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

Universi Keywords: Error, Error Analysis, thesis proposal seminar, Communicative Effects as Brawijaya Universi Taxonomy, global errors, local errors, eighth semester students.

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

This study used qualitative approach because the data of this study wassitas 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^{SILAS} Universitin which 179 and 9 erroneous utterances fall under local error and global errorsitas Brawijava respectively. The local errors consist of 45 lexical errors, 93 morphological errors, single Britan Br 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 Universit for the effect of global error to the audience, the writer found out that the global sites Brawijaya Universiterrors did not significantly hinder communication to the audience, ijaya Universitas Br 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.

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Universitas Br Salah satu bahasa yang penting untuk dikuasai adalah Bahasa Inggris.sitas Br 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 olehsitas Br 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 versi kekeliruan global di *Communicative Effect Taxonomy* mempengaruhi komunikasisitas Br 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 Universit dalam penelitian ini.

Di penelitian ini terungkap bahwa ada 188 kekeliruan yang dibagi menjadisitas B 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 essitas Brawijaya kekeliruan global yang tidak terkategorikan. Untuk jawaban dari permasalahan itas Br 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 subjeksitas Brawijaya penelitian yang berbeda. Saran lain adalah dengan menggunakan teori yang samasitas Brawijaya Universitetapi dengan objek yang berbeda rawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas INTRODUCTION ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter covers the background of study, problems of the study, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universit objectives and also definition of key terms. Universitias Brawijava Universitas Brawijaya Univer rawijaya Universit1.1 Background of the Study **Universitas Brawijay** wijaya Universitas Brawijaya Universitas BraLanguage is essential in communication. It is needed to deliver and to the second sec Universitas Braker ideas from one to another in the form of written or spoken. People Universitaround the world speak and write in different languages. Thus, one needs tositas Brawijaya master other languages besides his or her native language in order to be able to sitas Brawijaya hiversitas Brawijaya Universit communicate with others. rawijaya One of the most important languages to learn today is English. It is widelysitas Brawijaya spoken globally due to English imperialism and colonialism in the past which Universitbrought its language to almost entire world. English becomes a language that sitas Brawijaya rawijaya Universitas Brawijava rawijava cannot be apart from our daily basis. Every time people open up their eyes they sitas Brawijaya Universitäsiserve texts, labels, headlines, music, which are written and spoken in sitas Brawijay ava Universitas Brawijaya Universit English. Hence, people are required to learn English in order to deal with all ofsitas Brawijaya those information. Universitas Drama, a conversitas Brawijaya Universitas Brawijaya Universitas Br In language, including English, there are certain language skills that have sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universito be mastered to fully understand the language. Those language skills are tas Brawijava speaking, writing, reading and listening. Speaking as one of the language skills rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Unive2sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya that has to be mastered is important in the process of language learning because in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi order to express ideas and thoughts, one is required to speak correctly and tas Brawijava meaningfully. By speaking, a person can express his idea instantly. rawijava Universitas Bran Indonesia, English is a foreign language and is studied by Indonesian it as Brawljaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitatudents from elementary school until university, Even though they have sitas Br Universite experienced a long-term process of learning, they are likely to still make errors. Universit According to Dulay et al. (1982, p.138) "Errors are the flawed side of learnersitas speech or writing". The flaws in learning grammar can also produce errors. Therefore, being competent in grammar is necessary for someone to avoid errors, Universi especially in speaking practice. Inadequate knowledge of grammar is not merelysitas B the only factor students make error though. Sometimes, a sentence with a correct Universit grammar can produce error and can hinder or ruin communication. For example, asitas student may say "One river is enough". The sentence is grammatically correct. Universit However, the sentence hinders communication and confuses the listener. As the sitas Brawijaya Universi speaker intended to say "Satu kali saja cukup" the correct and meaningfulsitas sentence should be "Once is enough". Thus, errors are always expected in the Universit process of learning another language. As Dulay et al. (1982, p.138) say that sitas Brawijaya people cannot learn language without first systematically committing errors which means that making error is inevitable in learning language. Universitas Braks mentioned before, errors also occur to students who have learned asitas Br ersitas Brawilaya Universitas Brawilaya Cultural Studies Universitas Brawijaya have passed eight semesters of English Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning. Therefore, those students are expected to master English but the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive3sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya expectation does not go with the reality. It is seen when the previous eighth ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi semester students of Study Program of English Faculty of Cultural Studies, sites Universitas Brawijaya presented their thesis proposals. As a part of the stages that rawijaya Universitare required to be fulfilled in order to finish their thesis, proposal seminar is thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya initial stage where students present their thesis proposal in front of audience. To Universit deliver their ideas, the students are required to speak briefly and meaningfully it as Universitusing formal English in the seminar. In this case, speaking skill is important. So, sitas by giving an adequate presentation, the audience can comprehend and hopefully give comments and suggestions to the presenters in order to improve the Universi researches. However, sometimes students do not pay attention on form because they focus on meaning during presenting their proposals. According Universit 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 iversitias and produce language at high speed, they may be paying more iversitas attention to meaning than to form. Based on the explanation above, the researcher wants to find out error which alter Universit the meaning of a sentence. Thus, the writer is interested in analyzing errors which sitas Brawijaya Universit affect communication. According to Dulay et al. (1982), the most commonly used taxonomies are Universitas Brawijaya Universitas Brawijaya Universi based on (1) linguistic category, (2) surface strategy, (3) comparative analysis, sitas Brawijaya Universities Brawilaya Universities Brawilaya Universities Brawilaya Universities and (4) communicative effect. Surface Strategy Taxonomy is popular among researchers to classify error. As for this research, the writer wants to try another Universitas Brawijaya Universitas Brawijaya Universi approach to analyze errors. The writer wants to find out how significant errors rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Unive⁴sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya cause miscommunication. Thus the best tool to analyze errors that affect ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi communication is Communicative Effect Taxonomy sitas Brawijaya This research aims to analyze errors found on the eighth semester students Universit of Study Program of English Universitas Brawijaya. The error analysis in this it as Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya research focuses on Communicative Effect Taxonomy proposed by Dulay et al. (1982). The writer chooses eighth semester students of Study Program of English **Brawilava** University Universitat Faculty of Cultural Studies Universitas Brawijaya as the subject of the study.sitas 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 Universit proposal in semester eight this year. Thesis proposal presentation is chosensitas 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 Universit seminars so they can avoid errors as much as possible. The writer also expects it as Brawijaya 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. sitas Brawijava Universitas Brawijava Universitas Brawijava UniversitAs for future researchers who are interested in conducting research concerningsitas Br 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 Universitas Brawijaya Universitas Brawijaya Universi research the writer hopes that he can learn how to analyze errors so that his Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive5sitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya L'hiversitas Brawijaya Universit comprehension of English will be improved. Thus, the writer chooses rersitas Brawijaya – Universitas Brawijaya–Universitas Brawijaya Universi Made by the Presenters of Thesis Proposal Seminar in Study Program of Englishsitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava" as the title of this research. Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit1.2 Problems of the Studyitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Prawijava Universitas Brawijava Universitas Brawijava The following research questions are used to analyze the research Universitas Brawijava Universit problems i jaya What types of errors are made by the presenters of thesis proposal seminar Universitas Universitas Brawijaya Universitas based on Communicative Effect Taxonomy? Do global errors of Communicative Effect Taxonomy made by the presenters it as Brawijaya Universit₂ of thesis proposal seminar significantly hinder communication between the presenters and the audiences? rawijaya **1.3 Objectives of the Study** rawijaya This study is conducted to gain answers from the problems of the study. Sitas Brawijaya UniversitBy doing this study the writer hopefully will gain several objectives as follows: ersitas Brawijava 1. To find out the type of errors made by the presenters who are presenting their Universitas thesis proposals based on Communicative Effect Taxonomy Universit2. To find out whether or not global errors of Communicative Effect Taxonomysitas made by the presenters of thesis proposal seminar significantly hinder Brawijava Universitian communication between the presenters and the audiences, rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive6sitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit1.s Error refers to a fault caused by not comprehending the knowledge. (Ellis, sitas Brawijava rawijaya Universitas Brawijava 1994, p. 58) Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.5 Error Analysis refers to a set of procedures for identifying, describing, and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya explaining errors in learner language (Corder, 1974, cited in Ellis 1994, Univer Universitas Bravijaya s Brawijaya Universitas Brawijaya Universitas Brawijava Universit3. Thesis Proposal Seminar refers to a seminar in which students present their sitas Brawijava thesis proposal in front of audience to get feedback for better research (Fakultas Ilmu Budaya Universitas Brawijaya, 2013, p.7) Communicative Effect Taxonomy refers to errors from the perspective of sitas Brawijaya Universi 4. their effect the listener or reader (Dulay et al., 1982, p.189) Universits. Global Errors refer to errors that affect overall sentence organizationsitas Brawijaya significantly hinder communication (Dulay et al., 1982, p.191). rawijaya Local Errors refer to errors that affect single elements (constituents) in a Brawijaya Universit rawijaya sentence do not usually alter communication significantly (Dulay et al., 1982, stas Brawlay p.191). **Universitas Brawijaya** Universit7.5 Eighth semester students refers to the students of Study Program of Englishsitas Brawijaya Universitas who are learning English and doing their thesis in the eighth semester at sitas Brawijaya Faculty of Cultural Studies, Universitas Brawijaya. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Unive8sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Based on Crystal (2008, p.249), interlanguage is the linguistic systemsitas Brawijava created by someone in the course of learning a foreign language, different from Universite the speaker's first language or the target language being acquired. It reflects it as Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the learner's evolving system of rules, and results from a variety of processes, Universitiencluding the influence of the first language (transfer), contrastive interference s Brawiiava Universit Universit from the target language, and the overgeneralization of newly encountered rules arsitas As cited by Savoile-Troike (2006, p.41), Selinker (1972) introduces the Universitterm of interlanguage (IL) as the intermediate state of a learner's language as its Universi moves toward the target L2. Interlanguage is a linguistic system between thesitas B learner's source and target language which is produced as the result of the Universitimperfectness of the target language learning and has its own rule. Universit An interlanguage based on Selinker (1972, cited in Savoile-Troike 2006, rawijava 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 Universitas Br grammar. These rules are discoverable by analyzing the language that issitas Brawijaya used by the learner at that time – what he or she can produce and interpret nversitas Brawijaya correctly as well as errors that are made. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Br Dynamic. The system of rules which learners have in their minds changes it as Brawijaya Universities Brawilaya grammars. Selinker views this change not as a steady progression along a Universitas Brawijaya rawijava

