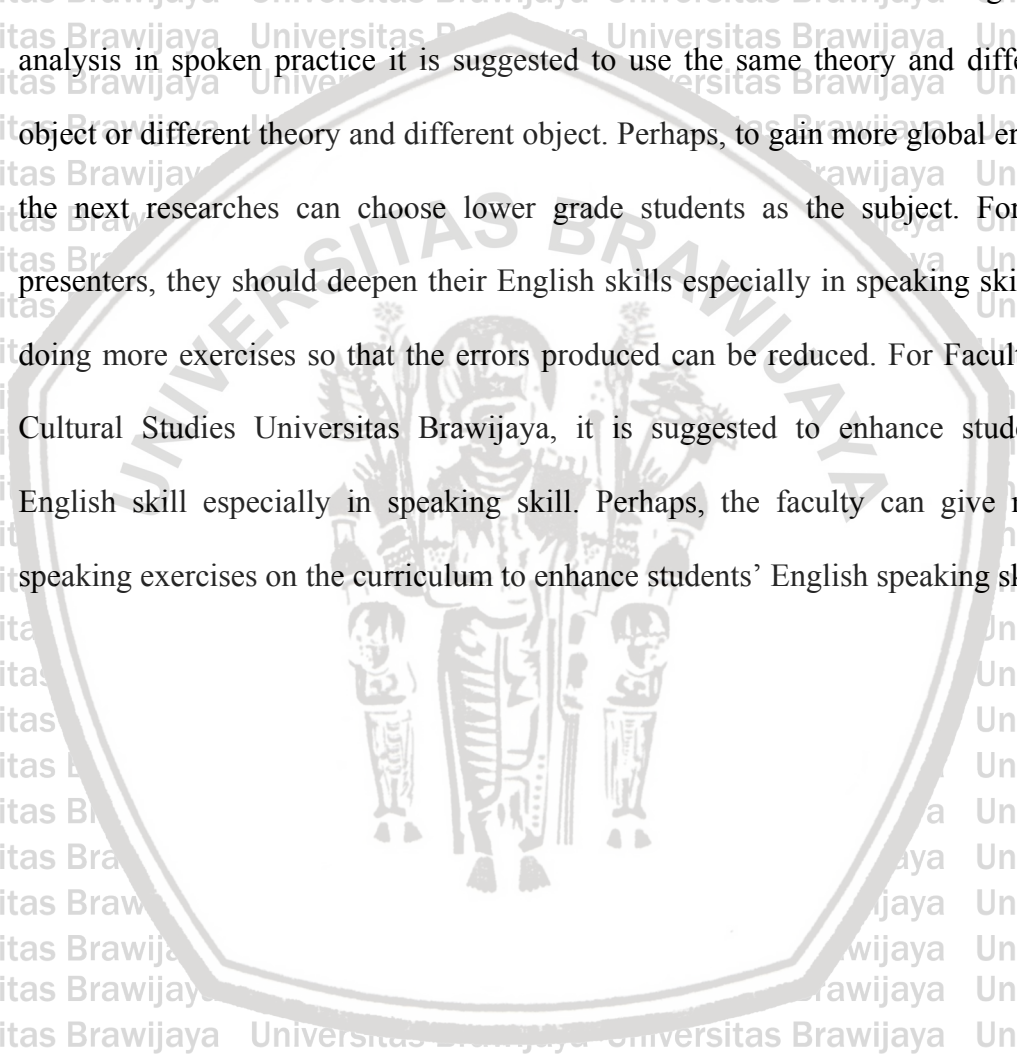
The writer found there are 188 erroneous utterances committed by the students in which 179 and 9 erroneous utterances fall under local error and global error respectively. The local errors consist of 45 lexical errors, 93 morphological errors, and 41 syntactical errors. The global errors consist of 2 Wrong order of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 uncategorized global errors. The writer also found that the global errors did not significantly hinder communication between the presenters and the audiences.

From this research, it can be seen that the presenters still made a lot of errors in presenting their thesis proposals even though they have learned English for a long time. Those errors showed that the students do not have a good mastery

on Speaking skill. The students must study more about English, especially communicating using grammatical English.

5.2 Suggestion

For the next researchers who want to conduct research concerning error analysis in spoken practice it is suggested to use the same theory and different object or different theory and different object. Perhaps, to gain more global errors, the next researches can choose lower grade students as the subject. For the presenters, they should deepen their English skills especially in speaking skill by doing more exercises so that the errors produced can be reduced. For Faculty of Cultural Studies Universitas Brawijaya, it is suggested to enhance students' English skill especially in speaking skill. Perhaps, the faculty can give more speaking exercises on the curriculum to enhance students' English speaking skill.



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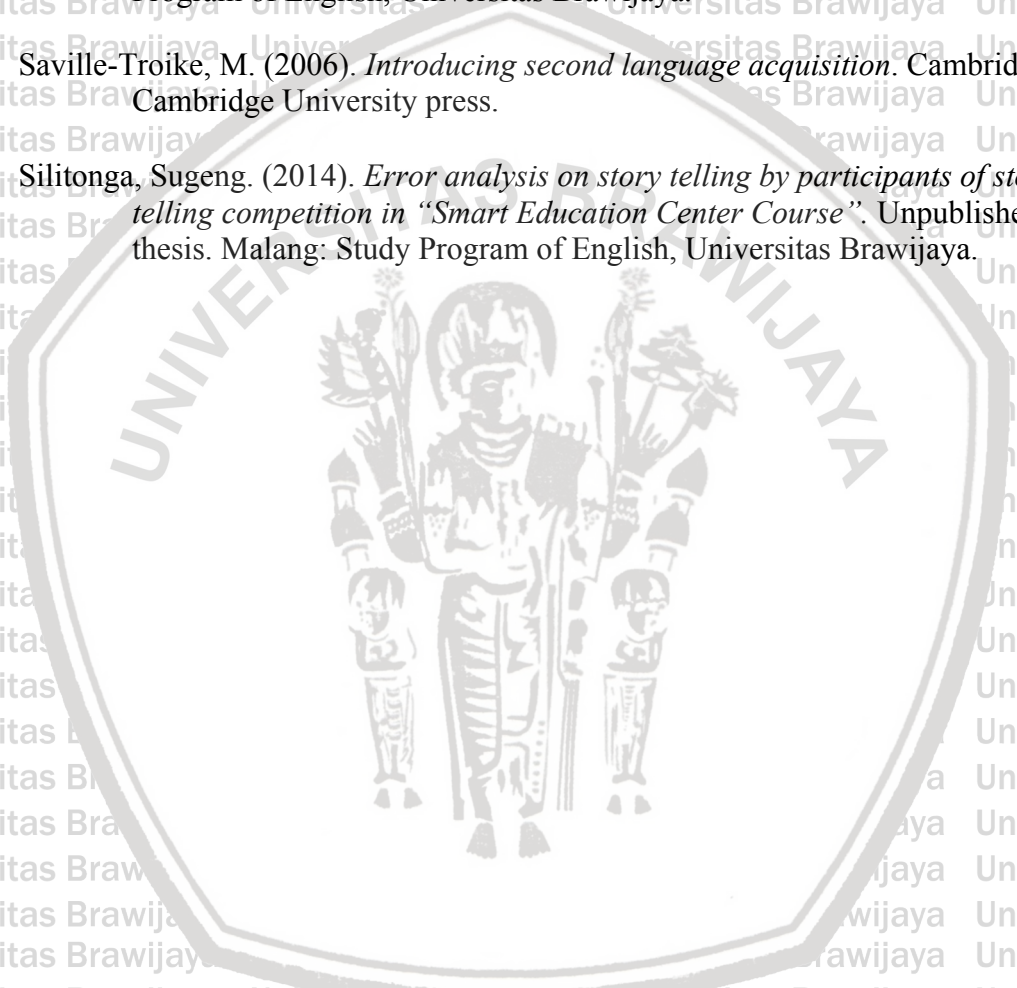
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UNIVERSITAS BRAWIJAYA



APPENDICES

No	Code	Erroneous utterances	Corrections	Types of errors			Local					Global							
				L	G	S	Lx	M	S	1	2	3	4	5	6	U			
131	P4 L74	Wallace argue that vocabulary is one of important part of language because words is needed to convey ideas. The two previous study is use scramble game and puppet ...	Wallace argues that vocabulary is one of important part of language because words is needed to convey ideas. The two previous studies use scramble game and puppet ...	✓				✓											
132	P4 L90	The two previous study is use scramble game and puppet ...	The two previous studies use scramble game and puppet ...	✓															
133	P4 L92- 93	I use of quantitative approach that deal with data in the form of number and statistics rather than words.	I use of quantitative approach that deal with data in the form of number and statistics rather than words.	✓					✓										
134	P4 L121- 122	Why the two previous studies supporting my thesis.	Why the two previous studies support my thesis.	✓					✓										
135	P4 L122- 123	In both of * previous studies use teaching media to improve vocabulary and my thesis is also use media to improve the vocabulary ...	Both of the previous studies use teaching media to improve vocabulary and my thesis also use media to improve the vocabulary ...	✓						✓									
136	P4 L122- 123	In both of * previous studies use teaching media to improve vocabulary and my thesis is also use media to improve the vocabulary ...	Both of the previous studies use teaching media to improve vocabulary and my thesis also use media to improve the vocabulary ...	✓															
137	P4 L123- 24	... the differences is both of the previous study ,the one is use scramble game and the second is use the puppet and I use video vocabulary.	... the differences are both of the previous study, the first one used scramble game and the second is use the puppet and I use video vocabulary.	✓							✓								
138	P4 L123- 24	... the differences is both of the previous study ,the one is use scramble game and the second is use the puppet and I use video vocabulary.	... the differences is both of the previous study ,the first used scramble game and the second used the puppet and I use video vocabulary ...	✓															
139	P4 L123- 24	... the differences is both of the previous study ,the one is use scramble game and the second is use the puppet and I use video vocabulary.	... the differences is both of the previous studies ,the first used scramble game and the second used the puppet and I use video vocabulary.	✓															
140	P4 L134	I'm wrong to write it in my slide.	I'm wrong to write it on my slide.	✓															
		Total					45		93	41				2	1	1			5

- G = Global
- L = Local
- Lx = Lexical
- M = Morphological
- S = Syntactical
- 1 = Wrong order of major constituents
- 2 = Missing, wrong, or misplaced sentence connectors
- 3 = Missing cues to signal obligatory exceptions to pervasive syntactic rules
- 4 = Regularization of pervasive syntactic rules to exceptions
- 5 = Wrong psychological predicate constructions (i.e. predicates describing how a person feels)
- 6 = Improper selection of complement types (i.e. subordinate clauses)
- U = Uncategorized global error



Appendix 2. Consent Form of Presenter I

Consent Form for Participation in a Research Study

Analysis on Errors Produced by Eighth Semester Students in Presenting Thesis Proposal

Description of the research and your participation

You are invited to participate in a research study conducted by Jalal Abdul Aziz. The purpose of this research is to analyze errors produced by eight semester students in conducting their thesis proposals.