srawijaya 🛛 Universitas Brawijaya Unive9sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitian Bracontinuum, but discontinuous progression "from stable plateau to stable Universitas Brawijava Universitas Brawijava Universitas Br plateau" (1992, p.226):s Brawijaya Universitas Brawijaya Variable. Although the IL is systematic, differences in context result in rawijaya Universitas Br different patterns of language use ya Universitas Brawijaya Universitas Broom refers to the less complex grammatical structures that typically occur Universitas Br in an IL compared to the target language (e.g. omission of inflections, such sitas 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 sitas Brawijaya interlanguage occurs in the process of learning target language. That is caused by Universit the errors and mistakes produced by learners because of his native language sitas Brawijaya Universit system interferes target language. 2.3 Errors vs Mistakes Universitas Braccording to Corder (1967 p.167) a mistake is a deviation in learner's as Brawilay 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 Las Brawlay Universitp.167) is a deviation in learner language which results from lack of knowledge of Universitas Brawijaya Universitas Brawijaya the correct rule. Universitas Branother linguist, Brown (1987, p.217) differentiates mistakes from errors.sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas A mistake refers to a performance error that is either a random guess or slip in that rawijava Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	it is a failure to utilize a known system correctly while an error is a noticeable
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rawijaya	Universit deviation, reflecting the competence of the learner ersitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya So, the main difference between mistake and error is that mistake happens Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit due to memory lapse, fatigue, and so forth in which then the speaker can self it as Brawijay
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rawijaya	Universi correct the mistake. While error occurs due to the incapability of the speaker in the Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brain conducting a research concerning errors, especially errors which aresitas Brawijaya
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Irawijaya	Universitive flaws that the speaker makes are errors not mistakes since speaking deals with Brawijay
rawijaya Irawijaya	Universit nervousness. Someone tends to feel nervous speaking in front of audience and cansitas Brawijava
rawijaya	Universitas Brawijaya
Irawijaya	result in producing mistakes. That is why to determine errors from mistakes is
rawijaya	Universitimportant. From the previous researchers, only Silitonga (2014, p10) used specific sitas Brawijay
rawijaya	Universita Universita
rawijaya	Universite method to determine errors and mistakes. In his research, he used a list of Brawijaya
rawijaya	Universit questions for the teachers to determine the participants' understanding of English Sitas Brawijay
rawijaya	Universitas
rawijaya	Universit Grammar and how far their preparations are. As for this research, the writer didsitas Brawijaya
rawijaya	Universitas B. Universitas Brawijaya
rawijaya	Universitian Brawijaya not carry out the same thing. To determine whether the flaws were errors or Universitian Brawijaya
rawijaya	Universitmistakes, the writer asked participants to recheck the transcriptions and askedsitas Brawijaya
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rawijaya	Universithem to self-correct the flaws. The flaws participants could not be self-corrected itas Brawijaya
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rawijaya	Universities Brown Corder (1974, cited in Ellis 1994, p.701) states that Error Analysis Brown average and the state of the
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rawijaya	Universit involves a set of procedures for identifying, describing, ad explaining errors insites Brawljay
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Universitas Brawijaya Universitas Brawijaya srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya learner language. Error Analysis for pedagogical purposes has a long history but Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitits use as a tool for investigating how learners learn a language is more recent. versitas Brawijava Universitas Bravia According to Savoille-Troike (2006, p.37), Error Analysis (EA) is the first rawijaya Universitapproach to the study of SLA which includes an internal focus on learners' sitas Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite creative ability to construct language. It is based on the description and analysis of sitas Brawijaya Universit actual learner errors in L2, rather than on idealized linguistic structures attributed Universito native speakers of L1 and L2 (as in CA). Universitas Braw Universitas Braw In summary, Error Analysis is a tool for researchers to figure out the Universit learners' problem in the process of learning second language. It is somethingSi Universi positive to both learners and teachers to determine student's errors so then the sites Brawijava teachers can correct them. Universit 2.4.1 The Steps in Error Analysis Corder (1974, cited in Ellis 1994, p. 48) suggests the following steps in UniversitError Analysis Research: Universital. Collecting of a sample of learner language Universitas Brache starting point in error analysis is deciding what samples of learner versitas Brawijaya Universitas language to use for the analysis and how to collect these samples.va Identification of errors Universitas Universitian Brance the samples of learner language have been collected, the errors in the sitian Brawliave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas samples have to be identified rawijaya Universitas Brawijaya Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brathe description of learner errors involves a comparison of the learner'ssitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya idiosyncratic utterances with a reconstruction of those utterances in the target rawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Unive2sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian language. It requires, therefore, attention to the surface properties of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas learners' utterances (i.e. it does not attempt, at this stage, to identify thesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Explanation of errors sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Br Assuming that it is possible to identify and describe errors, the next step is Universitian to try to explain them. Explanation is concerned with establishing the source as Brawijava Universitas Brawijaya Universitas of the error, i.e accounting for why it is made. This stage is the most sitas Brawijaya important for SLA research as it involves an attempt to establish the processes VIJ responsible for L2 acquisition. Evaluation of errors Universi 5. Whereas all the preceding stages of EA have involved an examination of rawijava errors from the point of view of the learner who makes them, error evaluationsitas Brawijaya 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 Brawijaya comprehension of the learner's meaning or in terms of the addressee's Brawlava Universitas Brawijaya affective response to the errors. **Universitas Brawijaya** Universitas BraThe steps above are used as a framework in error analysis research. Thesitas Brawijaya Universit 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. **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.5 Errors Taxonomies rsitas Brawijaya Universitas Brawijaya Following Dulay et al. (1982), there are four criterias for descriptive **Universitas Bra** Universit classification of Uerrors: linguistic taxonomy, surface Bstrategy taxonomy, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comparative analysis taxonomy, and Communicative Effect Taxonomy. rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Unive3sitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.5. Pringuistic Taxonomytas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Bratis taxonomy classifies errors according to the language component or ersitas Bravijaya rawijaya rawijaya Universit linguistic constituent (or both of them) which is affected by the error. Among Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit language components we count phonology, syntax and morphology, semantics versitas Brawijava rawijaya and lexicon, and discourse (Dulay et al. 1982, p146). rawijaya **Universitas Brawijaya** rawijaya **Universitäs Braw** Universit2.5.2 Surface Strategy Taxonomy **Universitas Bra** This taxonomy concentrates on the ways in which surface structures are tas Brawijaya Universitaltered. Using this taxonomy Dulay et al. (1982, p150) divide errors into the sitas Brawijaya rawijaya Iniversitas Brawijaya Universi following categories: Omission, Additions, Misformation, and Misordering. iversitas Brawijava a. Omission Dulay et al. (1982, p.154) explain that omission is "the absence of thesitas Brawijaya rawijaya rawijaya item that must appear in well-formed utterance". rawijaya For example: **Universitas Brawijaya** rawijaya Incorrect: Mary presidents new company **Universitas Brawijaya Universitas Brawijaya** Correct: Mary is the president new company (Dulay et al., 1982, p. 154) ersitas Brawijaya rawijaya Universitas b.raAddition **Universitas Brawijaya** Dulay et al. (1982, p. 156) explain that Addition is characterized by the rawijaya versitas Brawijaya rawijaya Universitas Brapresence of an item which must not appear in well form sentence resultingsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brafrom the all faithful use of certain rule. niversitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive4sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrawijevaIncorrect: He does not knows my name tas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya • Correct: He does not know my name Universitas Brawijaya rawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitas c, Misformation versitas Universitas Brawijaya rawijaya Misformation errors are characterized by the use of the wrong form of the Brawijay rawijaya Universitas Bramorpheme or the structure (Dulay et al., 1982, p.158) rawijaya For example: **Universitas Br Universitas Brawijaya** rawijaya Incorrect : "The dog eated the chicken" Iniversitas Brawijaya Correct : "The dog ate the chicken" iversitas Brawijaya (Dulay et al., 1982, p.158), versitas Brawijaya rawijaya Misordering d. Misordering errors are characterized by either incorrect placement of a sites Brawijava rawijaya morpheme or a group of morpheme in an utterance. (Dulay et al., 1982, niversitas Brawijaya rawijaya p.162) For example: **Universitas Brawijaya Universitas Braw** Incorrect: "He is all the time late" **Universitas Brawijaya** Universitas Brawijey Correct: "He is late all the time" Universitas Brawijaya Universita Universitas Brawijaya Universitas Brawijaya Unive (Dulay et al., 1982, p. 162) versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.5.3 Comparative Taxonomy Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brate Comparative taxonomy classifies errors on the basis of comparing the Brawijava rawijaya University structure of L2 errors to other types of constructions, most commonly to errors Brawijay rawijaya Universit made by children during their L1 acquisition of the language in question. In this sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive5sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya taxonomy, there are two main error categories: (1) developmental errors, and (2) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi interlingual errors, and, of course, (3) ambiguous errors, and (4) the 'grab bagsitas Brawijava Universitas Brawija and Universitas Brawijaya category' of other errors (Dulay et al. 1982, p.163-164). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.5.4 Communicative Effect Taxonomyva Universitas Brawijava Universitas Brawijava Universities Branchist the second sec Universit reader. Dulay et al. (1982, p.189) argue "Errors that affect the overall organization sites Brawijaya of the sentence hinder successful communication, while errors that affect a single University element of the sentence usually do not hinder communication". This taxonomies Iniversitas Brawijaya Universit divide error into global and local. Global errors are the errors that affect overall sentence organization sites Brawijaya Universi significantly hinder communication (Dulay, Burt, Krashen, 1982, p.191). Global Sitas Brawijaya Universiterrors consist of systematic types of errors such as wrong order of majorsitas Brawijava constituents, missing, wrong, or misplaced sentence connectors; missing cues to Universit signal obligatory exceptions to pervasive syntactic rules; regularization of sitas Brawijaya rawijava Universi pervasive syntactic rules to exceptions Universitas Pre Wrong order of major constituents **Universitas Brawijaya** Universitas BraFor example: *English language use many people* Universitas Brawijay Universitas Brawijaya The example above is considered error and alters communication. Universitas Braccording to Bever, (1971 cited in Burt 1974), The English languagesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra (especially American English) takes great pains to maintain the Subject-sitas Brawijava Verb-Object (SVO) order. So, any violations of SVO order can cause a rawijaya Universitas Branative speaker unable to comprehend a sentence as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univesitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitian 2. Missing, wrong, or misplaced sentence connectors Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Bra For example: (if) not take this bus, we late for school. rawijava rawijava Missing, wrong, or misplaced sentence connector Universitas Brawijaya such as Universitas Brawijava rawijaya Universitas Bracoordinating conjunctions, correlative conjunctions, and subordinatesitas Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braconjunctions can cause misunderstanding. The addition of (if) in the Universitas Bray example above makes the sentence more comprehensible. Universitas Brawijava Universitians 3. Missing cues to signal obligatory exceptions to pervasive syntactic rules resitians 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 stars 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. Regularization of pervasive syntactic rules to exceptions For example: We amused that movie very much (That movie amused us very much) Wrong psychological predicate constructions (i.e. predicates describing **Universitas Bra** how a person feels) Universitas BraFor example: He doesn't bother the cat iversitas Brawijava Universitas Brawijaya (The cat doesn't bother him) Universitas Brawijaya rawijava Universitas Brawijay Dulay et al. (1982, p.193) states many predicates describe how asitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Braperson feels about something or someone and those predicates describe states or reaction of the subject. They require animate as the experiencer rawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive7sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braund stimulus as the thing or person that causes the feeling. Some of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brapsychological verbs need the order of experiencer and stimulus to besitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reversed as shown in the example above. Universitas Brawijaya Universitas Brawijaya rawijaya Universitas 6. Improper selection of complement types (i.e. subordinate clauses) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya For example: Mother has a lot of work. Daddy expects to stay at her office late. s Brawijaya Universitas Brawijaya (Intended . . . Daddy expects her to stay at her office late) ersitas Brawijava ijava Universitas Brawijava Dulay et al. (1982, p.195) state that the improper selection of complement types such as that-clause, infinitives, and gerunds can impedesitas Brawijaya Iniversitas Brawijaya communication. Dulay et al. (1982, p.195) also argue that the omission of stars Brawijava the subject of an infinitive when the implied subject is not the same can rawijava cause misunderstanding as shown in the example above. Universit Local Errors are errors that affect single elements (constituents) in a Universit sentence do not usually alter communication significantly (Dulay et al. 1982, sitas Brawijaya Universi p.191). For example, the omission of "s" in sentence "She read a book" does not it as Brawijava significantly alter meaning and communication. The listener or reader can Universitunderstand the intended meaning without any difficulty. wijaya Universitas Brawijava Universitas BraSince the classification of local errors is not described well in Dulay's sitas B Language Two, the writer referred to Hendrickson's (1976, p3-4) journal entitled ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit"Error Analysis and Selective Correction in the Adult ESL Classroom: Ansitas Brawijaya classify the local errors. The classifications were Lexical, Universitas Brawilaya Experiment" to and Syntactic. The lexical subcategory covered misused or Morphological, Universitas Brawijaya Universitas Brawijaya Universi omitted nouns, verbs, adjectives, and adverbs. The morphological subcategorysitas Brawijava rawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Univesitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya referred to misuse or omission of any bound morpheme. Syntactic subcategory ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitincluded, misused, or comitted Edeterminers, modals, qualifiers, prepositions, sitas Brawijava conjunctions, subordinators, sentence connectors, question words, and certain rawijaya Universit otherwise uncategorized syntactic classes (e.g., there is, it is). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 2.6 Thesis Proposal Seminar Universitas Universitas Brathesis proposal seminar is a seminar in which students present their thesis Brawijaya proposals in front of audience to get feedbacks for better researches (Fakultas Ilmu Budaya Universitas Brawijaya, 2013, p.7). Thesis proposal is the first Universitseminar of three seminars students need to pass to finish their studies. The threesitas Brawijaya 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 it as rawijaya presentation from the presenter. The second one is questions and suggestions from Universithe audience and the last one is questions, comments, and suggestions from thesitas Brawijaya supervisor and co. supervisor. Universitas Brain presenting thesis proposal, students are required to speak orally using sitas Brawijaya Universit 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 communicativelysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites mustivijava Universitas Brawijaya Universitas Brawijaya According to Lestari et al (2011, p.30-31), a good oral presentation is well Universit structured; this makes it easier for the listener to follow. There are three parts tositas Brawijaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas typical presentation; the beginning, the middle and the end. In the beginning of Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Univessitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University presentation common expressions used are "Good. Fine. Great. Can we start?" or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi "Let's get down to business". These expressions are used to gain audience's it as Brawijava Universities Brawing greet the audience students can say "Hello ladies and gentlemen" or rawijaya Universi "Good morning member of the jury". After greeting the audience, a presenter it as Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya needs to introduce himself using expressions like "Good morning everyone, I'd Universit like to introduce myself. My name is ...". As for the closing or the end, a student s Brawiiava Universit can use expression like "Thanks for the attention". Universities Braw From all those explanations above the writer summarizes that thesis Universit proposal presentation is a presentation in which student presents his proposal in Universi front of audience to gain comments and suggestions. In presenting thesis proposal, sites Bi presenter is required to speak in formal English. Therefore, being able to speak Universit English correctly and meaningfully is a must. Universita 2.7 Previous Studies In order to enrich this study, the writer took three previous studies which it as Brawijaya Universitas Brawijaya were related to this study. The first previous study was conducted by Sastra Universit (2014) entitled Grammatical Error Analysis on the Spontaneous Speech Produced Stas Brawijay University Students of English in 2014. This research investigated errors made by seventhalities Bi semester students of Faculty of Cultural Studies Universitas Brawijaya. The research used surface strategy taxonomy to classify the errors. The total errors las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi found were omission (37%), addition (27%), misformation (35%) and tas Brawieve misordering (1%). Omission was divided into five types, addition into six types, Universit misformation into six types and the last is misordering. The second research wassit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas conducted by Silitonga (2014). The title of his research is Error Analysis on Story rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit Telling by Participants of Story Telling Competition In Smart Education Center
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi Course. The researcher analyzed errors on stories produced by students. Tositas Brawijay
rawijaya rawijaya	classify the errors, the researcher used surface strategy taxonomy. The researcher
rawijaya	
rawijaya	Universit found that the errors produced by the participants were 151 errors which were sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	divided into 91 misformations, 5 misorderings, 19 additions, and 36 ommisions.
rawijaya	
rawijaya	University in terms of source of error, the researcher found 50 (33%) intralingual error and University Brawijaya
rawijaya	Universit101 (67%) interference error. The research also investigated the possible source of sitas Brawijav
rawijaya	
rawijaya	Universitas Braw errors using Richard's theory. The research also classified general errors into Universitas Brawijay
rawijaya	Universit global and local. However the research failed to find global errors. The last Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	Universi research was conducted by Irfani (2011) entitled A Study of Teacher's Corrections tas Brawijay
rawijaya	Universi Strategies Towards Students' Speaking Errors. The research aimed to gain a
rawijaya	University of and a strain of strain a strain of strain a
rawijaya	Universi description of the types of errors committed by the students based on Sitas Brawijay
rawijaya	Universit Communicative Effect Taxonomy and Speaking Aspects involved, and the error Universit
rawijaya	
rawijaya	Universit correction strategies employed by the teacher. He found 199 items of deviations Brawlay
rawijaya	Universitas Universitas Brawijay Universi committed by the students in which 109, 77 and 13 items belong to phonological, sitas Brawijay
rawijaya Irawijaya	Universitas Blanda de la constructione de la c
rawijaya	grammatical and lexical aspect respectively. He also found 107 erroneous
rawijaya	Universitutterances committed by the students in which 83 and 24 erroneous utterances fallsitas Brawijay
rawijaya	Universitas Brawija
rawijaya	Universitunder local and global type respectively.
rawijaya	
rawijaya	Universitas Bravijava There were similarities and differences between those three previous Universitas Bravijava
rawijaya	Universitstudies and this research. The Similarities between four of them is that allsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitian Brawijaya Universitian Brawijaya Universitian Brawijaya researches analyze errors which were orally produced by the students. Another Universitian Brawijay
Irawijaya	Universit similarities between this study and the last research were the theory used, namely, sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	UniversitCommunicative Effect Taxonomy. While the differences between this researchsitas Brawijay
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijava Universitas Brawijava **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya universitand those three previous studies mentioned above were the objects being Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitanalyzed. The previous studies used spontaneous speech, short story telling and sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya class activity respectively as the object of the study, while this research used Universitas Brawijaya Universit thesis seminar proposal presentation. Also, this research used different theory tositas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitianalyze the errors. In this case, this research uses Communicative Effect Brawnay Universit Taxonomy instead of Surface Strategy Taxonomy used by Sastra (2014) and

UniversitSilitonga (2014).

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ21sitas Brawijaya **Universitas Brawijaya** s Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Iniversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya srawijaya rawijaya rawijaya rawijaya rawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universi RESEARCH/METHODsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brathis chapter consists of the methods that the researcher used in collecting it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand analyzing the data. There are four points, namely research design, data source, sitas Brawijav

Universit data collection, and data analysis.

Universit 3.1 Research Design

Universitas B

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

UniversitAccording 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, iversitas Brawijaya conversations, and so on.

Since the data of this research was taken from students' presentations

TAS BR

Universitation which were in the form of words rather than number and statistic, qualitative Brawijaya

Universit approach was best used to conduct this study.

Universitas Bra In this research, the writer classified the errors found in eighth semester

Universit students' speech in presenting thesis proposal based on Communicative Effect itas Brawijaya

Universit Taxonomy proposed by Dulay et al. (1982).versitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya

Universitas Brawijaya Universitas Brawij²²/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya ersitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya**

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Universitas Brawijaya Univ23sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universit 3.2 Data Source Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe data of this research were the utterances of the presenters which it as Brawijava ersitas Brawijaya contained errors in the thesis proposal presentations by the eighth semester ersitas Brawijaya University students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya. The reason for choosing these participants was because from the University writer's observation the students were likely to make errors during their thesis s Brawijava Universitas Braw Universit proposal seminar. To determine the subject of this research the writer selected thesitas Brawijaya 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 Universi Universitas Brawijaya will be the sample of the research. According to the stars Br academic office of Faculty of Cultural Studies, there are 261 students of who Universitwere conducting thesis and going to present their thesis proposals in this semester sitas Brawijaya rawijava Universit According to Marshall (1996, p523), in choosing the samples for ersit qualitative research there are three broad approaches namely Convenience sample, sitas Brawijaya Universi Judgment sample, and Theoretical sample. As for this research the writer used it as Brawijava Convenience samples approach. In choosing the samples, the writer considered Universithe time and source he had. The writer decided to select the most accessiblesitas Brawijaya subjects to be the samples of this study. The writer asked 5 students who has Brawijava conducted thesis proposal seminar in May to June. From 5 students, only 4 Universit students were willing to be the participants of this research. Thus, those 4 students it as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Univ24sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Branch analysis of this research is focused on the errors based on the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Communicative Effect Taxonomy theory proposed by Dulay et al. (1982) on thesitas Brawijava versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students' presentation will be transcribed. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya iava Universitas Brawijava Universitas Brawijava rawijaya Universitas Brasince the writer uses Communicative Effect Taxonomy which does not it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitonly deal with errors but also to the effect to the listener, it is important to obtain sitas Brawijaya Universit audiences' opinions toward the presentations. This is mainly to answer the second s Brawijava Universitas Brawijava Universi problem of the study. As for that, the writer interviewed three audiences of eachsitas Brawijava 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 niversitas Brawijaya choosing which audience to be interviewed. iversitas Brawijaya Universi 3.3 Data Collection The steps of collecting data are as follows: Universita The writer asked the participants whether they were willing or not to be part Universitas of this research by giving them consent forms. The writer gave the consentsitas Brawijaya forms to the participants at least three days before the participants conduct the proposal seminar. Universit2. The writer attended the participants' thesis proposal seminar and recorded thesi presentations. The writer used audio recording because the writer considers Universitians that audio recording was enough in obtaining the data.^{S Brawijaya} Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit³. The writer transcribed the recorded presentations by listening to the audio to_{sitas Br} make written form or transcript. The writer also asked a peer checker to Universitas Universitas recheck the transcripts to make sure that the transcripts were accurate. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Univ25sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. The writer asked the presenters to recheck the transcripts to determine errors rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and mistakes. The writer listed the utterances containing errors the presenterssitas Brawijava rawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava cannot self-correct. The utterances containing errors will be used as the data Universitas rawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 5. The writer asked two audiences from each seminar to be interviewed concerning their comprehension to the presentations. They were asked Universitas rawijaya Universitas Brawijaya s Brawijaya Universitas Brawijaya Universitas whether or not global errors which were found significantly hinder or altersitas Brawijava communication. The result of the interview was used to answer the second ust **Universitas Brawijaya** problem of the study. 3.4 Data Analysis In analyzing the data, the writer used the Error Analysis steps suggested rawijaya Universitby Corder (1974). Universita rawijaya Identification of errors rawijaya Once the samples have been collected, the errors in the samples have to besitas Brawijaya identified. The identification of errors is based on the theory of Communicative Universit Effect Taxonomy proposed by Dulay et al. (1982). Universit2.s Description of errors The description of learner errors involves a comparison of the learner's Universitial idiosyncratic utterances with a reconstruction of those utterances in the target it as Brawijava Universi language. The description of errors is also based on Communicative Effect tas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Taxonomy. rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Univ26sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brasince Communicative Effect Taxonomy does not only deal with the errorssitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya but also their effects to the listener, an expert is needed to make judgments of the Universitas Brawijaya rawijaya rawijaya rawijaya Universitutterances the participants made. The expert must be a native speaker of English. Sites Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya The expert was responsible to check the transcripts and to find those utterances Brawijay rawijaya Universit that sound un-English or incomprehensible to native speaker. The expert in this rawijaya s Brawijava Universitas Brawijava Universitresearch was a native speaker of American English named John M. Lawler. He issitas Brawijava Universitas Brawi Universitas professor emeritus of linguistics in the University of Michigan in Ann Arbor. Universit The triangulation was conducted via email. The expert took part in deciding Sitas Brawijaya Iniversitas Brawijaya Universi whether the participants' utterances were considered global error or not. Theresitas Brawijaya ware cases when the writer considered utterances did not belong to any error Universi rawijaya rawijaya Universit classification whereas the expert considered them as global errors. Universit Universita. Drawing conclusion rawijaya At last, the writer made a conclusion from the errors found based on Sitas Brawijaya rawijaya Universi Communicative Effect Taxonomy to answer problems of the study. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijava Universitas Brawijava rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravijava Universitas Brawijaya Universitas Brawijaya UniveFINDING AND DISCUSSION'S Brawijava rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas BraThis chapter presents the finding and discussion. The finding includes datasitas Brawijava description and result of analysis. The discussion has a purpose to discuss the Brawijay Universit result of data analysis with main theories and previous studies. awijaya dings Universitas Brawijaya This chapter presents findings and their discussions related to the problems Brawijaya Universit^{4.1} Findings Universi of the study. The finding of this research is the results of the data tabulation on thesitas Br erroneous utterances of the presenters of seminar in Study Program of English of rawijaya Universit Faculty of Cultural Studies Universitas Brawijaya. Universit This study investigated errors produced by the presenters in the thesis proposal presentations by eighth semester students of Study Program of English in Sitas Brawijaya Universi Faculty of Cultural Studies, Universitas Brawijaya. From five students who were the Brawijaya Brawijaya. rawijava asked to be the participants of this study, only 4 students were willing to be the Universit subjects of this study. This study aimed to figure out the types of errors produced sitas Brawijaya University the presenters and the effect of the errors to the audience. The classification of sitas Br errors was based on Communicative Effect Taxonomy proposed by Dulay et al. ersitas Brawijaya . Universitas Brawijaya Universitas Brawijaya . Universitas Brawijaya Universi (1982) who divide errors into local and global errors. To classify the local error, sitas Brawijaya the writer referred to Hendrickson (1976, p3-4) who divided local errors into ersil lexical, morphological, and syntactical. An expert was also involved to enrich this Brawliay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Univ28sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit study since global error of Communicative Effect Taxonomy deals with the effect Universitas Brawijāva Universitas Brawijava Universitas Brawijava Universitas Brawijava Universi to native speaker. The discussion with the expert was conducted via email. Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br Based on the Communicative Effect Taxonomy proposed by Dulay et al.sitas Brawijava rawijaya (1982) the writer found some findings and described the result of the analysis Brawijay rawijaya Universit from local and global error. The writer found there are 188 erroneous utterancessitas Brawijaya **Universitas Brawija** Universi committed by the students in which 179 and 9 erroneous utterances fall undersitas Brawijava Universitas Brawijaya local error and global error respectively. The local errors consist of 45 lexical srawijaya 🛛 niversitas Brawijaya Universiterrors, 93 morphological errors, and 41 syntactical errors. The global errorssitas Brawijaya consist of 2 wrong order of major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 litas Brawijaya rawijaya Universit rawijaya Universituncategorized global errors. rawijaya Universit 4.1.2 Analysis of Error rawijaya Universitas In this part, the writer analyzed the errors and provided the corrections that sitas Brawijava should be used. Each type of error is described in order to know why those are Universit considered errors. Universitas BraIn the tables there are codings (P= presenter, L= line) to ease the reader insitas Brawijaya Universities Provide the errors. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit4.1.2.1 Local Errorsiversitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Lexical Universitas Braviava There are three subcategories for local errors, namely, Universitas Braviava rawijaya Universitas Brawijaya rawijaya Universit Morphological, and Syntactical errors/ijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