This research will involve recording your seminar and interviewing your audience. The researcher will record your thesis proposal seminar including all the sessions (your presentation, question and suggestion from the audience, comment, question, and suggestion from the supervisor and co. supervisor).


The data will be kept confidential for the duration of the study. On completion of the thesis, they will be retained for a further six months and then destroyed.

The results will be presented in the thesis. They will be seen by my supervisor, co. supervisor and the examiner. The thesis may be read by future students on the course. The study may be published in a research journal.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Malang, 15 ^{Mei} 2014


NANAWAN KUSUMA
Participant

Appendix 3. Consent Form of Presenter 2

Consent Form for Participation in a Research Study

Analysis on Errors Produced by Eighth Semester Students in Presenting Thesis Proposal

Description of the research and your participation

You are invited to participate in a research study conducted by Jalal Abdul Aziz. The purpose of this research is to analyze errors produced by eight semester students in conducting their thesis proposals.

This research will involve recording your seminar and interviewing your audience. The researcher will record your thesis proposal seminar including all the sessions (your presentation, question and suggestion from the audience, comment, question, and suggestion from the supervisor and co-supervisor).

The data will be kept confidential for the duration of the study. On completion of the thesis, they will be retained for a further six months and then destroyed.

The results will be presented in the thesis. They will be seen by my supervisor, co-supervisor and the examiner. The thesis may be read by future students on the course. The study may be published in a research journal.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Malang, 15 MEI 2014



Jalal Abriani P.
Participant

Appendix 3. Consent Form of Presenter 3

Consent Form for Participation in a Research Study

Analysis on Errors Produced by Eighth Semester Students in Presenting Thesis Proposal

Description of the research and your participation

You are invited to participate in a research study conducted by Jalal Abdul Aziz. The purpose of this research is to analyze errors produced by eight semester students in conducting their thesis proposals.

This research will involve recording your seminar and interviewing your audience. The researcher will record your thesis proposal seminar including all the sessions (your presentation, question and suggestion from the audience, comment, question, and suggestion from the supervisor and co-supervisor).

The data will be kept confidential for the duration of the study. On completion of the thesis, they will be retained for a further six months and then destroyed.

The results will be presented in the thesis. They will be seen by my supervisor, co-supervisor and the examiner. The thesis may be read by future students on the course. The study may be published in a research journal.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Malang, 16 Mei 2014



Participant

Appendix 4. Consent Form of Presenter 4

Consent Form for Participation in a Research Study

Analysis on Errors Produced by Eighth Semester Students in Presenting Thesis Proposal

Description of the research and your participation

You are invited to participate in a research study conducted by Jalal Abdul Aziz. The purpose of this research is to analyze errors produced by eight semester students in conducting their thesis proposals.

This research will involve recording your seminar and interviewing your audience. The researcher will record your thesis proposal seminar including all the sessions (your presentation, question and suggestion from the audience, comment, question, and suggestion from the supervisor and co-supervisor).


The data will be kept confidential for the duration of the study. On completion of the thesis, they will be retained for a further six months and then destroyed.

The results will be presented in the thesis. They will be seen by my supervisor, co-supervisor and the examiner. The thesis may be read by future students on the course. The study may be published in a research journal.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Malang, 15 Mei 2014


Ptanch Prarama
Participant

Appendix 6. Transcripts of Students' Thesis Proposal Seminar) Presenter 1

1 **Moderator:** OK, so we begin the seminar. Good morning ladies and gentlemen.

2 **Audiences:** Morning

3 **Moderator:** How are you doing?

4 **Audiences:** Fine

5 **Moderator:** Ok, So, welcome to seminar proposal of Noviawan Kusuma entitled "The
6 characteristic concepts of magic realism in queen of the sparrows short story". Before we begin the
7 seminar, let me introduce ourself. I'm Sugeng Silitonga as the moderator, Dian as the notulen
8 and Noviawan Kusuma as the writer himself and I would like to honor the supervisor Sri Utami
9 Budi. Good morning mam. and co. supervisor Henny.

10 This session will be divided into three sessions. The first session will be the presentation of the
11 writer related to the research and the second will be the questions and comments, suggestions by
12 the audiences and the third will be the questions, suggestion, and comments by the supervisors and
13 co. supervisor so let's move on to the first session which is the presentation by the writer,
14 Noviawan Kusuma, time is yours

15 **Presenter:** Ok thank you moderator. *Assalamualaikum warahmatullahi wabarakatuh.* Thank you
16 for coming. Here I would present my **seminar proposal** entitled "The Characteristic Concepts of
17 Magic Realism's Element in Queen of the Sparrows Short Story"

18 Chapter one. Introduction. Background of the study. Problem of the study. Objectives. Significant
19 of the study. About short story. Short story is short and brief fictional narrative prose. It's shorter
20 **from** novel. According to Basuki in 1988, short story is a kind of literary works which consists of
21 2000 words. It's about few characters, few incidents, few scenes and settings so short story, most
22 of short story can be finished once. Short story is a part of literary works that becomes a media to
23 express a particular life phenomenon and life experiences. According to Wellek and Waren in
24 1997 social media, social phenomenon, and the life experiences are always indicated in literature.
25 And relating to the social phenomena and life experiences, since most of all literary works are
26 influenced by life phenomenon and life experiences. One of life phenomenon and life experiences
27 is the appearances of magic or extra ordinary things in reality.

28 Move to magic realism. Magic realism is a new knowledge for me. Magic realism is a marvelous
29 fairy tale produced by magic in the ordinary way. According to Bower in 2004, magic realism is a
30 term of new literary style applied from arts to narrative fiction in late 20th century. The definition
31 of magic realism is an oxymoron or a term which built by two **contradiction** words, magic and the
32 word realism. The word magic itself signifies an extraordinary or fantastical thing. Then magic,
33 realism I means, signifies reality or the real world without any of fantasy. In the narrative style
34 magic realism **happen** when the characters of the story is first built as a normal life then continues
35 to extraordinary life with some **reason**. In the beginning, the extraordinary or magic is not clearly
36 described because everything in the story set together. Magic realism relates to the story, to the
37 mystery of life and something that unusual thing **happen** in reality in this real world. Magical
38 things **relates to the** any spiritual condition includes miracle, ghost, magic talent but not about
39 showing of magic shows. In relating to the miracle, a short story entitled Queen of the Sparrow
40 short story shows the power of willingness toward the miracle which experienced by the main
41 character. Queen of the sparrow is a short story written by Janet E. Irvin. It narrates an
42 extraordinary experience of the main character named Amrita after her willingness to something

43 illogical.

44 Ok, let's move to the problem of the study. I have two **problem** of the study. The first is what kind
45 of magic realism elements that are found in queen of the sparrow short story. The second one is
46 what is the correlation of each element toward the contraction of magic realism.

47 About objective of the study. The first is to find out the element of magic realism in queen of the
48 sparrow short story. The second one is to find out the correlation between the each element about
49 the magic occurrence in reality.

50 About the significant of the study. The research gives information of how magic realism played in
51 narrative text because I choose narrative style as a concept of magic realism. The second one is the
52 research is expected to be **reference** for other **research** who concern on magic realism and maybe
53 use Queen of the Sparrow short story to be analyzed.

54 In chapter two, review and related literature and research method. I'll show you five elements of
55 magic realism by Fariz and use Defocalization.

56 The irreducible element. The first element **of** Faris that **are** used in the **related** to magic realism is
57 the irreducible element. The irreducible element is something we cannot explain according to the
58 laws and of the universe as they have been formulated in western empirically based discourse that
59 is according to logic familiar knowledge or received believe. This element is unique. Magic
60 **happen** that western people cannot explain because it's about the appearance of magic in reality
61 toward the story in narrative text. It's also about the presentation of detail characters and
62 experiences of magic in the story by the author through the dialog and the narration. The second
63 one, the phenomenal world. Faris states that magic realism present of detail description of
64 phenomenal world is employed by the author drive the detail that magical thing happen in real life
65 as the reality. Based on Iswandari, the appearance of magic or phenomenal world ensures that the
66 reality is real since the setting of place is in in real life. In magic realism it's the element of magic
67 realism that shows the real world. **It's mean** that the real setting, the real life, showed that it is the
68 realism, the word realism. The third one is the unsettling doubts. According to Faris, the question
69 of belief is central here. This hesitation frequently obscuring from implicit tries of cultural system
70 within the narrative which move toward believe in extra sensory phenomena but narrates from the
71 post enlightenment perspective and realistic mode that the traditionally exclude them. And the
72 conventional belief system differs clearly. Some readers in some culture will hesitate less than
73 others depending on their belief and narrative traditions. **The most of** reader use their knowledge
74 and believe to understand magic realism that magic phenomenon is only fantasy but in narrative
75 fiction magic realism the narrator **give** some facts or evidences of reality that **drives** the reader just
76 to believe and understand there is magic realism **happen** in reality.

77 Next. Merging realm. Based on Faris, in the term of culturally story, magical realism often merges
78 ancient or traditional sometimes indigenous and modern worlds. Ontologically, within the texts, it
79 integrates the magical and the reality. Generically, it combines realism and fantastic. In here, the
80 author shows the amalgamation or fusion of two worlds. It's magic or fantastical world or
81 phenomenon world and realism or reality and between magic and realism there is no spread, just
82 like without a border line, in magic realism, magic and reality **is** almost close or in Faris **used is**
83 amalgamation or fusion.