. a mja ja		iya omrononao bramijaya o	molona pramjaja	
rawijaya	Universitas Brawija	ya Universitas Brawijaya U	niversitas Brawijava	Universitas Brawijay
rawijaya	Universitas Brawija			Universitas Brawijay
rawijaya	Universitas Brawija			Universitas Brawijay
rawijaya	Universitas Brawija			Universitas Brawijay
rawijaya	Universitas Brawija			Univ29sitas Brawijay
Irawijaya	Universitas Brawija			Universitas Brawijay
				Universitas Brawijay
rawijaya		va Universitas Brawijaya U		
rawijaya		ya Universitas Brawijaya U		Universitas Brawijay
rawijaya		writer found 45 lexical errors		students'sitas Brawijay
rawijaya	presentations	s in the thesis seminar proposal. I	Lexical errors covered m	isused or
rawijaya				
rawijaya		ns, verbs, adjectives, and adverbs.		Universitas Brawijay
rawijaya	Universitas Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijay
rawijaya	Universit Table 4.1 Lo		niversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Interest	Erroneous utterances	Corrections	Universitas Brawijay
rawijaya	Universitas Breavija	Here I would present my seminar proposal entitled "The Characteristic	Here I would present my pro seminar entitled "The Chara	cteristicersitas Brawijay
rawijaya	Universitas Brawija	Concepts of Magic Realism's Element	Concepts of Magic Realism's	Elementrsitas Brawijay
rawijaya	Universitas Brawi	in Queen of the Sparrows Short Story" The definition of magic realism is an	in Queen of the Sparrows Sh The definition of magic reali	
rawijaya	Universitas B1231-	oxymoron or a term which built by two	oxymoron or a term which be	uilt by two s <mark>itas Brawija</mark> y
Irawijaya	Universitas ³²	contradiction words, magic and the word realism.	contradictory words, magic word realism.	and the ersitas Brawijay
rawijaya	Universit 3 P1	The second one is the research is	The second one is the researc	h isniversitas Brawijay
rawijaya	Universi L51-	expected to be <u>*</u> reference for other	expected to be a reference fo	
rawijaya	Universi 53	research who concern on magic realism and maybe use Queen of the	researchers who concern on realism and maybe use Quee	
Irawijaya	Universit	Sparrow short story to be analyzed.	Sparrow short story to be ana	lyzed.versitas Brawijav
rawijaya	Universit ⁴ P1 L93-	It's mean that modern point of view is to see magic or fantastical thing or	It means that modern point o see magic or fantastical thing	f view is to
rawijaya	Universit	mystical thing is something like just a	mystical thing as something	like just arsitas Brawijay
rawijaya	I had a second to	fantasy	Taniasy	
	Universita: P1 L94-	the author is try to break this point of view	the author tries to break the view	is point of sitas Brawijay Universitas Brawijay
rawijaya	95			
rawijaya	Universites P1	it's will prove by the magic realism because magic realism is use the other	it will be proven by the ma realism because magic realist	-
rawijaya	177	perspective or the other belief that	other perspective or the other	belief that
rawijaya	Universitas Bi	magical and mystical thing is a part of reality	magical and mystical thing a	re parts of Sitas Brawijay
rawijaya	Universitas Bra	Is that answer your question?	Does that answer your questi	Universitas Brawijay
rawijaya	Universitas Biling		IJaya	Universitas Brawijay
rawijaya	Universitas E P2wija	We live nowadays in the age of modern era where human has their	We live nowadays in the age era where human beings hav	of moderns it as Brawijay
rawijaya	Universitas bigwija	amount of	amount of	
rawijaya	Universitas P L61-	So this kind of genre is actually will make the reader	So this kind of genre actually the reader	will makes itas Brawijay
rawijaya		make the reader that Brawijaya U	nwersitas Brawijaya	Universitas Brawijay
rawijaya	Universitato Bip2wija	because both of them <u>* also a part</u>	because both of them are a	_
rawijaya	Universitas Bilawija	of the society and they have a different function to the society.	of the society and they have functions to the society.	enniorsitas Bramjay
Irawijaya	Universitan Bip2wija	Some reference * from books and	Some references are from bo	oks and ersitas Brawijay
Irawijaya	Universitas BiL115ja	some from the web. Brawijaya U	some from the web.	Universitas Brawijay
Irawijaya	Universita ₁₂ Bip3wija	they want to lost their Straight Edge	they want to lose their Stra	
rawijaya	Universitas Bithi2ija	serenity like the philosophy of tattoo	serenity like the philosophy o	of tattooersitas Brawijay
rawijaya	Universitas Brawija	itself. ya Universitas Brawijaya U	itself. hiversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawija	ya Universitas Brawijaya U		Universitas Brawijay
rawijaya	Universitas Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawija			Universitas Brawijay
rawijaya	Universitas Brawija			Universitas Brawijay
namjaya	sinteratua biawija	iya omoraitaa brawijaya Ul	macisicus biavijaya	Sinteratua Diawijay

		enterentere Brannjaja entrerentae Brannjaj
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya		Universitas Brawijaya Universitas Brawijay
rawijaya		Universitas Brawijaya Universitas Brawijay
rawijaya		Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Univ30sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya	Universit Table Continuation of Lexical Errors	Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya	UniversitaNo recodeaya Un Erroneous utterancesaya	Universitas Correctionsa Universitas Brawijay
rawijaya	Universit 13 P3 L197 I think their song that they made is represent of their life	I think their song that they made is a ers it as Brawijay representation of their life
rawijaya	Universite 14 P4/J2 In Indonesia the teaching English	In Indonesia the English teaching versitas Brawijay
rawijaya	Universities L14-15 began at the elementary school	the began at the elementary school universitas Brawijay
rawijaya	Universitias Frawija scramble game and puppet	The two previous studies use scramble game and puppet
rawijaya	Universitas Brawijaya Univer	ersitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya	es Brawijaya Universitas Brawijay
rawijaya	Universitas Branda Those utterances above were consider	red error. The first error was made by
rawijaya	Universit the first presenter. It is stated "Here I would	
rawijaya	Universitas Br	va Universitas Brawijay
rawijaya	Universit'The Characteristic Concepts of Magic R	Realism's Element in Queen of the tas Brawijay
rawijaya	Universita Sparrows Short Story". It should be "Here.	Iniversitas Brawijay
rawijaya	Universi	Twould present my propositi seminar iversitas Brawijay
rawijaya	Universi entitled 'The Characteristic Concepts of Mag	gic Realism's Element in Queen of the sitas Brawijay
rawijaya	University On a second se	The second seco
rawijaya	Universit Sparrows Short Story'". The presenter main	ntained his first language system in sitas Brawijay
rawijaya	Universit producing the phrase "seminar proposal". Ir	n English, the modifier is put before Brawijay
rawijaya	Universita	Jniversitas Brawijay
rawijaya	Universithe head while in Bahasa Indonesia is the op	
rawijaya	Universitias	er made the same error. He also He also Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universit maintained his first language system in prod	lucing the phrase "teaching English" sitas Brawijay
rawijaya	Universitas Bra	" Aya Universitas Brawijay
rawijaya	Universitinstead of the correct form "English teaching	ijaya Universitas Brawijay
rawijaya	Universitas Brathe second utterance was considered	error because of the wrong selection sitas Brawijay
rawijaya	Universitas Brawijay	rawijaya Universitas Brawijay
rawijaya	Universitof word by the presenter. To make a correct	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya		
rawijaya	Universidefinition of magic realism is an oxymor	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universit <u>contradictory</u> words, magic and the word rea	
rawijaya	errors caused by the misuse of the noun "r	research". Since it was followed by
rawijaya		
rawijaya	Universit relative pronoun "who", the preceding work	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
Irawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijay

Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya utterances should be "The second one is the research is expected to be a reference" rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya Universi for other researchers who concern on magic realism and maybe use Queen of thesitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Sparrow short story to be analyzed.". ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitian Brathe next erroneous utterance was also made by the first presenter. Thesitian Brawliava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitutterance is in the form of question. The auxiliary verb *"Is"* is inappropriate.sitas Brawijaya Universit Since the predicate in the utterance is "answer", the auxiliary verb "Is" should be s Brawijava Universitas Brawijav Universite placed by auxiliary verb "Does". The correct sentence should be "Does that it as as Brawing answer your question?". Another misused of noun was made by the second presenter. The word "human" is inappropriate since it is an adjective. Therefore Universi the correct sentence should be "We live nowadays in the age of modern era where sitas human beings have their amount of ... " in which "human beings" is a noun form Universitof human. Another lexical error found was misused or double verb. In the utterances Universit number (9) there are two verbs; "is" and "will". To correct the sentence one of itas Brawijaya Universi the verbs should be eliminated. In this case the auxiliary verb "is" should be stras eliminated. Another error found was sentence missing of auxiliary verb. It is Universit stated "... because both of them * also a part of the society and they have asitas Brawijaya Universi 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 rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universitverb "are" should be added after the pronoun "them". So, the correct utterances it as Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** rawijava

rawijaya srawijaya 🛛 rawijaya srawijaya 🛛 rawijava rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit4.1.2.1.2 Morphological Errors Brawijaya Universitas Brawijaya Universitas Brawijava The writer found 93 errors fall under morphological errors. Morphological Universitas Brawijava

Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya

Universitas Brawijaya

Univ32sitas Brawijaya

Universitas Brawijaya

Universiterrors referred to misuse or omission of any bound morpheme. Those errors aresitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit presented and discussed below. Duriversitas Brawijaya Universitas Brawijaya

Universitas Bra	4.2 Mo	rphological Errors	versitas Brawijaya	Universitas Brawijaya
	Code	Erroneous utterances	Corrections	Universitas Brawijaya
	qwija	In the narrative style magic realism	In the narrative style magic re	_{ealism} versitas Brawijaya
Universitas Br	_34-35	happen when the characters of the	happens when the characters	of the versitas Brawijava
Universitas Br		story is first built as a normal life then continues to extraordinary life with	story is first built as a normal continues to extraordinary life	
Universitas/		some reason.	some reasons.	Universitas Brawijava
Linivorsit ² P		In the narrative style magic realism	In the narrative style magic re	alismuorditas Brawijav
	_34-35	happen when the characters of the	happen when the characters of	of the story
Universi		story is first built as a normal life then the use of extraordinary life with some	is first built as a normal life the	hen the ersitas Brawijaya
Universi	5	reason.	reasons.	^{some} versitas Brawijaya
	P1	in magical realism, the fantastical	in magical realism, the fan	tasticalersitas Brawijaya
Universit	_95-96	thing and magical thing is happened in reality.	thing and magical thing happ reality.	^{en in} versitas Brawijaya
Universit 4 P	21	The story ended with Amrita was		wasiversitas Brawijaya
	.114	founded by her mother	found by her mother	Iniversitas Brawijava
5 P	21	the irreducible element is the	the irreducible element is t	he
2	.199-	element of magic realism that show the	element of magic realism that	showsersitas Brawijaya
	200 P1	detail of magic that is the big differences from my	the detail of magic that is the big differences f	<mark>Univers</mark> itas Brawijaya
	258-	research and Iswandari because in	research and Iswandari becau	ise in iversitas Brawijaya
Universitas B ²	259	Iswandari just use those five element	Iswandari just use those five	elementsrsitas Brawijaya
Universitas Bi	2	this globalization affect human	 this globalization affects h	_{uman} ivers <mark>itas Brawijaya</mark>
/ 1	22-23	nature and culture.	nature and culture.	Universitas Brawijaya
8 P	2	there is a poem entitled <i>Touchscreen</i>	there is a poem entitled <i>To</i>	uchscreen
	.30-31	written by Marshall Davis Jones that	written by Marshall Davis Jon	
Universitas Bra	P2 L63	reflect the phenomena because it usually use humorous	because it usually uses hur	Universitas Brawijaya
Universitas pra	awijay	style	50,10	^{norous} versitas Brawijaya
		a. it symbolize the phenomena a. a U		<u>nalnivers</u> itas Brawijaya
	2wija 141-	it's because actually I have take some class in poetry but I have not any	it's because actually I have some class in poetry but I have	
	a2vijay	Book Universitas Brawijaya U	n _{book} sitas Brawijaya	Universitas Brawijaya
Universital ² BP	93 L66	\therefore we can see what happen in the U	we can see what happen in society by analyzing the liter	^{to} nivers <mark>itas Brawijaya</mark>
Universitas Bra	awija	society by analyze the literary work	niversitas Brawijaya	Universitas Brawijaya
Universital ³ Br	³ wiia	I take two previous study.	I take two previous studies.	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya
Universitas Bra	awijay	a Universitas Brawijaya U	niversitas Brawijaya	Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ33sitas Brawijava Table Continuation of Morphological Errors Universitas Brawijava Code No Erroneous utterances Corrections P4 L57 Some characteristics of young Some characteristic of young learner 14 namely is learner namely are . 15 P4 Cynthia and Drow Johnson states some Cynthia and Drow Johnson states technique to teaching vocabulary some technique to teach vocabulary L68namely is namelv versitas BraMorphological errors are the most frequent errors produced by the tas Braw presenters. There were 93 morphological errors found. The first erroneous Universit utterance was made by the first presenter. The presenter violated the subject-verb Universi agreement rule. It occured recursively. In English, a singular subject (she, he) takes a singular verb (is, runs), whereas a plural subject takes a plural verb. In the Universi utterance number (1), the subject "magic realism" is singular so, the followingsitas Brawijaya 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 stars life then continues to extraordinary life with some reasons.". Another subjectverb agreement violation occurred in utterances number (5), (7), (8), and (9). Universitas Brepresenters also violated singular and plural rule. There are nouns that have sitas 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 Universit*"previous studies*".Iniversitas Brawijaya Universitas Brawijaya Another morphological error occurred in the sentence number (15). In this Universit context, preposition "to" should be followed by base verb. Therefore the correct Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University utterances should be "Cynthia and Drow Johnson states some technique to teach as Brawijava Universitas Brawijaya Universitas Brawijaya vocabulary namely". Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