84 Next is disruption of time, space, and identity. Based on Faris that explained form Fredric
85 Jameson, the process of achieving is the emergence of a new space and a new temporality since
86 realism homogeneity abolishes the older forms of sacred space. Here, the author shows the
87 appearance of new space, time, and identity because the appearances of magical thing implicitly
88 shown. I mean magical realism **show** new identity new space and new time whether the author **is**
89 **not clearly shows** in narration or in dialog because the reason magic and fantastical thing happen

90 in there and **it's build** a new time, space, and identity. **Based on Iswandari states that** in building
91 the setting, theme, and mode in the magic realism narrative style, the author **use** the concept of
92 disappearing modern point of view to see narration of the story and break the story with same
93 detail in narration and dialogues between characters. **It's mean** that modern point of view is to see
94 magic or fantastical thing or mystical thing **is** something like just a fantasy but here the author **is**
95 **try** to break this point of view because in magical realism, the fantastical thing and magical thing
96 **is happened** in reality. The next is about Defocalization. To characterize the way in which
97 magical realism constitutes a particular way of focalizing as a genre, irrespective of the particular
98 perspectives and narrators in individual text. Magical realism modifies the conventions of realism
99 based in empirical evidence, incorporating other kinds of perception. The narrative is defocalized
100 because it seems to come from two radically different perspectives at once. Here, is a new of
101 focalization. Focalization is a perspective of narrator or the position of narrator in building the
102 characters and how narrator role plays in the story as the point of view. Defocalization **use** in
103 magic realism narrative text because this style has **it owns** way to see the perspective of narrator
104 toward the story. **It's mean** that in magical realism there are two perspectives. The first one is
105 about perspective of fantasy thing or magical thing or mystical thing. And the second perspective
106 is about the reality or the real life the real story.

107 Next is about the synopsis of "The Queen of the Sparrow". Queen of the Sparrow begins with a
108 brief description about the habitual activity of Amrita as the main character. Amrita loves to feed
109 birds while feeding them she tells them that she does not like to move there because Amrita and
110 her family moving to Toronto. She also imagines about how freely she can fly in the air.
111 Someday it comes true when she is brought by bird in which at the end the narrator **describe** that
112 Amrita has been flying with birds. "Queen of the Sparrow" short story also appears the question of
113 why the author drives the reader to think about the reason in moving to a new place with a new
114 house in Toronto in the story. The story ended with Amrita **was founded** by her mother which
115 seem like after getting a journey and her mother says that "You are home queen of the sparrow".

116 About the previous study. I have two previous studies. The First is entitled "Magical Realism in
117 Gabriel Marquez's One hundred Years of Solitude by Kusmakhar Pokhrel in 2010. In this study,
118 the researcher concerned on how the post-colonial magical realism play in the novel of Gabriel
119 Marquez's One Hundred Years of Solitude and also concerned on the concept of magical realism
120 in post colonialism discourse. The second one is entitled "Magical Realism in Gendhing
121 Pulebahasan Poem by Badruddin Emce; The concept of Characteristic of Magic Realism by
122 Wendy B. Faris by Ratno Iswandari" in 2014. In this study the researcher concerned on the
123 characteristic of magic realism elements in the poem Gendhing Pulebahasan by Badruddin Emce
124 toward Indonesian culture. The difference of this study with two previous studies is the material
125 object because I use short story "Queen of the Sparrow" by Janet E. Irvin and how magical realism
126 become a concept in narrative style and also I use Faris element characteristic concept of magic
127 realism and the use those five elements to know the relation between each of element.

128 Next about research method. Deciding the material object of the Queen of the Sparrow short story
129 by Janet E. Irvin. Choose short story entitled "Queen of the Sparrow" as the material object and
130 read the short story **in** several times. Collecting the data. I highlight the data. The narration and the
131 dialog from the short story and then analyzing the highlighted data or highlighted text. And then
132 drawing conclusion based on the finding. Here, the references. I use many references because
133 magic realism is new style. Okay, Thank you

134 **Moderator:** So the first session has already done by the writer regarding the research about
135 magical realism. Remember this explanation magic realism and the correlation with the short
136 story, Queen of the Sparrow. So we move to the second session which is comment and question,

137 suggestion by the audiences. Is there anyone who would like to give the comments, question
138 relating to the research?

139 **Co. Supervisor:** Ok guys, please contribute comments, suggestions or questions maybe. I think
140 you could propose question. What is magic realism? is it theory, concept, or method or approach?
141 Ask him. He has to be questioned.

142 **Audience 1:** Thank you, my name is Randy. I will answer you question. Sorry ask. The first, how
143 you analyze your object? In chapter III you describe the process of magic in reality or you just
144 show the magic that happens in reality? And the second is, what believe you takes as a parameter
145 in your thesis, what believe? Because you said that in the unsettling world because the belief
146 system is differ. Which believe you take as a parameter?

147 **Moderator:** Ok, so the first question is how the research will analyze the data and the second what
148 is the parameter of believe in analyzing the data. Ok, is there anyone?

149 **Audience 2:** So, my name is Fatimah. I have a simple questions and please revise me if I'm wrong
150 because based on my understanding on your presentations you use the five elements of magic
151 realism to answer the first problem of the study so how about the other second problem of the
152 study how you answer it?

153 **Moderator:** Maybe the third question, yes please.

154 **Audience 3:** My name is Elena. What is the interesting of studying magic realism and what you
155 purpose to study magic realism?

156 **Moderator:** Okay, the question is what is the interesting part of magic realism and what is the
157 purpose of the researcher. So, it's the time for the researcher to answer the questions.

158 **Presenter:** Ok, I'll try to answer the first question from Erandy Utomo, how I analyze this of the,
159 this, thesis, the data in chapter three. I will find out and highlight the text how magic realism, how
160 magic appearance in the reality in the short story and by using five elements I will try to figure out
161 how the magic in irreducible element. In example in irreducible element I will try to explain about
162 the magic element is appeared in the story toward the perspective of maybe the reader. I'm sorry if
163 I use maybe, toward the readers to understand the perspective of magic there and by using the
164 irreducible elements on those five elements I will find out how magic and how magic realism can
165 be stand together in the story because those five elements show the magic element, the
166 phenomenal world or the world element the magic element reality. So I will analyze the magic and
167 the reality toward the short story not about analyzing how magic shows in the story or how about
168 presentation of magic not because magic realism is not about presentation of magic show. And the
169 second, the parameter belief

170 **Co. Supervisor:** Does it answer your question?

171 **Audience 1:** Yes, because he answer that he just show the what magic that happens in that story.

172 **Co. Supervisor:** Randy as a representative. Will you just show this one is magic this one is
173 realism? Does it answer your question now?

174 **Presenter:** The second one is about parameter of believe. I here, **based on I** read the book from
175 Paris, the believe is from the western people or modern people which see the magical thing as only
176 fantasy and **it's will prove** by the magic realism because magic realism **is use** the other
177 perspective or the other belief that magical and mystical thing **is a part** of reality so magical thing
178 and the reality or the habitual world is an amalgamation or fusion. **Is** that answer your question?

179 **Audience 1:** The belief parameter in here is a western people in nowadays or in world?

180 **Presenter:** In nowadays. I said not only western people **but** modern people.

181 **Co. Supervisor:** Randy, so what is your expectation here? For me it seems that Randy got a

182 certain expectation. In magic realism it is in post-colonial discourse.

183 **Supervisor:** Scientific explanation that's why it's not it's considered as irrational and then
184 irrational. It can only be explained by belief.

185 **Presenter:** And based on Iswandari in 2014 magic or extraordinary thing appears as the effect of
186 post colonialism since the expansion of western people to almost all places where traditional
187 believe **is still exist**. It's actually the experiences of western people when they **become** a colonizer
188 and come to America **in** the first time and see the magical thing of the indigenous as they
189 colonized. So just like Mrs. Henny and Utami say magical realism **is happened** based on western
190 people see because we as the third world or as a person who believe to the traditional believe or
191 the traditional believe. We don't say that magical thing or fantastical thing in reality is magic
192 because we just believe that magic and magical thing is part of life part of reality.

193 **Supervisor:** ... Magic is part of our life. It's ordinary thing. It's not extraordinary. It's common.

194 **Presenter:** Thank you for your question, Randy. And the second one? From Fatimah

195 **Moderator:** How you analyze them? So you use five elements to analyze the first question and
196 how about the second problem of the study?

197 **Presenter:** Okay, those five elements **is answered** the concept that I use to answer the first
198 problem of the study and the second one is I use those five elements to see how the correlation of
199 those five elements just like this, the irreducible element, the irreducible element is the element of
200 magic realism that **show** the detail of magic or how the magic appearance in the story and then I
201 try to relate this element or magic that I have found in chapter three by using these element and
202 using the phenomenon world, the phenomena world is showing the element that shows the
203 realism, the detail of the reality, the detail of setting the world setting, time, space, mood, place. So
204 I use the first element and the second element to correlate each other and then to find out those
205 five elements. Next. **Is that answer your question?**

206 **Audience 2:** If I'm not mistaken your explanation about that these five elements will answering by
207 the second problem of the study by relating each other. So how about the Defocalization?

208 **Presenter: Defocalization I use** because in my opinion every story, every narrative prose **use**
209 their point of view of narrator. So that's why I put Defocalization as the new point of view of the
210 narrator in the story in magic realism.

211 **Co. supervisor:** Why you use Defocalization here? So do you plan that you will use this
212 Defocalization to answer problem of the study two here?

213 **Presenter:** Yes, because I would like to see how narrator plays on the magical realism

214 **Audience 2:** So I though it is important to add something that the Defocalization is going to help
215 you in chapter three in what kind of aspect

216 **Co. Supervisor:** Fatimah expect that Awan will say that I use Defocalization to answer the
217 problem of the study

218 **Audience 3:** Maybe yes maybe no, I mean maybe Awan should state something that those theory
219 will contribute in what context in chapter III while breaking his chapter II, the theoretical
220 framework

221 **Co. supervisor:** Fatimah's question is very crucial here.

222 **Presenter:** The third question from Ellena?

223 **Moderator:** What is the interesting part of magic realism and what is your purpose to conduct this
224 research

225 **Presenter:** For the first time I see magic realism as the genre as the style of the literary works I see

226 that it's almost same my expectation in my life because I always see, I always use, I always see
 227 two **contradiction** things used in my life. So that's why magic realism **I choose** because **it's**
 228 **shows** two **contradictions** words magic and realism toward the ... of the story. That is my
 229 **interesting** of magic realism and my purpose to do this research is as my supervisor **say** that
 230 maybe this is the first time magic realism as **the** research in the faculty of culture study. So this is
 231 my expectation become the first person to do this thesis. Thank you.