. a ja ja	0	• • • • • • • • • • • •	ya omrononao bramijaya o	menoneae brannjaya	0	
Irawijaya	Universita	s Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universita	s Brawijay
Irawijaya	Universita	s Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universita	s Brawijay
Irawijaya	Universita	s Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universita	s Brawijay
Irawijaya	Universita	s Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universita	s Brawijay
Irawijaya	Universita	s Brawija			Univ34sita	s Brawijay
rawijaya	Universita					s Brawijay
Irawijaya		2	nactical Errors			s Brawijay
Irawijaya	Universita	1.2.1.3 Syr s Brawija	iya Universitas Brawijaya U	niversitas Brawijaya		s Brawijay
Irawijaya			writer found 38 syntactical err			
rawijaya		9				<i>J J</i>
Irawijaya	Universita	yntactical e	errors included misused or omitte	d determiners, modals, q	ualifiers,	s Brawijay
Irawijaya			conjunctions, subordinators, sen			
Irawijaya	-	-	ya Universitas Brawijaya U	-	Universita	
Fawijaya			otherwise uncategorized syntactic		ia) Tha	s Brawijay
Fawijaya				ersitas Brawijaya		s Brawijay
			scribed and discussed below.	ersitas Brawijaya		s Brawijay
lrawijaya Irawijaya			vntactical Errors	rawijaya		s Brawijay
rawijaya		No Code	Erroneous utterances	Corrections		
Irawijaya Irawijaya	Universita	JEIGH	Short story is short and brief fictional	Short story is short and brief		s Brawijay s Brawijay
Fawijaya	Universita	L19-	narrative prose. It's shorter from novel.	narrative prose. It's shorter t	han novel	s Brawijay
	Universit	20	The first element of Faris that are used	The first Faris ' element that		
rawijaya	Universit	L56-	in the related to magic realism is the	the relation to magic realism		S Drawijay
rawijaya		57	irreducible element.	irreducible element.	niversita	s Drawijay
rawijaya	Universi 13	3 P1	The most of reader use their	Most of the readers use the	ir	s Brawijay
rawijaya	Universit	L73-	knowledge and believe	knowledge and believe		s Brawijay
rawijaya	Universit 4	74 4 P1	in magic realism, magic and reality	in magic realism, magic a	nd reality	C
rawijaya	Universit	L82-	is almost close or in Faris used is	are almost close or in Faris,	He uses	s Brawijay
Irawijaya	Universita	83 5 P1	amalgamation or fusion. it's will prove by the magic realism	amalgamation or fusion.		s Brawijay
rawijaya	Universit	L176-	because magic realism is use the other	realism because magic realis	m uses the	s Brawijay
rawijaya	Universita		perspective or the other belief that magical and mystical thing is a part of	other perspective or the othe that magical and mystical thi		
rawijaya	Universita		reality	parts of reality	Universita	s Brawijay
Irawijaya	Universita	T 107	It's actually the experiences of western people when they become a colonizer	It's actually the experiences people when they became a		s Brawijay
rawijaya	Universita	188	and come to America in the first time	and come to America for the	e first time	s Brawijay
rawijaya	Universita		 Defocalization I use because in my	Jaya		s Brawijay
Irawijaya	Universita	L208-	opinion every story, every narrative	I use defocalization because opinion every story, every na	arrative	
Irawijaya	Universita	207	prose use their point of view of <u>*</u>	prose uses point of view of t	iic	s Brawijay
Irawijaya		<u>s Brawija</u> B Pl	narrator. We share the strength of magic realism	narrator. Brawijava That is my interesting of mag	Universita gic realism	
Irawijaya	Universit	L228-	and my purpose to do this research is as	and my purpose to do this re	search is sta	s Brawijay
Irawijaya	Universita		my supervisor say that maybe this is the first time magic realism as the	as my supervisor say that ma the first time magic realism a	0.00	
rawijaya	Universita		research	research	Universita	s Brawijay
rawijaya	Universita	L18-	We live nowadays in the age of modern era where human has their amount of	We live nowadays in the age modern era where human b	aings have	
rawijaya	Universita	s p ₁₉ wija		their amount of	Universita	s Brawijay
rawijaya	Universita		And the last is as <u>*</u> reminder towards	And the last is as a reminder human beings from being hu		s Brawijay
rawijaya	Universita			human beings from being hu		s Brawijay
rawijaya	Universita			niversitas Brawijaya	Universita	
rawijaya	Universita					s Brawijay
rawijaya	Universita					s Brawijay
rawijaya	Universita					s Brawijay
rawijaya	Universita	s Brawija	ya Universitas Brawijaya U	niversitas Brawijaya	Universita	s Brawijay
rawijaya	Universita		ya Universitas Brawijaya U			s Brawijay

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rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Univ35sit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universit _{7sh}	e Contini	uation of Syntactic	d Frrors	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universitas E	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universit <u>as E</u>	Brawijay	a Universitas	Brawijaya	Universitas	Brawijaya	<u>Univers</u> it	as	Brawija	ya
rawijaya	Universita No E	rCodea	a UnErroneous u	itterancesaya		Corrections	Universit	as	Brawija	ya
rawijaya	Universitats E	P2 L96-	So people who belon		So people wi digital era	ho belong to ad	dicts toversit	as	Brawija	ya
rawijaya	Universitas E	190- 197wija	with digital era	Brawijaya	Universitas	Brawijaya	Universit	as	Brawija	ya
rawijaya	Universita ¹ 3 E	P2wija	And this condition le			dition leads peo		as	Brawija	ya
rawijaya	Universitas E	L99- 100	neglect their surround being busy of their or			surrounding an with their own te		as	Brawija	ya
rawijaya	Universitas E	Irawija	a Univer		- ersitas	Brawijava	Universit			
rawijaya	Universitas E	P3 1,24/11	By spreading their id they wants to make t		By spreading	g their ideas or t make their own	he values	as	Brawija	va
rawijaya	Universitas E	Bi ² 5wija	and it's different with		and it's diffe	rent from the so	ciety versi	as	Brawija	va
rawijaya	Line in a weather the		itself.	AS D	itself.			as	Brawija) - \/ 2
rawijaya	Universita _f a E Universitas E	P3 L47-	the lyric itself canr for the object.	not be seen just	from the obj	self cannot be s	Universit	as	Brawija	y q V 2
		48	ior the object.				L la ive ve li	103	Brawija	y 4
rawijaya	Universites	P3	The "X" symbol som		The "X" syn	bol sometimes	can be	.a5	Drawija	y c
rawijaya	Universit	L78- 79	found in the backpac members	k of Straight Ed		backpack of St	raight Edge	as	Brawija	ya
rawijaya	Universi	17	members		members	V.	hiversit	as	Brawija	ya
rawijaya	Universi	2		The Labor	1. 30	4	niversit	as	Brawija	ya
rawijaya	Universit	The fi	rst erroneous utte	rance was ma	ade by the first	t presenter. It	t is stated	as	Brawija	ya

Universit Univer

Universitas that the presenter maintained his first language system. In Bahasa Indonesia, to Universitas Brawijaya

rawijaya Universitshow comparison it uses *"lebih ... dari ..."*. The writer translated the word *"dari* "sitas Brawijaya" grawijaya Universitas Braw

Universit word for word into "from".

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srawijaya Srawijaya Universitas Brawijaya The utterance number (2) violates the rule of Saxon genitive. To show Universitas Brawijaya

ownership when the possessor is a person or an animal, the correct way is to use Brawiay apostrophe "'s". So, the correct phrase should be "*Faris' element*".

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

niversitas Brawijava **Universitas Brawijaya**

rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ36sitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	colonizer and come to America in the first time", the use of preposition in is
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitincorrect. The correct preposition whould be v "for" as Therefore y the Correct sitas Brawijaya
rawijaya	utterances is "It's actually the experiences of western people when they become a
rawijaya	
rawijaya	Universit colonizer and come to America for the first time" Isitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya Irawijaya	Universitas Brawijaya Universitas Por o Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Br From six global error classifications proposed by Dulay et al. (1982), the itas Brawijaya
rawijaya	Universitas Brawijay
rawijaya	Universit writer only found three categories namely, missing cues to signal obligatory sitas Brawijava
rawijaya	Universitas Bravia exceptions to pervasive syntactic rules; missing, wrong, or misplaced sentence
rawijaya	Universitas
rawijaya	Universit connectors; and missing cues to signal obligatory exceptions to pervasive it as Brawijaya
rawijaya	Universi
rawijaya	Universi syntactic rules. In addition, the writer found some errors considered hinder Brawijaya
rawijaya	Universi communication but do not belong to any Dulay's global error classification. The Brawijaya
rawijaya	Universit A Statistical Strawijaya
rawijaya	Universitwriter also found errors that were considered as global errors by the expert. Thesitas Brawijaya
rawijaya	Universitation writer then classified those errors as uncategorized global errors. All those errors Brawijaya
rawijaya	
rawijaya Irawijaya	Universitare presented and discussed below. Universitas Brawijaya Universitas Brawijaya
rawijaya	
rawijaya	Universitas B. 4.1.2.2.1 Wrong Order of Major Constituents A. Universitas Brawijaya
rawijaya	Universitas Braccording to Bever, (1971 cited in Burt 1974), The English languagesitas Brawijaya
rawijaya	Universitas Brawii
rawijaya	Universit (especially American English) takes great pains to maintain the Subject-Verb-sitas Brawijaya
rawijaya	Object (SVO) order. So, any violations of SVO order can cause a native speaker
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitunable to comprehend a sentence rawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Table 4.4 Wrong Order of Major Constituents
rawijaya	No Code Erroneous utterances Corrections
rawijaya	1 P1 Defocalization Luse because in my Luse defocalization because in my
rawijaya Irawijaya	Universitiant L208- a opinion every story, every narrative Ur opinion every story, every narrative ers tas Brawijaya prose use their point of view of ya Ur prose uses point of view of the niversitiant Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

i a mjaja	ennoisitae Branijaja ennoisitae Branijaja ennoisitae Branijaja
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ37sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universit Table Wrong Order of Major Constituents
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	UniversitaNo recodeaya UniErroneous utterances ya Universitas Ecorrections Universitas Brawijay
rawijaya	2P1 L227-So that's why magic realism I choose because it's shows two contradictionsSo that's why I choose magic realism because it shows two
rawijaya	Universitas E 228/ijay wordsversitas Brawijaya Un contradictory wordsva Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya In two utterances on the table, the presenter violated the SVO order. The Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitpresenter maintained his first language system in producing English. In Bahasasitas Brawijay
rawijaya	Universitas Brawijay Indenasia it is common to put object before predicate (ap. "Pulu ini source
rawijaya	Universit Indonesia, it is common to put object before predicate (eg. "Buku ini sayasıtas Brawijay
rawijaya	Universities Brain
rawijaya	Universitas Universitas Brawijay
rawijaya	Universitorder.
rawijaya	Universitas Brawijay
rawijaya	Universi 4.1.2.2.2 Missing, Wrong, or Misplaced Sentence Connector
rawijaya	
rawijaya	Universit Misuse of sentence connector such as coordinating conjunctions, sitas Brawijay
rawijaya	Universit Universite conjunctions, and subordinate conjunctions can cause Universite conjunctions can cause
rawijaya	
rawijaya	Universitation Universitation Universitation Universitation
rawijaya	Universitas Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya rawijaya	Universita No Code Erroneous utterances Corrections Universitas Brawijay
rawijaya	1 P1 I said not only western people but I said not only western people but also
rawijaya	Universitas Brawijay Universitas Brawijay
rawijaya	Universitas Brawija
rawijaya	Universitas BraThe use of correlative conjunction in the utterance above is incorrect.sitas Brawijay
rawijaya	
rawijaya	Correlative conjunction connects equal sentence elements together (eg. two
rawijaya	Universit nouns) and is always composed by two words. The utterance above creates it as Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijav
rawijaya	Universitably ambiguity. The listener can interpret that the presenter probably said that he did
rawijaya	universit not say "not only western people" but he said "modern people". The correct
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitutterances should be "I said not only western people but also modern people." versitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay

namjaja	ennerende brannjaga ennere	neae Brannjaya	011110101000	2	011110101000	
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	; Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Univ38sitas	, Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universit 4.1.2.2.3 Missing Cues to	Signal Obligatory	Exceptions to	Pervasive S	Universitas	, Bra
rawijaya	Universitas Brawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	UniversitRulesawijaya Univers	sitas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universitas Brawijaya Universitas	itas Brawijaya	Universitas	Brawijaya	Universitas	, Bra
rawijaya	Universitas Brawijava Burt (1974, p.9) s Universitas Brawijava	sitas Brawijaya	Universitas	Brawijaya	Universitas	; Bra
rawijaya	Universit provides cues to signal the	violation, as in the	passive constr	uction where t	theOVSsitas	s Bra
rawijaya	Universitas Brawijaya Univers					, Bra
rawijaya	Universit order is signaled by be+p	ast participle (+by))". So, when a	a speaker viol	ated the sitas	s Bra
rawijaya	Universit SVO order, he or she shou	ld provide cues sig	nal to make a n	assive voice s	Universitas	s Bra
rawijaya	Universitas Brawijaya			Brawijaya	Universitas	, Bra
rawijaya	UniversitTable a4.6 Missing Cue	s to Signal Obl	ligatory Exce	ptions to Po	ervasivesitas	Bra
rawijaya	Universit Syntactic Rules	TAS R		vijaya	Univers itas	s Bra
rawijaya	Universitas Di	eous utterances		Corrections	Univers itas	; Bra
rawijaya		use in magic realism because this style has it		n is used in mag because this styl		s Bra
rawijaya	Universit 103 owns way to se	ee the perspective of *	own way to s	ee the perspectiv		, Bra
rawijaya	Universi narrator toward	1 the story.	narrator towa	rd the story.	hivers itas	s Bra
rawijaya	Universi		1.363	1	niversitas	, Bra
rawijaya	Universit The utterance above	e can hardly be co	mprehended.	The presenter	violatedsitas	; Bra
rawijaya	Universit				hiversitas	, Bra
rawijaya	Universithe SVO order. So, to ma	ike the utterance c	comprehensible	e, be + past p	articiplesitas	s Bra

Universit (+by) should be inserted. Therefore, the more comprehensible sentence should be sitas Brawijaya **Universitas**