232 **Audience 3:** Yes

233 **Co. supervisor:** No. ... When the audience say what's is the interesting thing to analyze magic
 234 realism so you have answer it academically to the audience. Maybe you said that this is new ...
 235 This is quite new as a narrative style so maybe it will arouse another research on this field. It is
 236 one of a new concept is possible in studies...

237 **Moderator:** So this is the second session. It's interesting because we share our knowledge each
 238 other

239 **Co. Supervisor:** Ok first of all I would say that thank you to the audience. I think so far from
 240 many sempro today the greatest audience I have. Three person here, tiga tiganya really
 241 contributing. I think this the use of sempro. You here to help your friend. You here to inspire him
 242 to finish the thesis. Thats your questions are really contributing. Even me have to think twice for
 243 thinking how to answer your question and that's really great. For Awan, my first question is why
 244 you put Iswandari's thesis in English why not in Indonesia?

245 **Presenter:** Because in thesis of Iswandari **use** two titles so I put the English—

246 **Co. Supervisor:** When you write about five elements of magic realism do you write it by yourself
 247 or you just ... from Iswandari?

248 **Presenter:** First I read by myself in Faris book and second one I read from Iswandari to combine
 249 both of them.

250 **Co. Supervisor:** Actually I ... the same question from Fatimah about Defocalization. Why do you
 251 use it here if it does not contribute to the analysis I think you just omit it but you have explained it
 252 that it will help you in second problem of the study. What distinguish your thesis with Iswandari?
 253 Because it seems that the title is the same and what you deal with is almost the same. What
 254 distinguish your thesis and Iswandari thesis more than the different from Iswandari?

255 **Presenter:** First, I try to use Defocalization in my research because to make the difference from
 256 Iswandari because I think Defocalization is important part of magic realism because the point of
 257 view of the narrator have a big role in showing the narration and the dialog toward the characters
 258 so that is the big **differences from** my research and Iswandari because **in Iswandari** just **use** those
 259 five **element** by Faris and use the correlation of each other.

260 **Co. Supervisor:** Just to reminding audience, have you seen Casper? Have you seen the other by
 261 Nichole Kidman? Do you think both of them the same?

262 **Moderator:** Thank you for Misses

263 **Supervisor:** First congratulation that you have fortunately finally present your to the audience. I
 264 have only one suggestion for you that is you should be aware of ... as genre or because of page
 265 eleven of your literary review once you said as genre. I think we have agreed that we need
 266 consider magic realism as narrative style. you have to be consistent. That's it.

267 **Moderator:** thank you very much for Miss Sri Utami Budi. So ladies and gentlemen this is the
 268 end ...

269 **Presenter:** I'm so sorry. In addition to make a clear point of view how magic realism **different**
 270 from fantasy. I quote from Kammalakanan there are four points to describe how pure fantasy or

271 fantasy **different with** magic realism. In pure fantasy the authors employs more seriousness or use
272 something like humor or fantasy and which more no more significant myth and unrealistic because
273 of using fantastic world and showing the fantasy only without any correlation to the reality. This is
274 the important thing of the differences both of them. In fantasy, the world, the setting is using new
275 world or new setting to show the magical thing but in magic realism the magical thing or mystical
276 thing happen in reality without any of fantasy. This **is** the differences both of them and magic
277 realism and fantasy. Thank you

278 **Moderator:** Ok, so ladies and gentlemen this is the end of the proposal seminar by Noviawan
279 Kusuma. Thank you for your coming.



Presenter 2

1 **Moderator:** Good morning ladies and gentleman

2 **Audience:** Morning

3 **Moderator:** Welcome to the seminar proposal of from Iqbal Febrian Perdana entitled
4 “Dehumanizing Technology Effect Figured in *Touchscreen* Poem by Marshall Davis Jones”. Ok,
5 before we start this presentation, this seminar proposal, let me introduce my honor supervisor Miss
6 Sri Utami Budi and my co. supervisor Scarletina Virgiani Eka and before that let me introduce
7 myself. My name is Noviawan as moderator, Risang Sudrajat as the notulen and Febrian Perdana
8 as the writer. Okay, this seminar proposal will be divided into three sections. The first section is
9 presentation from the writer. And the second section is comment and suggestion and maybe
10 question from the audience and the third session will be suggestion and comment and question
11 from supervisor and co. supervisor. Ok let’s move to the first session. Iqbal Febrian Perdana, time
12 is yours.

13 **Presenter:** Ok thank you moderator. *Assalamualaikum warahmatullahi wabarakatuh*. Today I
14 will present my thesis proposal entitled “Dehumanizing Technology Effect Figured in
15 *Touchscreen* Poem by Marshall Davis Jones”. And let’s move to the chapter one, introduction.
16 The first, I will explain about background of the study, problem of the study, objective of the
17 study, significance of the study and the definition of key terms.

18 And for background of the study. We live nowadays in the age of modern era where **human has**
19 their amount of intelligent that extremely high and they start to make change and developments to
20 ease their daily activity and so they develop technology such as they development from
21 technology is a computer, smartphone and internet. Those three technologies can create the
22 globalization to share their information easily around the world and this globalization **affect**
23 human nature and culture. It makes them become digital and ignorant and lack of real contact
24 because as people nowadays they become more intimate with their gadgets and they become lack
25 of real contact with each other, with people each other I mean. This is the dehumanization that
26 deprive of positive human qualities. As we can see when the technology development **affect**
27 human nature and culture, human become less of their nature, lack of their nature that is that they
28 usually have to be not ignorant and contact each other to make a good communication and for their
29 better life. That’s why **because** those nature of human **was become** lack that is the
30 dehumanization. And then there is a poem entitled *Touchscreen* written by Marshall Davis Jones
31 that **reflect** the phenomena of dehumanization in the society of people nowadays. The poem
32 explains about human behavior of people in social media like Facebook and their human
33 expectation with technology developments like Apple products, Macintosh, iPhone, iPad and
34 another touchscreen gadgets.

35 And the next is problem of the study. From those **object** I found the problem that is how
36 technology development pictured in *Touchscreen* poem by Marshall Davis Jones affects culture
37 and dehumanize human nature. So, from this problem of the study, my objective of the study is to
38 find out the effect of technology development toward culture and to find out the dehumanization
39 effect of technology development toward human nature.

40 And the next, my significant of the study is as a reference for other study that concern semiotic
41 approach which is used in the analysis to reveal the meaning of the poem and as a reference for
42 other study that **concern** sociology of literature theory which is also applied in the analysis of the
43 meaning of the poem. And the last is as a reminder towards **human** from being humanized by the
44 technology developments in this globalization world which can easily change them socially and

45 personally because although the technology is good improvement and good thing for people but
46 they cannot lose their nature to be the less human because actually human have a beautiful nature
47 to have a connection with others and make a good communication to live in society itself.

48 And this is the definition of my key terms, Poetry, Semiotics, Sociology of Literature, Human
49 Nature, Dehumanization, and Technology.

50 And now I will move to the second chapter, the review of related literature and research method.

51 In chapter two I'll explain about poetry, satirical poetry, semiotics, model of signs, sociology of
52 literature, and my previous studies and my research method. For the first I will talk about poetry
53 and satirical poetry. Based on Oxford Dictionaries in 2013 poetry is a literary work in which the
54 expression of feelings and ideas is given in intensity by the use of typical style and rhythm. And
55 poem is collectively as a genre of literature. The poetry actually is the expression of the author or
56 the poet. This literary work **express** the idea of the poet that he or she experienced in the real life.

57 So it is also can be called a representation of the reality in society that was experienced by the
58 author himself.

59 Next is satirical poetry. Based on Mockler in two thousand and twelve satirical poetry is a kind of
60 genre in literature which usually ridicule the vices, foolishness and abuses ideally for having the
61 intention of shaming individuals, corporation, government and society to get an improvement. So
62 this kind of genre **is** actually will make the reader or the audience who read the poem will think,
63 will laugh at first because it usually **use** humorous style but later they will think what the real
64 meaning, what the real focus of this kind of poetry because the author will use satirical poetry to
65 mock and ridicule the person or the community to make them improve their qualities to be a better
66 person or communities. I'm sorry.

67 Next is semiotics and model of sign. First is semiotics, based on Chandler in two thousand and
68 seven semiotics is a study of sign including all of the things that can immediately come up into
69 human mind like road sign, toilet sign. And the author himself is a part of the society so the author
70 will express his or her experience about the phenomena in society and share them to the reader.

71 The author and the reader both **himself is** also related closely because **both of them also a part of**
72 the society and they have a different function to the society. The author is to express the
73 phenomena of the society so it **symbolize** the phenomena that won't happen in society will express
74 in his literary work and the reader is a representation of what kind of information that they need so
75 the reader also configure the what the information is important at that time.

76 And next is my previous studies. My first previous **studies** is from Himly Adian Safriansyah from
77 Faculty of Cultural Studies Universitas Brawijaya in two thousand and fourteen. His thesis is
78 entitled "Representation of Woman Wisdom in Robert Herrick's Poem 'The Lily in a Crystal'". In
79 his research, he focuses on finding the analysis about the lyric a Crystal poem using super reader
80 semiotics approach that emphasizes on the reader's ability to dissect particular poem. And my
81 second previous studies is the thesis of Mujib Anwar from Faculty of Cultural Studies Universitas
82 Negeri Malang in 2003 entitled "Nilai-nilai Humanisme Dalam Roman 'Bumi Manusia' karya
83 Pramudya Ananta Toer. In his research he focuses on finding the humanism aspects expressed in
84 Bumi Manusia novel using sociology of literature theory that reveals the three main aspects of
85 human nature that are freedom, equality, and veternity which are expressed in the novel. To differ
86 both previous studies with my thesis, the first difference is I use the Piercean model of sign and
87 **my previous study** use the super readers semiotic approach that those theories are different thing
88 but still in the one big theory that is semiotic the same of my theory in analyze this, my object and
89 the second difference is I analyze the poetry as literary work by using the sociology of literature
90 theory although **the same** theory from Mujib Anwar but he **use**, he **analyze the novel** so it's
91 **different** thing between both of them.

92 And next is my research methods. I divide research methods into two **session**. The first is deciding
93 the object of the study and the second is analyzing and interpreting the data. For deciding the
94 object of the study, the touchscreen poem is chosen as material object of my study because this
95 poem illustrates the real condition about society in this digital era where the world has been
96 globalized by the advance of the technology and internet. So people who **belongs an addicts with**
97 digital era are becoming lack of their nature as human. As I said before they have become ignorant
98 and lack of real contact. And by using the real technology they can easily make a connection in
99 web networking through internet without having a real face-to-face contact. And this condition
100 leads people to neglect their surrounding and **keeps** being busy of their own technology or being
101 ignorant. And those phenomena become a global phenomena which is related the problem of my
102 study and served as my final object.

103 And next is analyzing and interpreting the data. For the first is collecting the data. I will read the
104 touchscreen poem for several times to identify the problem on the dehumanization of technology
105 development towards culture and human nature. And the second I will use semiotic approach and
106 sociology of literature theories. In analyzing touchscreen poem I will use Piercian model of sign
107 based on the book of Chandler in 2007 to reveal the meaning of the poem. And after I get the
108 meaning of the poem I will use the theory of sociology of literature from the book of Wiyatmi in
109 two thousand and thirteen. And from the sociology of literature theory I will get the essence of
110 human nature that will be used to analyze how the developments of technology affect culture and
111 dehumanize human. And the last step is drawing conclusion based on the findings. The finding
112 about the phenomena of globalization and digital world the advance technology development
113 which affects culture and that the dehumanizing technology effects toward culture and human
114 nature will be concluded as my conclusion.

115 This is my reference. Some **reference from** books and some **from** the web.

116 That's all my presentation. Thank you.

117 **Moderator:** Suggestion and comment from the audience? Please give comment or question for the
118 writer.

119 **Audience 1:** My name is Ryan. I just want to ask you something. Why do you use the definition
120 the dehumanization based on oxford dictionaries? But actually you write in here is include the
121 based on Michele in two thousand and three. Why you not use only one definition and the
122 definition of poem itself is based on oxford dictionary. Why you always use this rather than from
123 the expert.

124 **Moderator:** Thank you for the question. The others?

125 **Audience 2:** My name is Galih Lutvianto and I would like to ask you about this one. On your
126 analyzing and interpreting the data. In here you said that you will using semiotic approach and
127 sociology of literature theories and as we all know in here that sociological theories actually have
128 some kind a lot of branch such as like as I know is socio culture. So which one of the sociological
129 theories that you will use in your thesis because I think if you only state sociological theories that
130 would be like too much or too wide.

131 **Audience 3:** My name is Fatimah. I would like to ask about the objective of the study because I
132 thought it is almost similar. So what is the differences between the first and the second objectives
133 of the study and I also would like to add some suggestions. First, I thought it is important to add
134 the review of the poem or directly explain the poem in the chapter two. Because you never show
135 us about the poem itself. And second of all I also would like to suggest maybe because based on
136 my experience also it is important to classifying your finding so I thought it is important to state
137 that in your research method specifically in the collecting of the data to classify your finding to

138 make you what is that easily analyze your finding later on. Thank you.

139 **Presenter:** Ok, I will answer the first question from Ryan. Why I use oxford dictionary. Because
140 in my opinion as the Indonesian people who always try to speak English well, so I will refer my
141 knowledge of language to the dictionaries of course. And for the poetry explanation, it's because
142 actually I have **take some class** in poetry but I **have not** any book that can suggest me the
143 definition of poetry because actually the definition of poetry in class is always based on the
144 teacher himself or herself that is why I **put back my reference to the dictionaries.**

145 **Audience 1:** Ok but I think that I want to ask the dehumanization. Because you just always have
146 two source form the oxford dictionary and form the expert, Michele. Why you not use only one
147 definition?

148 **Presenter:** In my definition of key terms I use Michele definition because it is more, it **explain**
149 more about sociology of literature but I put the short definition based on dictionaries on my slide
150 in background of the study. Ok the next question.

151 **Moderator:** Ok Ryan is answer your question?

152 **Audience 1:** Yes

153 **Moderator:** Ok thank you and from second question?

154 **Presenter:** Second question from Galih. Actually, I will use the common theory of sociology of
155 literature that is different from the sociology itself. The sociology will always have some branches
156 but sociology of literature **also one kind** of branch from sociology theory. Because I analyze the
157 literary work so I use the sociology of literature theory.

158 **Audience 2:** I think that socio culture also a branch of socio literature.

159 **Presenter:** Ok I'm sorry if my knowledge * also less but I focus my analysis on human nature that
160 is not commonly related to the culture only so I use the sociology of literature that **is usually**
161 **analyze** the human aspects.

162 **Audience 2:** So you will use the base theory. I mean like the one that is ... *melikupi* all of the
163 sociological theory branches.

164 **Presenter:** If you afraid if I have a lot of explanation that is okay because as I said before I focus
165 on human aspect. Next. For the last question from Fatimah. The first is to find out the effect of
166 technology development towards culture. So, as we know when technology **affect** human and
167 human was changed to become ignorant and lack of contact so the culture itself will also **changes**
168 so I will analyze **what the change** from the culture that affected by the technology development.
169 And for the second, to find out the dehumanization effect of technology development toward
170 human nature. So I will analyze what human aspects that is lost or less or changes by the
171 technology development.

172 **Audience 3:** Ok so can I conclude that the differences of the objectives of the study is related to
173 the problem of the study that is first, what kind of the effect which is depicted in the poem and the
174 second one how it will further impact the human especially dehumanized the culture.

175 **Presenter:** Dehumanize themselves and change their culture.

176 **Audience 3:** So the first one is about kind right? The finding of the data. And the second one the
177 relations on how those finding will showing the effect of the technology so maybe I only just give
178 a suggestions revise the wording because it's quite confusing and seems like similar each other.

179 **Presenter:** Thank you for your other suggestion to review because I think as I explained before in
180 some sempro from my friends they never show something about their **object** like Awan yesterday
181 **not showing** the short story so I choose **to not** show it.

182 **Co. Supervisor:** Thank you. Congratulation Iqbal. Well I have some for the use of phrases or

183 clauses. I noticed many redundancies in your paper here, your writing here. You sometimes have
184 difficulty in make a short form of passive voice clause. I have one sample here on page twelve that
185 shown. Ok the second line ... I notice that it should be not like that. It should be "the sign itself
186 firstly is considered" so it is a kind of passive voice right? And then it can be also shorten into a
187 phrase. The sign itself considered as ... this. So you have to put attention on the content and then
188 you have also to be capable to identify the main idea for your explanation. First thing when you
189 compose a writing especially academic writing and you have to know what is your main idea on
190 the paragraph and then supported by the supporting ideas right? so there are many long ... in your
191 composition. I notice there are so many many main ideas there around two or three and you have
192 to separate it in tow or three paragraphs. For example on page twelve it can be three paragraphs.
193 I've put underline there which ones are the main ideas so you have to separate the paragraphs into
194 for each main ideas. And the last thing, you have to check again the significance of using
195 quotation. I want to ask you what is your purpose in using quotation?

196 **Presenter:** To support my ideas.

197 **Co. Supervisor:** Ok very nice. That is the right answer. it is the expected. I expect that answer.
198 But unfortunately ... the main idea of the main idea ... you first use the pronoun he realize ... in
199 this nature there are many signs he related to who? is he Saussure? So which quotation belongs to?
200 Well maybe there are some problem with the reference that you use the ... you paraphrase.

201 **Moderator:** Ok, thank you for Mrs Scarletina for the question, comments, and suggestion. We
202 move to comment, suggestion, and question from supervisor Mrs Sri Utami Budi.

203 **Supervisor:** How are you? Well first I would like to thank you all of the audience because your
204 question and your advice are very important for Iqbal to improve his thesis. For Iqbal I think you
205 should consider what the audience say what the audience ask from you to give the explanation
206 because it is important for you to improve your thesis. Sometimes we can't see our weakness but
207 the audience can see that so I think their parts are very important like Ryan said that he ask about
208 why you provide two definition of poetry one is form oxford dictionary and second from Michele.
209 I have to figure out you want to make it more objective because you stated that quotation is used to
210 support your argument so that it will be more objective not subjective anymore because you have
211 ... I think each definition doesn't contribute one to another you may use both definition by saying
212 that this is the first definition and this is also supported by definition by someone else. I should. I
213 have a question for you. Is you thesis related to the satirical poetry? Do you need this theory in
214 your analysis?

215 **Presenter:** Actually I just want to let the reader know that I think touchscreen poem is kind of
216 satirical poetry.

217 **Supervisor:** So you have to state it in your thesis because you never said that your poem is
218 satirical poetry that is why. You should relate it to your object or to your analysis.

219 **Moderator:** Ok thank you for the comments and suggestions

Presenter 3

1 Moderator: Ok, Assalamualaikum Wr. Wb. Good afternoon everybody. OK, Welcome to the
2 seminar proposal by Risang Sudrajat entitled The Life Style of Straight Edge American as seen in
3 four songs of Good Clean Fun Band. Ok before Risang Sudrajat start his presentation let me
4 introduce ourself. Ok the first is my name is Oktavian Angga Hernawan as a moderator and my
5 partner is Dhimas Putra Ilhami as the note taker and **actually** we have two supervisor. The first
6 supervisor is Bu Sri Budi Utami and the second supervisor is Bu Winda Chandra Handani.
7 Actually in this seminar we have three session. The first session is presentation by Risang Sudrajat
8 and the second session is question and answer session and the last session is comment and advice
9 from supervisor. Ok let's start first session, Risang Sudrajat, time is yours.