Universit "Defocalization is used (by the author) in magic realism narrative text becauses it as Brawijava Universitas

this style has its own way to see the perspective of the narrator toward the story." Universitas 4.5 aya Universitas Brawijaya

rawijaya

rawijaya

rawijaya rawijaya

rawijaya

rawijaya

rawijaya rawijaya Universit4.1.2.2.4 Uncategorized Global Errors

Universitas Brawija Universitas Brawijaya Universitas Bramila Brawijaya Universitas Brawijaya

Universitate do not belong to any Dulay et al. (1982) classification. Thus, the writer it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit classified those errors into uncategorized global errors, itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava

versi	Table 4.7 Uncategorized Global Errors
IOKOU	as Promises Thereasters Promise

Distance in the second se	acceptized Olobar Errors	Hadroweller Doordland	Helen Drawija
Universitas Trawiaya	Erroneous utterances	Corrections	Universitas Brawijay
Universit as Brawijay	It's mean that the real setting, the re	al It means that the real setting	g, the real
Universitas B L67-68a/1	life, showed that it is the realism, the	e life, showed that it is the rea	lism, theers it as Brawijay
Universitas Brawijaya	word realism sitas Brawijaya	Unwerd realism Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya	a Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ₃₉sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Table Continuation of Uncategorized Global Errors Code No Erroneous utterances Corrections P1 It's mean that modern point of view is It means that modern point of view is 2 L93to see magic or fantastical thing or to see magic or fantastical thing or 94 mystical thing is something like just a mystical thing as something like just a fantasy ... fantasy It means that in magical realism there 3 **P**1 It's mean that in magical realism there are two perspectives. Java L104 are two perspectives. 4 P2 We live nowadays in the age of modern We live nowadays in the age of modern L18era where human has their amount of era where modern people are smarter 19W intelligent that extremely high ... than earlier ages ... P2 I use the Piercean model of sign and I use the Piercean model of sign and 5 L86my previous study use the super the previous studies use the super readers semiotics approach ... 87 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 acoustomed to Universi producing such error shown in utterances number (1) and (2). Those errors might it as not significanty confuse the audience. However, they were quantitative over Universit qualitative. Universitas Br 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 ers 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 untterance number (2) it can be interpreted "It's unfair that in Universimagical realism there are two perspectives.". Thus, those utterances were considered alter the meaning of the sentence. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ49sitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Br The utterances number (4) and (5) were considered as global error by the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi expert. The expert said that the sentence number (4) sounded un-English and hesitas even noticed it was in Bahasa Indonesia. For the records, the expert knows a little Universi Bahasa Indonesia. The writer suggested changing the utterance to be more tas Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehensible. It should be changed into "We live nowadays in the age of Universit modern era where modern people are smarter than earlier ages ...". The last Universitutterance seems comprehensible to the writer and audience since it is used widelysitas and often by the presenters. However the possessive determiner "my" confuses the expert. He thought the presenter was talking about his previous study-Universi 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. Universit 4.1.2.3 The Effect of Global Errors to the Audience Since Communicative Effect Taxonomy does not only deal with errors but Universitalso the effect to the listener, the writer interviewed the audience to inquire theirsitas Brawijaya comprehension toward the presentations and how the global errors produced by Universit the presenters affect audiences' comprehension. This was mainly conducted to sitas Brawijaya Universitanswer the second problem of the study. From the four participants, the writer only found significant global errors Universities the first presenter utterances. Therefore, the writer only interviewed two it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi audiences who attended the first presenter's seminar. Sitas Brawijava The interview was brief. The writer pointed out the global errors to the Universitaudiences. They were asked whether the utterances were correct or not. Then they sit as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas were asked to interpret the meaning. For example, the global error in Table 4.4, Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya srawijaya 🛛 Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya utterances number (1), the audiences found no difficulties in intepreting the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi intended meaning of the utterance. Perhaps, this is caused by the first languagesitas Brawijava system the presenter and audiences both have. In Bahasa Indonesia, it is fine to rawijava rawijaya Universituse Object-Subject-Verb structure. So, the audiences interpreted the utterance as the Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in Bahasa Indonesia "Defocalization saya gunakan". Another global error in table Universit 4.7, utterance number (1), (2), and (3) seemed to be easily comprehended by the Universi audiences. In fact, one of the audiences which was interviewed did not know if sitas Universities Braw "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 Universit knowledge they shared. 4.2 Discussion To clarify the answers of the problems of the study, the discussion of thesitas Brawijaya findings need to be done after the data are obtained and analyzed. Universitas Br Eight semester students of Study Program of English, Universitas Universi 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 it as Brawlay Universiduring the presentations. That is why the writer conducted Error Analysis research stars Brawijava as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to analyze the errors. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brain Error Analysis there are tools to classify or categorize errors. One of thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the most widely used tools is Surface Strategy Taxonomy. For this research, the rawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Univ42sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University writer used another approach. He used Communicative Effect Taxonomy as it ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi does not only deal with errors but also the effect to the listener. awijava Universitas Brawiava In Error analysis study, it is important to differentiate error from mistake. Universi Silitonga (2014, p36) states that it is important to understand that error and it as Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mistake are different. A mistake refers to a performance errors while an error refers to systematic knowledge. To differentiate error from mistake, the writer Universitused a method in this research. The writer gave the transcripts to the presenters it as 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 Universi enough to differentiate error from mistake though. There were possibilities thesitas B presenters unintentionally left the flaws as they were although the presenter might Universitactually recognize the mistakes and could self-correct them. The total number of errors found in this research is 188 erroneous Universitutterances in which 179 and 9 erroneous utterances fall under local error and sitas Brawijaya Universi global error respectively. The local errors consist of 45 lexical errors, 93sitas Brawiava morphological errors, and 41 syntactical errors. The global errors consist of 2 UniversitWrong orders of major constituents, 1 missing, wrong, or misplaced sentencesitas Brawijaya connectors, 1 missing, wrong, or misplaced sentence connectors, and 5 stas Brawijava uncategorized global errors. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThere awere three subcategories for local errors, namely lexical, sitas Brawijaya Universities Brawieve lexical errors found were misused or misordering noun phrases produced by the Universitas Brawijaya Universitas Brawijaya Universi presenters. For example, the noun phrase "seminar proposal" is incorrect. The sease Brawlay Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universit correct noun phrase should be "proposal seminar". Morphological errors included
rawijaya	
rawijaya	Universitomitted or misused any bound morpheme. For example, the presenter did notsitas Brawijay
rawijaya	Universitas Brawijaya insert plural marker "s" if a noun was plural. While syntactical errors covered Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universit misused or omitted determiners, modals, qualifiers, prepositions, conjunctions, sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	subordinators, sentence connectors, question words, and certain otherwise
rawijaya	Universit uncategorized syntactic classes (e.g., there is, it is). The example error of itas Brawijay
rawijaya	Universitas Brawijaya U
rawijaya	Universi syntactical errors was the presenter found difficulties in applying verb agreement it as Brawijay
rawijaya	Universities Braw Universities Brawing Tule. As the example, the auxiliary verb in the utterance "magic and reality is sites Brawing
rawijaya Irawijaya	
rawijaya	Universit almost close" was incorrect. Since the subject was plural the correct auxiliary verb ^{sitas} Brawijay
Irawijaya	Universi should be "are".
Irawijaya	
Irawijaya	Universi Universit Universit
Irawijaya	Universi Communicative Effect Taxonomy. The writer only found 2 wrong order of majorsitas Brawijay
rawijaya	Universita Iniversitas Brawijav
rawijaya	Universit constituents; 1 missing, wrong, or misplaced sentence connectors; 1 missing, sitas Brawijay
rawijaya	Universit wrong, or misplaced sentence connectors; and addition of 5 uncategorized global sitas Brawijay
rawijaya	Universitas
rawijaya	Universi errors. Those errors were considered as global errors because they altered sitas Brawijay
rawijaya	Universities Braviay meaning. An expert was also involved in deciding the global errors. One of the
rawijaya	Universitas Bra
rawijaya	Universitutterances, which the expert considered as global error, is the determiner "my "sitas Brawijay
rawijaya	Universitas Brawija Wijaya Universitas Brawijay
rawijaya	Universit (Table 4.7) which sounded confusing to the expert. Awijaya Universitas Brawijaya
rawijaya	Universities Bravias The result of this research was different from the three previous studies Bravias Bravias
rawijaya	
rawijaya	Universi conducted by Sastra (2014), Silitonga (2014) and Irfani (2011) as the two itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas studies conducted by Sastra and Silitonga used different theory. In those Brawijay
rawijaya	
rawijaya	Universitive previous studies, the theory that was used is Surface Strategy Taxonomy. Stas Brawling
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay UniversitWhile in this study, the writer used Communicative Effect Taxonomy proposed sitas Brawijay
Irawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Univ44sitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** by Dulay et al. (1982). The previous study conducted by Irfani also used this ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universittheoryawijaya Universitas Brawijaya Universitas Brawijaya In Sastra's research about grammatical errors in seventh semester of Universitas Brawijava Universi Faculty of Cultural Studies, Universitas Brawijava, she used Surface Strategysitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Taxonomy where it classifies the errors into omission, addition, misformation, sitas Brawijaya universit and misordering. She found that omission with the total number of 40 errors was Universithe most frequent errors produced by the students. Her finding can be compared tositas 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 bysicas Participants of Story Telling Competition in "Smart Education Center Course Universi he revealed there were 151 errors which were divided into 91 misformations, 551 misorderings, 19 additions, and 36 omissions. Silitonga also classified errors in general types or errors using Bates theory which divides errors into local and sitas Br Universi global errors. This theory is almost the same as the one the writer used in this it as research which also divides errors into local and global. However, he did not find Universit global errors. Perhaps, it was his object of his research that failed him to findsitas Bra 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 Universitstudents spoke what they remembered jaya Universitas Brawijaya Universitas Universitian Brawleya Universitian Brawleya Universitian Brawleya Universitian Brawleya Universitian The previous study conduced by Irfani (2011) used the same theory as this research, namely Communicative Effect Taxonomy. In his research, Irfani Universi revealed there were 107 erroneous utterances committed by the students in which

Universitas Brawijaya Univ45sitas Brawijava Universitas Brawijaya Universitas Brawijaya 83 and 24 erroneous utterances fall under local and global type respectively. This ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi result of his research is likely the same as this research where both of these studies it as revealed that global errors were the least errors found. However, they are different rawijaya in number whereas this research found 179 local errors and only 9 global errors. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The ratio of global and local errors in this research was high compared to Irfani's Universit finding. Perhaps, it is due to the subjects of these two researches which were Universi different. The subjects of this research were eighth semester students of Faculty of sites 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 the had written Universition the slides but failed when they had to utter their thoughts spontaneusly. Thesitas Brawijaya expert stresses ... there are so many errors that one more error of any type hardly iversitas Brawijaya Universitas signifies. Virtually the only grammatical English sentences in the iversitas Brawijaya texts are the ones copied from sources and the commentary of the versitas Brawijava supervisors. Universit Most of the grammatical sentences found by the expert were sentences Universi presenters read on their slides. The expert said that the local errors swamped thesitas transcript caused him to hardly comprehend the transcript. Universitian Br Talking about the effect of the errors to the listeners or the audiences, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 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 Universi The are some possible answers to this. First, it is because the presenter and the it as Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas audiences shared the same knowledge. So, the audience at least knew what the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ46sitas Brawijava presenters were talking about in the seminar and they did not take the errors as an Universitas Brawijaya Universitas Brawijaya Universit Universi obtacles to comprehend what the presenters uttered. The second posibility is the it as audiences may did not really pay attention to the presenter. Perhaps, they were ers focus more on the slides since it is easier to comprehend by paying attention on the slides Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br the slide. One the the audiences the writer interviewed stated that she noticed well Universit the presenter did made errors but she accepted the errors and tried to figure out Universi what the presenter intended to say although at some parts she could hardly guess it as 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 ersi 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 Universit learned English for a long time. The expert stresses, pro... 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 B all need much more practice making correct short sentences before iversit 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. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University The expert's argument showed that the presenters' utterances might be Universit comprehensible to the audience. However, for the expert, they were not fully it as Brawijaya Universit comprehensible. **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas **Universitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya**

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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un CONCLUSION AND SUGGESTION rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava rawijaya Universitas BraThis chapter presents the conclusion of the research finding and the sitas Brawijaya Universitas Brawijaya suggestion as well. Universitas Brawijaya Universitas P **Universit5.1 Conclusion** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya seminar of Faculty of Cultural Study, Universitas Brawijaya, as the object of this Universi research. The writer used Communicative Effect Taxonomy proposed by Dulay etsitas Brawijaya 2) to categorize and analyze the errors. The writer found there are 188 erroneous utterances committed by the Universi al (1982) to categorize and analyze the errors. rawijaya University students in which 179 and 9 erroneous utterances fall under local error and globals tas Brawijava error respectively. The local errors consist of 45 lexical errors, 93 morphological Universiterrors, and 41 syntactical errors. The global errors consist of 2 Wrong order of sitas Brawijaya rawijava a Universitas Brawijaya Universi major constituents, 1 missing, wrong, or misplaced sentence connectors, 1 missing average of the sentence connectors and the sentence connectors are sentence connectors. missing, wrong, or misplaced sentence connectors, and 5 uncategorized global **Universitas Brawijava** Universiter of the writer also found that the global errors did not significantly hinders tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brown this research, it can be seen that the presenters still made a lot of itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiterrors in presenting their thesis proposals even though they have learned Englishsitas Brawijava for a long time. Those errors showed that the students do not have a good mastery **Universitas Brav** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij48/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya 🛛 rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Univ49sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Braking skill. The students must study more about English, especially Universitas Brawijaya rawijaya rawijaya Universit communicating using grammatical Englisha Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 5.2 Suggestion rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas BraFor the next researchers who want to conduct research concerning errorsitas Brawijava rawijaya Universitas Brawijaya analysis in spoken practice it is suggested to use the same theory and different Universitas Brawijaya rawijaya rawijaya Universit object or different theory and different object. Perhaps, to gain more global errors, sitas Brawijaya **Universitas Brawija** rawijaya Universitas Brawijaya Universithe next researches can choose lower grade students as the subject. For the stars Brawijava Universities Bresenters, they should deepen their English skills especially in speaking skill by rawijaya niversitas Brawijaya rawijaya Universitdoing more exercises so that the errors produced can be reduced. For Faculty of Sitas Brawijaya Cultural Studies Universitas Brawijaya, it is suggested to enhance students' sitas Brawijaya Universi English skill especially in speaking skill. Perhaps, the faculty can give more sitas Brawijaya rawijaya rawijaya Universitspeaking exercises on the curriculum to enhance students' English speaking skill rsitas Brawijaya srawijaya 🛛 rawijaya

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APPENDICES

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> 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.

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

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Consent Form for Participation in a Research Study Brawiava Universitas Braw Analysis on Errors Produced by Eighth Semester Students in Presenting Thesis Proposal

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitias Braresearch is to analyze errors produced by eight semester students in conducting their thesis

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.

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.

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

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Consent

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya Jniversitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ20sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Appendix 6. Transcripts of Students' Thesis Proposal Seminar) **Presenter 1** Moderator: OK, so we begin the seminar. Good morning ladies and gentlemen. Universit Audiences: Morning Moderator: How are you doing? as Brawijaya Universitas Brawijaya Universit Univ 4 Sit Audiences: Fine a Univ 5 S Moderator: Ok, So, welcome to seminar proposal of Noviawan Kusuma entitled "The Islicas Brawlay Univ 6 si characteristic concepts of magic realism in queen of the sparrows short story". Before we begin the it as

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characteristic concepts of magic realism in queen of the sparrows short story. Before we begin the
 seminar, let me introduce ourselve. I'm Sugeng Silitonga as the moderator. Dian as the notulen
 and Noviawan Kusuma as the writer himself and I would like to honor the supervisor Sri Utami
 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 the second will be the questions and comments, suggestions by the audiences and the third will be the questions, suggestion, and comments by the supervisors and the third will be the questions, suggestion, and comments by the supervisors and the second will be the first session which is the presentation by the writer, Noviawan Kusuma, time is yours

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

Chapter one. Introduction. Background of the study. Problem of the study. Objectives. Significant Univ¹⁸rci of the study. About short story. Short story is short and brief fictional narrative prose. It's shorter 19 20 from novel. According to Basuki in 1988, short story is a kind of literary works which consists of Univ21/SI 2000 words. It's about few characters, few incidents, few scenes and settings so short story, mostSitas Br of short story can be finished once. Short story is a part of literary works that becomes a media to 22 express a particular life phenomenon and life experiences. According to Wellek and Waren in Univer 24 1997 social media, social phenomenon, and the life experiences are always indicated in literature. 25 STAnd relating to the social phenomena and life experiences, since most of all literary works are stars BI 26 influenced by life phenomenon and life experiences. One of life phenomenon and life experiences is the appearances of magic or extra ordinary things in reality. 27

Move to magic realism. Magic realism is a new knowledge for me. Magic realism is a marvelous 28 29 fairy tale produced by magic in the ordinary way. According to Bower in 2004, magic realism is a Univ₃₀rsn term of new literary style applied from arts to narrative fiction in late 20th century. The definition Sitas Brawijaya Uni 31 St of magic realism is an oxymoron or a term which built by two contradiction words, magic and the St as Brawijava 32 word realism. The word magic itself signifies an extraordinary or fantastical thing. Then magic, and a realism I means, signifies reality or the real world without any of fantasy. In the narrative style 33 34 magic realism happen when the characters of the story is first built as a normal life then continues 35 S to extraordinary life with some reason. In the beginning, the extraordinary or magic is not clearly Stars Brawlay 36 described because everything in the story set together. Magic realism relates to the story, to the mystery of life and something that unusual thing happen in reality in this real world. Magical 37 38 things relates to the any spiritual condition includes miracle, ghost, magic talent but not about Univ₃₉rsn showing of magic shows. In relating to the miracle, a short story entitled Queen of the Sparrow 40 s short story shows the power of willingness toward the miracle which experienced by the main st character. Queen of the sparrow is a short story written by Janet E. Irvin. It narrates an 41 extraordinary experience of the main character named Amrita after her willingness to something

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ₄₃rsit_{illogical}awijaya United Stroke, let's move to the problem of the study. I have two problem of the study. The first is what kind Strass Brawijaya 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. About objective of the study. The first is to find out the element of magic realism in queen of the sparrow short story. The second one is to find out the correlation between the each element about the magic occurrence in reality. Sitas Brawijaya Universitas Brawijaya Univgrsn 50 STAbout the significant of the study. The research gives information of how magic realism played in Stas Brawl 51 si narrative text because I choose narrative style as a concept of magic realism. The second one is the 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. In chapter two, review and related literature and research method. I'll show you five elements of Uni 55 SI magic realism by Fariz and use Defocalization. 56 SIT The irreducible element. The first element of Faris that are used in the related to magic realism is 57 si the irreducible element. The irreducible element is something we cannot explain according to the sites B laws and of the universe as they have been formulated in western empirically based discourse that 58 is according to logic familiar knowledge or received believe. This element is unique. Magic 59 60 happen that western people cannot explain because it's about the appearance of magic in reality Univarsi toward the story in narrative text. It's also about the presentation of detail characters and Univ62rsi experiences of magic in the story by the author through the dialog and the narration. The second one, the phenomenal world. Faris states that magic realism present of detail description of 63 phenomenal world is employed by the author drive the detail that magical thing happen in real life Universi as the reality. Based on Iswandari, the appearance of magic or phenomenal world ensures that the SILAS reality is real since the setting of place is in in real life. In magic realism it's the element of magic Univ66rsi realism that shows the real world. It's mean that the real setting, the real life, showed that it is the 67 68 realism, the word realism. The third one is the unsettling doubts. According to Faris, the question Universi of belief is central here. This hesitation frequently obscuring from implicit tries of cultural system within the narrative which move toward believe in extra sensory phenomena but narrates from the Univ70 post enlightenment perspective and realistic mode that the traditionally exclude them. And the 71 conventional belief system differs clearly. Some readers in some culture will hesitate less than 72 Univa others depending on their belief and narrative traditions. The most of reader use their knowledge Univ74rs and believe to understand magic realism that magic phenomenon is only fantasy but in narrative sites fiction magic realism the narrator give some facts or evidences of reality that drives the reader just 75 to believe and understand there is magic realism happen in reality. 76 Next. Merging realm. Based on Faris, in the term of culturally story, magical realism often merges 77 78 ancient or traditional sometimes indigenous and modern worlds. Ontologically, within the texts, it integrates the magical and the reality. Generically, it combines realism and fantastic. In here, the SILOS Univ79rS author shows the amalgamation or fusion of two worlds. It's magic or fantastical world or 80 phenomenon world and realism or reality and between magic and realism there is no spread, just 81 like without a border line, in magic realism, magic and reality is almost close or in Faris used is 82 83 amalgamation or fusion. Unival Next is disruption of time, space, and identity. Based on Faris that explained form Fredric Sitas Brawijay 85 St Jameson, the process of achieving is the emergence of a new space and a new temporality since that Braw realism homogeneity abolishes the older forms of sacred space. Here, the author shows the 86 appearance of new space, time, and identity because the appearances of magical thing implicitly 87 88 shown. I mean magical realism show new identity new space and new time whether the author is 89 Stort clearly shows in narration or in dialog because the reason magic and fantastical thing happen stores

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90^{SI} in there and it's build a new time, space, and identity. Based on Iswandari states that in building 91 Si 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 detail in narration and dialogues between characters. It's mean that modern point of view is to see 93 94 magic or fantastical thing or mystical thing is something like just a fantasy but here the author is 95 Stry to break this point of view because in magical realism, the fantastical thing and magical thing Brawlaw is happened in reality. The next is about Defocalization. To characterize the way in which sitas B 96 magical realism constitutes a particular way of focalizing as a genre, irrespective of the particular 97 98 perspectives and narrators in individual text. Magical realism modifies the conventions of realism 99 S based in empirical evidence, incorporating other kinds of perception. The narrative is defocalized stars B In 100 si because it seems to come from two radically different perspectives at once. Here, is a new of stars Brawnava 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 Un₁₀₃ magic realism narrative text because this style has it owns way to see the perspective of narrator toward the story. It's mean that in magical realism there are two perspectives. The first one is the story of Uni104rsi about perspective of fantasy thing or magical thing or mystical thing. And the second perspectives it as Brawiava Un 105 is about the reality or the real life the real story. 106

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 Unijogrsi birds while feeding them she tells them that she does not like to move there because Amrita and SILAS BI her family moving to Toronto. She also imagines about how freely if she can fly in the air. Uni1/10rsi 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 Univer why the author drives the reader to think about the reason in moving to a new place with a new SILAS 114 S house in Toronto in the story. The story ended with Amrita was founded by her mother which seem like after getting a journey and her mother says that "You are home queen of the sparrow" 115 About the previous study. I have two previous studies. The First is entitled "Magical Realism in 116 117 Gabriel Marquez's One hundred Years of Solitude by Kusmakhar Pokhrel in 2010. In this study, Univ₁₈rsi the researcher concerned on how the post-colonial magical realism play in the novel of Gabriel SICAS BI 119 Marquez's One Hundred Years of Solitude and also concerned on the concept of magical realisminates B in post colonialism discourse. The second one is entitled "Magical Realism in Gendhing 120 Pulebahasan Poem by Badruddin Emce; The concept of Characteristic of Magic Realism by 121 122 Wendy B. Faris by Ratno Iswandari" in 2014. In this study the researcher concerned on the Un 123 Si characteristic of magic realism elements in the poem Gendhing Pulebahasan by Badruddin EmceSitas Br 124 ci toward Indonesian culture. The difference of this study with two previous studies is the material

object because I use short story "Queen of the Sparrow" by Janet E. Irvin and how magical realism 125 become a concept in narrative style and also I use Faris element characteristic concept of magic 126 Uni₁₂₇i 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 read the short story in several times. Collecting the data. I highlight the data. The narration and the 130 dialog from the short story and then analyzing the highlighted data or highlighted text. And then 131 132 drawing conclusion based on the finding. Here, the references. I use many references because Un 133 sitmagic realism is new style. Okay, Thank you vijava Universitas Brawijava Universitas Br

134 S 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 story, Queen of the Sparrow. So we move to the second session which is comment and question, 136

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Univ23sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya 137 suggestion by the audiences. Is there anyone who would like to give the comments, question Un 138 strelating to the research? iversitas Brawijaya Universitas Brawijaya 139 **Co. Supervisor**: Ok guys, please contribute comments, suggestions or questions maybe. I think vou could propose question. What is magic realism? is it theory, concept, or method or approach? 140 Ask him. He has to be questioned. 141 Univer Audience 1: Thank you, my name is Randy. I will answer you question. Sorry ask. The first, how Unij43rsi you analyze your object? In chapter III you describe the process of magic in reality or you just Un 144 show the magic that happens in reality? And the second is, what believe you takes as a parameter in your thesis, what believe? Because you said that in the unsettling world because the belief 145 system is differ. Which believe you take as a parameter? 146 147 Moderator: Ok, so the first question is how the research will analyze the data and the second what Un148 is the parameter of believe in analyzing the data. Ok, is there anyone? 149 **Staudience 2:** So, my name is Fatimah. I have a simple questions and please revise me if I'm wrong because based on my understanding on your presentations you use the five elements of magic Uni150rsi realism to answer the first problem of the study so how about the other second problem of the l 151 study how you answer it? 152 153 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 UN 155 purpose to study magic realism? UN 156 Moderator: Okay, the question is what is the interesting part of magic realism and what is the purpose of the researcher. So, it's the time for the researcher to answer the questions. Un 157 Presenter: Ok, I'll try to answer the first question from Erandy Utomo, how I analyze this of the, Un 158 this, thesis, the data in chapter three. I will find out and highlight the text how magic realism, how 159 160 magic appearance in the reality in the short story and by using five elements I will try to figure out Un161 SI how the magic in irreducible element. In example in irreducible element I will try to explain about SICAS the magic element is appeared in the story toward the perspective of maybe the reader. I'm sorry if Un 162 Uni¹⁶³ 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 Uni₁₆₅ be stand together in the story because those five elements show the magic element, the Uni166rsit phenomenal world or the world element the magic element reality. So I will analyze the magic and the reality toward the short story not about analyzing how magic shows in the story or how about Un 167 presentation of magic not because magic realism is not about presentation of magic show. And the 168 169 second, the parameter belief Uni₁₇₀ Co. Supervisor: Does it answer your question? Univ Audience 1: Yes, because he answer that he just show the what magic that happens in that story. Univ₇₂ Co. Supervisor: Randy as a representative. Will you just show this one is magic this one is Un 173'Si realism? Does it answer your question now? wijava Universitas Brawijava 174 S Presenter: The second one is about parameter of believe. I here, based on I read the book from the second one is about parameter of believe. Faris, the believe is from the western people or modern people which see the magical thing as only 175 fantasy and it's will prove by the magic realism because magic realism is use the other 176 rawijava 177 perspective or the other belief that magical and mystical thing is a part of reality so magical thing 178 Shand the reality or the habitual world is an amalgamation or fusion. Is that answer your question? Un 179 SI Audience 1: The belief parameter in here is a western people in nowadays or in world? 180 Si Presenter: In nowadays. I said not only western people but modern people. Un 181 Si Co. Supervisor: Randy, so what is your expectation here? For me it seems that Randy got as it as Brawi available