10 **Presenter:** Ok, thank you moderator. Good afternoon Bu Utami, Bu Handani. Today I'll explain
11 about my research entitled "The Life Style of Straight Edge American as seen in four songs of
12 Good Clean Fun band". This is the content of this research. There are two parts. The first is
13 chapter one. I divide it into four parts. The first is background of the study and the second is
14 problem of the study. The third is objective of the study and the last for chapter one is significance
15 of the study. And for the chapter two there are theoretical framework, previous study, and research
16 method. And the background of the study I will explain about three parts. The first I will explain
17 about Straight Edge as a sub-culture and song lyric and the last is about Good Clean Fun as a
18 vegan Straight Edge band. Before I explain about the Straight Edge as a sub-culture we have to
19 know about sub-culture itself. Relate to William sub-culture is define as cultural bondage or
20 networks of people who come to share the meaning of specific ideas, material object and practices
21 to interaction. So from this statement I can conclude that sub-culture has their own ideas as their
22 own material objects and it's shared to the society by sub-culture itself. In **connect** with the second
23 statement, he says that sub-culture represents the symbolic status ... where your people can
24 construct another ... identity ... and different from their status. By spreading their ideas or the
25 values they **wants** to make their own identity and it's different **with** the society itself. I mean it's
26 like the resistant to the society itself. And from the second statement, we can conclude that the
27 member of sub-culture is young people. It's related with ... statement that the term of youth sub
28 culture has a pattern of values belief, symbols, behavior and activities that include of young people
29 are seen to sense. So like I said before that youth sub-culture has their own values and they share
30 their own values in the society to create and make their own identity. And this is about Straight
31 Edge itself. Straight Edge is like I said before Straight Edge is youth sub-culture. Straight Edge is
32 a punk of ... The term of Straight Edge made by Ian MacKaye from song entitled Straight Edge in
33 1981. Of course like I said before that sub-culture has their own value. Straight Edge values are
34 member absent from drug include tobacco, no alcohol, casual sex and veganism and Straight Edge
35 also has the role in music because it's a part of music like in best in the point one. In music ways,
36 Straight Edge always use the song lyric to spread the wisdom of Straight Edge. It's like hidden
37 meaning in the lyric. And this is about song lyric itself. Song lyric is not just song lyric but song
38 lyric is a ... communication from the songwriter to the society. It means that songwriter is the
39 individual who live in the society. He will get the experience about what **happen** in the society
40 and he **create** or **make** the literary works based on their experience about the society itself. So,
41 from this explanation I can see that if we analyze the literary works we can see what happen in the
42 society and why Straight Edge used the music way because as we know music is easy to be
43 accepted by the young people and it's used to demonstrate the Straight Edge existence in the
44 society itself and of course like I said before song lyric has a message behind the lyric. It's related
45 with the Roland Barthes statement that he says that a form of popular culture that is system of

46 communication that is a message not divided by the object of its message but by the way in which
47 in it utters its message. In this case, song is a form of popular culture and the message in the lyric
48 itself cannot be seen just **for** the object. I mean you cannot analyze the message just **for** the object
49 but by the sign that represent the meaning in the lyric.

50 And the next about Good Clean Fun. Good Clean Fun as the vegan Straight Edge and I use this
51 band as the object in this research. Good Clean Fun is a posivcore, positive hardcore band from
52 Washington DC. It is ... by four vegan Straight Edge members in 1997 and they recorded five
53 records. And for Good Clean Fun I take four songs as the object of this research. The first is Fight
54 to Night, Beat The Meat, Positive Hardcore, and the last is On The Streets Saving The Scene
55 From The Forces Of Evil.

56 And this is the problem of the study. The problem of the study of this research is how the lifestyle
57 Straight Edge people in America as reflected in Good Clean Fun song. And for the objective, is to
58 analyze the lifestyle of Straight Edge American reflected in Good Clean Fun songs. And the
59 significant of the study is to reveal information about the Straight Edge movement especially in
60 positive and clean message in the lyric.

61 And this is the chapter two. Theoretical framework. The first theory that I use is sociology of
62 literature. Sociology of literature is the theory that connects the literary works to the society. Based
63 on to Sigmund Freud, he says that because of its ... enhancement music just much more than any
64 other medium. So like I said before music is not just music. Music is a media to explain what
65 happen in the society and it's related with ... says that literature is an expression of society. It
66 means that like I said before, we can see what **happen** in the society by **analyze** the literary work
67 such as song lyric in this research. And the second theory is semiotic by Roland Barthes. Roland
68 Barthes says that semiotic takes in any system of sign and it means that sign itself there is a sign in
69 every object. Roland Barthes also said that every object is contained of ritual, conversion, or
70 public entertainment. It means that every object always has a purpose. It's not just an object itself
71 but has a purpose and it's like I said before, a form of popular culture there is a system of
72 communication there is a message not defined by the object of its message but by the way in
73 which it utters its message.

74 And the next I will explain about Straight Edge American itself. Straight Edge American is the
75 resistance to the lifestyle of young people who tend to consume drugs and alcohol. Their
76 resistance, you can see in their movement. Their movement itself is the basic of the Straight Edge
77 movement.

78 And the Straight Edge movement is symbolized by the "X" symbol like in the picture. The "X"
79 symbol sometimes can be found **in** the backpack of Straight Edge members in the shirts or in other
80 places. It means that Straight Edge wants to show their existence in the society. And the next is
81 about four values of Straight Edge. There are four values in Straight Edge. The first is drug free.
82 Drug free is not just refusing or rejecting drugs and tobacco but for Straight Edge member drug
83 free means free control and ... purification means free from toxic that potentially ruins someone's
84 **healths or lifes**. And the next is alcohol free. Alcohol include people to do things they would
85 normally not to do. There are so many. When someone get drunk they will get more angry and
86 potentially do the criminal things so Straight Edge wants to prevent that is by rejecting alcohol.

87 And the next is no sex. No sex in Straight Edge does not mean you cannot take everything about
88 sexual activities but it just for casual sex. Casual sex means reserving sex without relationship. For
89 Straight Edge members casual sex can lead to the spread of disease and feelings to shame from the
90 doers. As we know that casual sex or free sex is the cause of HIV. And the next values are
91 veganism. Veganism itself decline after 2000 because of the animal ... and vegan movement
92 concern to the animal rights for the animal as the living in individuals. Vegans Straight Edge

93 thinks that animal also has the living right as same as like human. So for example if we cannot kill
94 the other people we also cannot kill the animals too. And being vegan is about giving the lifestyle
95 that does not ... suffering damage to animal like I said before the suffering to animal is like animal
96 slavery and brutality to the animal.

97 And the next is about Straight Edge as a movement. There are three points in the Straight Edge
98 movements. In the Straight Edge movements there are no chairman office ... or even no member

99 list. It also has no ... statement used ... formal set of rules and rarely conveys political message in
100 their movement. It means that Straight Edge just create their own values not spread the other list in
101 the movement. So and in the Straight Edge movement there are so many ways that they use to
102 spread their values. For example, the first is by using bands. Bands itself is has a role in the music
103 ways. They can make the song lyric and which contain of Straight Edge values and they can
104 spread the Edge values in every music show. And the next by spreading the cassettes and videos.

105 By spreading the cassettes and videos Straight Edge wants to spread their values widely in this
106 world. So it can be like show their resistance in this world and more people will know about the
107 Straight Edge itself. And the next by using the merchandise like you can see in the picture.

108 Straight Edge member sometimes put the X symbol in every merchandise that they make. For
109 example in the t-shirts in the watch or in the sticker or pamphlet. And the next is by using tattoo.

110 Some of Straight Edge members will, some of Straight Edge members has Straight Edge tattoos.

111 As we know tattoos cannot be removed. It means that if Straight Edge member has a Straight Edge
112 tattoos in their body it means that they commit to being Straight Edge and they want to **lost** their
113 Straight Edge serenity like the philosophy of tattoo itself.

114 And this is the previous study. I take two previous **study**. The first is ... in Bob Marley song ...
115 and the second is ... The similarities in those previous studies is the **theory**. Those previous
116 studies **using** the sociological theory but is different with this research. In this research I add the
117 semiotic theory to analyze what is the meaning in the song lyric from Good Clean Fun.

118 And this is research method. There are three. The first is choosing Good Clean Fun songs as the
119 object and the second is collecting the data and the third is analyzing and interpreting the data.

120 And for the choosing the object of the study I take four songs of Good Clean Fun as the object like
121 I said before the first is Fight to Unight, Beat The Meat, Positive Hardcore, and On The Streets
122 Saving The Scene From The Forces Of Evil. And for the collecting the data, there are two steps.

123 The first is by collected by reading the four songs Good Clean Fun which reflect the Straight Edge
124 American and the second is reading the book, essay, journal related to the issue. And for the

125 analyzing and interpreting the data there are four steps. The first is analyzing the song of Good
126 Clean Fun by using the theory of sociology of literature and semiotic like in the theoretical of
127 framework. And the second is read the Good Clean Fun Profile as the supporting information. The

128 third is applying interferences related to the lifestyle and the movement of Straight Edge American
129 and the last is stating the conclusion after I analyze about the meaning and the correlation with the
130 society within lyric. And this is the references. Ok, thank you.

131 **Moderator:** Ok, thank you Mr. Risang Sudrajat for the presentation. Actually it is awesome
132 presentation, right? Ok, we going to the second session. This is the session, question and answer
133 session by the audience. So you can ask risang sudrajat and you can do it now. Maybe just raise
134 your hand and mention your name. Yes audience. Yes?

135 **Audience 1:** I want to ask you about— Why you choose Good Clean Fun song as the object
136 because as I know there are so many Straight Edge band beside Good Clean Fun like ... Why you
137 choose Good Clean Fun?

138 **Moderator:** Ok, for the second question maybe from Miss Luluk.

139 **Audience 2:** Why do you choose American Straight Edge seems there is Australian Straight Edge,

140 Indonesian Straight Edge and other?

141 **Moderator:** Ok, the last question from the audience maybe. Yes Mr. Ryan Prawira Kurniawan.

142 **Audience 3:** I want to ask. I just want to ask if it's a lifestyle, Straight Edge right? To whom it's
143 belong to. Is it as the pop culture to American people or just for the certain group of people?

144 **Presenter:** Ok for the first question from Andika why I chose the Good Clean Fun song because—
145 Why I choose the Good Clean Fun song because Good Clean Fun has so many song that contain
146 with the Straight Edge message and Good Clean Fun is a band with the from the Straight Edge
147 movement in the Washington DC so I take the Good Clean Fun as the object based on the
148 explanation.

149 **Audience 1:** Why don't you choose Minor Threat rather than— ?

150 **Presenter:** Based on the ... the vocalist of Minor Threat, Ian MacKaye is at that time is not
151 Straight Edge. I think why I choose the Straight Edge but the object of my research is not Straight
152 Edge so I take the Good Clean Fun band because this band is from ... vegan Straight Edge member
153 in 1997

154 **Audience 1:** If I'm not mistaken you mentioned before that one of Minor Threat song ... the
155 lifestyle of Straight Edge. If you concerns about the Straight Edge itself I think you have to choose
156 Minor Threat rather than Good Clean Fun.

157 **Presenter:** I think the Minor Threat song lyric is just the begin of Straight Edge itself I mean the
158 term of Straight Edge is from by Ian MacAye as the vocalist of minor threat in the 1981 so why I
159 don't choose the Minor Threat just like I said before because the member is not Straight Edge at
160 that time and I think it's just the **begin** of Straight Edge. I mean the title of Minor Threat is
161 "Straight edge" so from this song is a **begin** of Straight Edge. The name of Straight Edge is from
162 that song I mean just like like that.

163 **Audience 1:** So Minor Threat is the first band that use the term Straight Edge.

164 **Supervisor:** Risang, you want to say that the term itself derived from the source but the song itself
165 doesn't describe the Straight Edge lifestyle, you want to say that?

166 **Presenter:** The song also tells about Straight Edge itself but I just look that it's just a begin of
167 Straight Edge so I don't take as the object I take the other object because Good Clean Fun is the
168 from of Straight Edge movement in the Washington DC and they are so, almost of their songs
169 contain with the Straight Edge values or Straight Edge message. And for the second question from
170 Luluk, why I choose American Straight Edge because as I said before Straight Edge was born in
171 America so it's like the real Straight Edge it doesn't combine with the other culture. For example,
172 if I take the Yaman Straight Edge or Zambia Straight Edge or other, it's possible Straight Edge in
173 Yaman or Australi was combined with other Straight Edge in the other countries so why I choose
174 the American Straight Edge because the basic of Straight Edge was born in America. So I think
175 it's a pure Straight Edge. And the third question?

176 Note taker: To whom Straight Edge belong to?

177 **Presenter:** Can you repeat? I'm sorry

178 **Audience 3:** Repeat is. Straight Edge is a lifestyle. Who belong to? Maybe Straight Edge as a pop
179 culture in America people or it's just certain group of people.

180 **Presenter:** Oh, it's not a popular culture. Popular culture itself in this research is song lyric. Is a
181 form of popular cultural in this research is a song lyric no Straight Edge. Straight Edge is a
182 resistance to society which to young people who tend to consume drug or doing casual sex. I think
183 it's not pop culture. The pop culture in this research is the song lyric itself.

184 **Audience 2:** So it belong certain

185 **Presenter:** Yeah, certain group. Ok, thank you

186 **Supervisor:** Clear enough?

187 **Audience 3:** Clear enough mam

188 **Moderator:** Ok thank you for Mr. Risang Sudrajat for the answer. Especially there is the so
189 awesome discussion. We have the last session, in the last session we have advice and comment
190 from Bu Winda Chandra.

191 **Co. Supervisor:** Me First? Ok, Good afternoon Risang. How are you Risang?

192 **Presenter:** Nervous

193 **Co. Supervisor:** Well here, first of all I would like to ask you something. Are you going to
194 employ or use the biographical source of this band while you're analyzing the lyrics semiotically?

195 Are you going to employ or use their biographical source while you're analyzing this lyrics
196 semiotically?

197 **Presenter:** Yeah I think their song that they made is **represent of** their life so they will make song
198 lyric which contain of Straight Edge values

199 **Co. Supervisor:** So how it would be employed? I mean like is it giving you perspective about the
200 lyrics ... I mean like

201 **Supervisor:** Winda asking you ... when we analyze on object using semiotic approach we will se
202 the lyric specially because you're analyzing the lyric of the song. From those lyric we will analyze
203 certain words whether it's symbolized something elses. So we are looking for other sources we
204 interpret it. So that words only look at the lyric.

205 **Co. Supervisor:** I wonder how you do that?

206 **Presenter:** I think the biography is using the sociology literature.

207 **Co. Supervisor:** Ok, so it will be giving you any perspective of the band itself. So it's not giving
208 you intervention into you analysis of the lyrics.

209 **Presenter:** I think in analyze the meaning I just look the song lyric. After I analyzed the meaning I
210 use the sociology of literature to compare the meaning in the society and it's supported by the
211 biography of this band. So I think the biography is just the supporting

212 **Co. Supervisor:** Ok you have to state that biographical thing is just to support you in the
213 perspective of analyzing the lyric. So I think that's important you have to state that. I don't think I
214 will have another question so I think that's all.

215 **Moderator:** Ok, thank you for Bu Winda Chandra and the second comment and advice by Ibu Sri
216 Budi Utami

217 **Supervisor:** Ok, first of all congratulation Risang finally you have chance to present the proposal.
218 The first I would like to give suggestion on the slides because I think the slide, it's good but I want
219 you to, what is it, to make it more interesting, some of the slides, some of the letter for me is too
220 small and again maybe more bigger than so that the audience on the back room can see. Yeah, on
221 your proposal on chapter one of page 4 you write about "as a vegan se band". Is it refer to Good
222 Clean Fun? But then on page 8 you cal it as the "Straight Edge band". Next time you should be
223 consistent on calling them as Straight Edge band or. And then you apply two theories. The first is
224 semiotic and the second is sociology so when you analyze the words which theory you will apply
225 first?

226 **Presenter:** Semiotic first

Presenter 4

1 **Moderator:** Ok, welcome to the seminar of Triandi Pratama and first of all I would like to thank
2 you Miss Wuliatmi Handayani as a co. supervisor has come. In this section we will have three
3 session. The first is the presentation of Triandi Pratama and the second is discussion and the last is
4 the comment and suggestion from co. supervisor. And for Triandi Pratama the time is yours.

5 **Presenter:** Ok, I want explain about my proposal. The title is "The Effectiveness of Using
6 Vocabulary Video to Improve to Vocabulary Mastery of the Fourth Grade Students of the SDN
7 Sugihwaras Sidoarjo in academic year 2014". Chapter one introduction. I will discuss background
8 of the study, problem of the study, objective of the study, definition of key terms and hypothesis.

9 Background of the study. The first is in learning English there are four skills such as writing,
10 reading, listening and speaking. In addition, there **also** English **component** such as vocabulary,
11 structure, and grammar. In learning English, it is very important to know sufficient vocabulary
12 because it's the key to the student understanding about what they hear and **reading** and together to
13 communicative successfully with other people.

14 Teaching English to young learner. In Indonesia the **teaching English** began at the elementary
15 school but on the curriculum in 1994 states that the English began in the fourth grade until sixth
16 grade as local content subject. Teaching English to young learner is different from teaching adult
17 because we know that young learner **is enjoy study** when they are **with** interesting and **with**
18 colorful room and while adult **is study** use abstract notion and they can think rationally.

19 Acquiring vocabulary. Acquiring vocabulary ... the student to get the maximum result in studying
20 English because with sufficient vocabulary children can express their ideas, writing, and reading
21 English.

22 Teaching media. To motivate the student and to overcome the problem, teacher should use the
23 teaching media. Teaching media such as games, songs, and others. In this study I use video
24 vocabulary to teach children as teaching media.

25 The students are the fourth grades of SDN Sugihwaras. I choose this subject because **I interested**
26 **study** how the student in fourth grade expand new vocabulary, acquiring new vocabulary because
27 in this subject this school **have** many **achievement** in level national and the most of the student
28 come from the area disaster. It is called lumpur Lapindo. And in this school **is offer** English as
29 continent subject.

30 The problems of the study. How the mastery of English vocabulary acquisition of the fourth grade
31 students of the SDN Sugihwaras Sidoarjo in academic year 2014 before being taught by using
32 video vocabulary and the second is how is the mastery of English vocabulary acquisition of the
33 fourth grade students of the SDN Sugihwaras Sidoarjo in academic year 2014 after being taught
34 video vocabulary. And then, is there any significant difference between mastery of English
35 vocabulary acquisition of the fourth grade students of the SDN Sugihwaras Candi Sidoarjo in
36 academic year 2014 after and before being taught by using video vocabulary.

37 Objective of the study. Objective of the study is to know the mastery of mastery of English
38 vocabulary acquisition of the fourth grade students of the SDN Sugihwaras Sidoarjo in academic
39 year 2014 before being taught by using video vocabulary. The second is to know the mastery of
40 mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugihwaras
41 Candi Sidoarjo in academic year 2014 after being taught by using video vocabulary. The third is to
42 know the differences between mastery of English vocabulary acquisition of the fourth grade of the
43 SDN Sugihwaras Sidoarjo in academic year 2014 after being though by using video vocabulary.

44 Definition of key terms. The vocabulary mastery is the knowledge of vocabulary by understanding

45 the meaning of the words and based on the score of pre test and post test of vocabulary. And this is
46 the term of vocabulary video. Vocabulary video is video made by Busybeaver consisting of words,
47 picture and teaching media. And the student is who are studying on the fourth grade of student
48 Sugiwaras Candi Sidoarjo in academic year 2014. And SDN Sugiharwas Candi Sidoarjo is an
49 elementary school located in sugiwaras candi sidoarjo.

50 Hypothesis. There is a significant difference the mastery of English vocabulary acquisition of the
51 fourth grade student of SDN Sugiwaras Candi Sidoarjo in academic year 2014 after and before
52 thought by using video vocabulary.

53 The chapter two, review of related literature. The **one** is the characteristics of young learner, and
54 teaching English to young learner, the general concept of vocabulary, teaching vocabulary, the
55 media of teaching vocabulary and the previous studies.

56 The **characteristic** of young learner I use the theory from **the** Harmer two thousand and one.
57 Some **characteristic** of young learner namely **is** their response the meaning even if they don't
58 know the meaning, they often learn more indirectly than directly, their understanding cannot just
59 from explanation but also from what they hear, see, and touch. They generally display enthusiasm
60 correctly about what around them. They have informal individual test and TOEFL from their
61 teacher. They are taken on talking and, they are taken talking about themselves first or less is as main
62 topic in the classroom. And they have a limited span ...

63 Teaching English to young learner. I use the theory from the Slattery and Willis 2003, page 4,
64 **states** some ways to teach vocabulary. The **one** is to make learning enjoyable and fun, to not
65 worry about the mistake, to use a lot of gesture, action in teaching and then to talk a lot using
66 English especially thing they can see, to play games, sing songs and rhymes together, to tell simple
67 stories in English using pictures, acting difference voices.

68 Teaching vocabulary. Cynthia and Drow Johnson **states** some **technique** to teaching vocabulary
69 namely **is** encouraging wide reading emphasizing teaching for context. Using prefixes, suffixes,
70 and roots. Using graphic organization. Extending instruction through reading a lot and discussion.

71 General concept of vocabulary. I use theory from Keraf, Hornby, and Wallace. Keraf defines about
72 a list of vocabulary, vocabulary is a list of words which mean distributing communication with
73 other people in turn. And Hornby states that define all words known to a person or used in
74 particular book, or subject. Wallace **argue** that vocabulary is one of important part of language
75 because words is needed to convey ideas.

76 Media of teaching vocabulary. I use the theory from Hamalik. In the field of education, media can
77 be called as instrument, method and technique used to communicate influence effectively between
78 the teacher and the students. Kasbolah in 1995 state that pages 71 state some technique visual
79 media that attract student in learning activities namely, still pictures, realia, charts, cartoon and real
80 object.

81 The previous study. I use two previous studies. The first is "A study on the students' ability by
82 using scrabble game to increase students English vocabulary mastery at second class of SMPN
83 Tanjung Pinang" by Noriman from faculty of Tarbiyah institute of Miftahul Ulum Tanjung
84 Pinang. In this study Noriman used scramble game to improve vocabulary in the students of SMP
85 Tanjung Pinang. They found there is a significant difference using scramble games from the data
86 analysis. And then the second is "The Use of Puppet Toys in the media in teach vocabulary to
87 Fourth Grade Students of SDN Bandar Batang" written by Wibowo. In this study the writer used
88 puppet as media in improving vocabulary. In this study also found the significant difference
89 between using the puppet in improving the vocabulary. The difference about this study is, the
90 differences is about the media teaching. The two previous **study is use** scramble game and puppet

91 and my studies is use vocabulary.

92 Chapter One is research design, data source, data collection, and data analysis. Research design, I
93 use of quantitative approach that **deal** with data in the form of number and statistics rather than
94 words. Data source. Data source is the subject that will be conducted research by the writer are all
95 student of fourth grade in SDN Sugiwaras, Candi, Sidoarjo. Data collection is, asking permission
96 to the head master of SDN Sugiwaras to do the experiment that will take four weeks and then
97 giving pre test to explore the data of vocabulary mastery of students before being taught by using
98 video vocabulary and then I do treatment by this vocabulary by using video vocabulary. It takes
99 four times and then give the post test to find out the result the vocabulary mastery after being
100 taught by using video vocabulary. And then Data Analysis. Inputting data into SPSS. I use SPSS
101 software to analyze my data. The one is I input data into SPSS statistics. Selecting a procedure
102 from the menus to calculate statistic or to create charts. Selecting the variable in the analysis. The
103 variables in the data file are displayed in a dialog box for the procedure and run procedure and
104 looking for the result. In data analysis, calculating the compare the mean and the standard
105 deviation by using SPSS software. This is the reference of my studies. Thank you.

106 **Moderator:** Ok, we will move to next session that is discussion. If there is a question, comment,
107 or suggestion, please raise your hand and mention your name.

108 **Supervisor:** Come on.

109 **Moderator:** Ok, yes please

110 **Audience 1:** My name is Sri Mahardika. I want ask you about, in your previous study. How those
111 research support you to finishing your research. You choose two researches and I ask you about
112 how the researches can help you or can support you to finishing your thesis because in here and
113 puppet toys and you are use video. How they can support you?

114 **Co. Supervisor:** Ok, what is actually your question? You ask the difference or similarity, what do
115 you mean

116 **Audience 1:** Both of them

117 **Co. Supervisor:** Excuse me?

118 **Audience:** Both of them

119 **Co. Supervisor:** Yeah, there are two researches, then?

120 **Audience 1:** I ask you about. Why you choose it

121 **Presenter:** Yes, mam. I want to answer Dika's question. Why the two previous studies
122 **supporting** my thesis. In both of **previous studies** use teaching media to improve vocabulary and
123 my thesis **is** also use media to improve the vocabulary but the differences **is** both of the previous
124 study, the one **is use** scramble game and the second **is use** the puppet and I use video vocabulary.
125 It is clear?

126 **Moderator:** Is there another question? Or maybe comment and suggestion?

127 **Supervisor:** Come on, suggestion?

128 **Moderator:** Yes, please

129 **Audience 2:** Ok, my name is Virginia Christine. I would like to give you some suggestion. First,
130 in definition of key terms. I think it is better for you to put your subject and then there are some
131 mistake in the characteristic of young learner. On the slide you wrote harmer state. I think it
132 should be state. Oh sorry, on teaching English to young learner, I mean, you should write state
133 instead of "states"

134 **Presenter:** Oh yes, I'm wrong to write it **in** my slide. Thank you for your suggestion.

135 **Supervisor:** Come on, one more.

136 **Moderator:** One more question

137 **Audience 3:** My name is ... I would like to ask you about your hypothesis in your chapter one.

138 Hypothesis here is a kind of answering your problem of the study or kind of guidance. In your

139 chapter one you put hypothesis. You said in hypothesis there is significant differences and so on.

140 Is hypothesis is kind of guidance for your thesis or is kind of is kind of answering your problem

141 of, the third of your problem of your study.

142 **Presenter:** Actually hypothesis is *dugaan sementara*

143 **Supervisor:** In English please

144 **Presenter:** Hypothesis is ...

145 **Supervisor:** Tentative conclusion. You don't know the meaning of tentative? Temporary,

146 tentative? Is called tentative answer to the problem of the study

147 **Presenter:** Hypothesis is tentative temporary

148 **Supervisor:** Tentative or

149 **Presenter:** Tentative or temporary answer of the study.

150 **Moderator:** Ok, we will move to the last section. That is comment and suggestion from supervisor

151 and co. supervisor. Ok the time—

152 **Co. Supervisor:** So who is first?

153 **Moderator:** The supervisor, Mrs Sri Endah Tabiati.

154 **Supervisor:** I'm interested in the questions about hypothesis. Triandi, Good luck doing

155 quantitative study. You have to know more than your friends about all the, maybe not all related

156 the ... in qualitative research. You will talking about hypothesis. What kind of hypothesis it is?

157 There are two kinds of hypothesis, right? What kind of hypothesis it is? Usually we don't use this

158 kind of hypothesis. We use *nal* hypothesis. There is no significant difference. So you have to prove

159 that if you want to know, to find the difference with you *nal* hypothesis. It's better for you to

160 change into *nal* hypothesis.

161 I'm also interested in the questions, the suggestions given about subject because if you're talking

162 about quantitative study you have to use term whether it is respondent, whether it is the subject not

163 student. You have to change all to make your thesis more acceptable. Of course the subjects are

164 the students but the term used should be the subject or the respondent or what in the term used in

165 quantitative research. Have you given me your draft? No, too late. You have to give me right

166 before the question and answer session or you can stop the presentation or I guess that you put it

167 on my table

168 **Co. Supervisor:** You put one on my table but not in hers

169 **Presenter:** Yes, mam because mam Henik—

170 **Supervisor:** That's a very bad attitude right? Remember that you may do it to people outside FIB

171 because when you do it to us we are your teachers. We know that you still need education. Of

172 course I have experienced.

Appendix 7. Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Jalal Abdul Aziz
2. NIM : 105110101111057
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Errors Made by the Presenters of Thesis Proposal Seminar in Study Program of English Universitas Brawijaya
6. Tanggal Mengajukan : 28 Februari 2014
7. Tanggal Selesai : 20 Agustus 2014
8. Pembimbing : I. Fatimah, M.App.Ling.
II. Agus Gozali, S.Pd
9. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1.	28 Februari 2014	Pengajuan Judul	Pembimbing I	
2.	7 Maret 2014	Persetujuan judul skripsi	Pembimbing I	
3.	12 Maret 2014	Pengajuan BAB I - III	Pembimbing I	
4.	13 Maret 2014	Konsultasi BAB I - III	Pembimbing I	
5.	14 – 19 Maret 2014	Revisi BAB I - III	Pembimbing I	
6.	20 Maret 2014	Konsultasi BAB I – III	Pembimbing I	
7.	21 - 26 Maret 2014	Revisi BAB I - III	Pembimbing I	
8.	27 Maret 2014	Konsultasi BAB I – III	Pembimbing I	
9.	28 Maret – 2 April 2014	Revisi BAB I - III	Pembimbing I	
10.	3 April 2014	ACC BAB I - III dan ACC Seminar Proposal	Pembimbing I	
11.	17 April 2014	Konsultasi BAB I - III	Pembimbing II	

No	Tanggal	Materi	Pembimbing	Paraf
12.	18 April 2014	Revisi BAB I - III	Pembimbing II	
13.	5 Mei 2014	ACC BAB I - III dan ACC Seminar Proposal	Pembimbing II	
14.	14 Mei 2014	Seminar Proposal	Pembimbing I	
			Pembimbing II	
15.	9 Juni 2014	Pengajuan dan Konsultasi BAB IV dan V	Pembimbing I	
16.	11 Juni 2014	Revisi BAB IV dan V	Pembimbing I	
17.	5 Juli 2014	ACC Seminar Hasil	Pembimbing I	
18.	10 Juli 2014	ACC Seminar Hasil	Pembimbing II	
19.	18 Juli 2014	Seminar Hasil	Pembimbing I	
			Pembimbing II	
20.	18 – 20 Juli 2014	Revisi dan Konsultasi BAB I – V dan Lampiran (Setelah Seminar Hasil)	Pembimbing I	
21.	24 Juli 2014	ACC Ujian Skripsi	Pembimbing I	
			Pembimbing II	
22.	15 Agustus 2014	Ujian Skripsi	Pembimbing I	
			Pembimbing II	
23.	19 Agustus 2014	Pengajuan Revisi BAB I – V dan Keseluruhan (Setelah Ujian Skripsi)	Pembimbing I	
24.	20 - 21 Agustus 2014	Konsultasi ke I (setelah ujian skripsi)	Pembimbing I	
			Pembimbing II	
25.	20 - 21 Agustus 2014	Konsultasi Keseluruhan ke II dan ACC Penjilidan	Pembimbing I	
			Pembimbing II	
26.	20 – 25 Agustus 2014	Penjilidan dan Pengumpulan Skripsi	Pembimbing I	

10. Telah dievaluasi dan diuji dengan nilai:



Malang, 20 Agustus 2014

Pembimbing I

Pembimbing II

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Mengetahui,
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