Universitas Brawijaya Univ24sitas Brawijava Universitas Brawijaya Universitas Brawijaya Un 182 Sit certain expectation. In magic realism it is in post-colonial discourse. Brawijaya Un 183 Supervisor: Scientific explanation that's why it's not it's considered as irrational and then Sitas Brawijaya Unit84 sitirrational. It can only be explained by belief.wijava Universitas Brawijaya 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 S and come to America in the first time and see the magical thing of the indigenous as they Stars B 189 colonized. So just like Mrs. Henny and Utami say magical realism is happened based on western people see because we as the third world or as a person who believe to the traditional believe or the traditional believe. We don't say that magical thing or fantastical thing in reality is magic 191 192 St 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. It's common. Un 194 SI Presenter: Thank you for your question, Randy. And the second one? From Fatimah 195 Si Moderator: How you analyze them? So you use five elements to analyze the first question and Un 196 S how about the second problem of the study? 197 Si Presenter: Okay, those five elements is answered the concept that I use to answer the first in a second sec problem of the study and the second one is I use those five elements to see how the correlation of 198 199 those five elements just like this, the irreducible element, the irreducible element is the element of Un 200 magic realism that show the detail of magic or how the magic appearance in the story and then I Un 201 si try to relate this element or magic that I have found in chapter three by using these element and it as Braw using the phenomenon world, the phenomena world is showing the element that shows the 202 realism, the detail of the reality, the detail of setting the world setting, time, space, mood, place. So 203 204 I use the first element and the second element to correlate each other and then to find out those 205 Slifive elements. Next. Is that answer your question? 206 Si Audience 2: If I'm not mistaken your explanation about that these five elements will answering by sites 207 the second problem of the study by relating each other. So how about the Defocalization? Presenter: Defocalization I use because in my opinion every story, every narrative prose use 208 209 their point of view of narrator. So that's why I put Defocalization as the new point of view of the Uni210 SI narrator in the story in magic realism. 211 SI Co. supervisor: Why you use Defocalization here? So do you plan that you will use this SI as Brawljaya 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 11 214 ci 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 Co. Supervisor: Fatimah expect that Awan will say that I use Defocalization to answer the 216 217 problem of the study Univer 218 Audience 3: Maybe yes maybe no, I mean maybe Awan should state something that those theory will contribute in what context in chapter III while breaking his chapter II, the theoretical SILAS Brawllay Unizigran Un 220 sitframework Un 221 Si Co. supervisor: Fatimah's question is very crucial here. niversitas Brawijava Un 222 Presenter: The third question from Ellena? wijava Universitas Brawijava Moderator: What is the interesting part of magic realism and what is your purpose to conduct this Un 223 224 research **Presenter:** For the first time I see magic realism as the genre as the style of the literary works I see 225 rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya 226 St that it's almost same my expectation in my life because I always see, I always use, I always see 227 Si 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 Uni₂₃₀ maybe this is the first time magic realism as the research in the faculty of culture study. So this is Un 231 Sit my expectation become the first person to do this thesis. Thank you as Brawilava Un 232 St Audience 3: Yesa Universitas Brawijaya Universitas Brawijaya 233 **Co. supervisor**: No. ... When the audience say what's is the interesting thing to analyze magic realism so you have answer it academically to the audience. Maybe you said that this is new 234 235 This is quite new as a narrative style so maybe it will arouse another research on this field. It is Un 236 one of a new concept is possible in studies... Unizgrsi Moderator: So this is the second session. It's interesting because we share our knowledge each Un 238 si other awiia 239 Co. Supervisor: Ok first of all I would say that thank you to the audience. I think so far from many sempro today is the greatest audience I have. Three person here, tiga tiganya really the Brawling Un 240 contributing. I think this the use of sempro. You here to help your friend. You here to inspire him 241 Uni<u>7</u>42 to finish the thesis. Thats your questions are really contributing. Even me have to think twice for Uni243rsi thinking how to answer your question and that's really great. For Awan, my first question is why you put Iswandari's thesis in English why not in Indonesia? 244 Presenter: Because in thesis of Iswandari use two titles so I put the English-Un 245 Un 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 Uni₂₄₉ both of them. UN 250 Co. Supervisor: Actually I ... the same question from Fatimah about Defocalization. Why do you SICAS Un 251 use it here if it does not contribute to the analysis I think you just omit it but you have explained it that it will help you in second problem of the study. What distinguish your thesis with Iswandari? 252 253 Because it seems that the title is the same and what you deal with is almost the same. What Uni₂₅₄ distinguish your thesis and Iswandari thesis more than the different from Iswandari? Presenter: First, I try to use Defocalization in my research because to make the difference from SILAS Uni255rsi 256 Si Iswandari because I think Defocalization is important part of magic realism because the point of view of the narrator have a big role in showing the narration and the dialog toward the characters 257 258 so that is the big differences from my research and Iswandari because in Iswandari just use those Un 259 five element by Faris and use the correlation of each other. Un 260 Co. Supervisor: Just to reminding audience, have you seen Casper? Have you seen the other by Un 262 St Moderator: Thank you for Misses Brawijaya Universitas Brawijaya 263 Supervisor: First congratulation that you have fortunately finally present your to the audience. I have only one suggestion for you that is you should be aware of ... as genre or because of page 264 eleven of your literary review once you said as genre. I think we have agreed that we need 265 Un 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 Uni268 rsitend Brawijaya Universitas Brawijaya Universitas Brawijaya 269 S 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

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

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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.

Univ_{í8}rsı And for background of the study. We live nowadays in the age of modern era where human has stars Univ19rsi their amount of intelligent that extremely high and they start to make change and developments to Univ²⁰ 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 Univer globalization to share their information easily around the world and this globalization affect 23 Si human nature and culture. It makes them become digital and ignorant and lack of real contacts tas B because as people nowadays they become more intimate with their gadgets and they become lack 24 of real contact with each other, with people each other I mean. This is the dehumanization that 25 Univer deprive of positive human qualities. As we can see when the technology development affect Uni 27 Si human nature and culture, human become less of their nature, lack of their nature that is that they Sitas Bra 28 si usually have to be not ignorant and contact each other to make a good communication and for their stars B better life. That's why because those nature of human was become lack that is the 29 30 dehumanization. And then there is a poem entitled Touchscreen written by Marshall Davis Jones that reflect the phenomena of dehumanization in the society of people nowadays. The poemsitas Brawijaya Univar explains about human behavior of people in social media like Facebook and their humans task Univ32rsi expectation with technology developments like Apple products, Macintosh, iPhone, iPad and sites Univ³³rsi another touchscreen gadgets. 34

And the next is problem of the study. From those **object** I found the problem that is how technology development pictured in *Touchscreen* poem by Marshall Davis Jones affects culture and dehumanize human nature. So, from this problem of the study, my objective of the study is to find out the effect of technology development toward culture and to find out the dehumanization 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 <u>*</u> reminder towards **human** from being humanized by the 44 technology developments in this globalization world which can easily change them socially and

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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. /arsi In chapter two I'll explain about poetry, satirical poetry, semiotics, model of signs, sociology of that BI 52 si literature, and my previous studies and my research method. For the first I will talk about poetry it as Br and satirical poetry. Based on Oxford Dictionaries in 2013 poetry is a literary work in which the 53 expression of feelings and ideas is given in intensity by the use of typical style and rhythm. And 54 55 poem is collectively as a genre of literature. The poetry actually is the expression of the author or the poet. This literary work express the idea of the poet that he or she experienced in the real life. 56 So it is also can be called a representation of the reality in society that was experienced by the 57 author himself. 58

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 intention of shaming individuals, corporation, government and society to get an improvement. Sosilas Brawijaya 61 this kind of genre is actually will make the reader or the audience who read the poem will think sites Univ62rsi will laugh at first because it usually use humorous style but later they will think what the real 63 meaning, what the real focus of this kind of poetry because the author will use satirical poetry to 64 65 mock and ridicule the person or the community to make them improve their qualities to be a better person or communities. I'm sorry. Uni\66rSi

67 Next is semiotics and model of sign. First is semiotics, based on Chandler in two thousand and seven semiotics is a study of sign including all of the things that can immediately come up into human mind like road sign, toilet sign. And the author himself is a part of the society so the author 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 the society and they have a different function to the society. The author is to express the phenomena of the society so it symbolize the phenomena that won't happen in society will express in his literary work and the reader is a representation of what kind of information that they need so the reader also configure the what the information is important at that time.

Univ76 SitAnd next is my previous studies. My first previous studies is from Himly Adian Safriansyah from SitAs Brawijava Faculty of Cultural Studies Universitas Brawijaya in two thousand and fourteen. His thesis is 77 entitled "Representation of Woman Wisdom in Robert Herrick's Poem 'The Lily in a Crystal". In 78 79 his research, he focuses on finding the analysis about the lyric a Crystal poem using super reader Universit semiotics approach that emphasizes on the reader's ability to dissect particular poem. And my SILAS BI 81 St second previous studies is the thesis of Mujib Anwar from Faculty of Cultural Studies Universitas Brawlaw Negeri Malang in 2003 entitled "Nilai-nilai Humanisme Dalam Roman 'Bumi Manusia' karya 82 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 Shuman nature that are freedom, equality, and veternity which are expressed in the novel. To differ the Brawlay Uni 86 si both previous studies with my thesis, the first difference is Luse the Piercean model of sign and sizes Br my previous study use the super readers semiotic approach that those theories are different thing 87 88 but still in the one big theory that is semiotic the same of my theory in analyze this, my object and 89 SI the second difference is I analyze the poetry as literary work by using the sociology of literature stars 90 st theory although the same theory from Mujib Anwar but he use, he analyze the novel so it's as Br different thing between both of them. Univ²¹ Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Univ29sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 92 SI And next is my research methods. I divide research methods into two session. The first is deciding 93 Si the object of the study and the second is analyzing and interpreting the data. For deciding the 94 so object of the study, the touchscreen poem is chosen as material object of my study because this stras Br rawijava poem illustrates the real condition about society in this digital era where the world has been 95 96 globalized by the advance of the technology and internet. So people who belongs an addicts with 97 Sindigital era are becoming lack of their nature as human. As I said before they have become ignorant sites Brawlaw and lack of real contact. And by using the real technology they can easily make a connection in sites B 98 rawijaya web networking through internet without having a real face-to-face contact. And this condition 99 100 leads people to neglect their surrounding and keeps being busy of their own technology or being Unimarsi ignorant. And those phenomena become a global phenomena which is related the problem of my study and served as my final object. Uni102rsi 103 And next is analyzing and interpreting the data. For the first is collecting the data. I will read the touchscreen poem for several times to identify the problem on the dehumanization of technology 104105 development towards culture and human nature. And the second I will use semiotic approach and Uni106 sociology of literature theories. In analyzing touchscreen poem I will use Piercian model of signSILAS B Un 107 Si based on the book of chandler in 2007 to reveal the meaning of the poem. And after I get the stars Brawing of meaning of the poem I will use the theory of sociology of literature from the book of Wiyatmi in 108 109 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 Univers dehumanize human. And the last step is drawing conclusion based on the findings. The finding about the phenomena of globalization and digital world the advance technology development Unil/l2rs which affects culture and that the dehumanizing technology effects toward culture and human 113 114 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. Uniy_{(Grsi} Moderator: Suggestion and comment from the audience? Please give comment or question for the Un 118 Sitwriter. 119 S Audience 1: My name is Ryan. I just want to ask you something. Why do you use the definition is a Br 120 the dehumanization based on oxford dictionaries? But actually you write in here is include the based on Michele in two thousand and three. Why you not use only one definition and the 121 122 definition of poem itself is based on oxford dictionary. Why you always use this rather than from Un 123 S the expert. **Un 124 S 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 si analyzing and interpreting the data. In here you said that you will using semiotic approach and sociology of literature theories and as we all know in here that sociological theories actually have 127 128 some kind a lot of branch such as like as I know is socio culture. So which one of the sociological 129 S theories that you will use in your thesis because I think if you only state sociological theories that the Brawlay Uni130 si would be like too much or too wide.s Brawijaya Universitas Brawijaya rawijava 131 S Audience 3: My name is Fatimah. I would like to ask about the objective of the study because I thought it is almost similar. So what is the differences between the first and the second objectives 132 133 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 my experience also it is important to classifying your finding so I thought it is important to state 136 that in your research method specifically in the collecting of the data to classify your finding to rawijaya Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁸⁰sitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 138 make you what is that easily analyze your finding later on. Thank you. 139 ST Presenter: Ok, I will answer the first question from Ryan. Why I use oxford dictionary. Because Stass Brawllayd 140 in my opinion as the Indonesian people who always try to speak English well, so I will refer my Uni¹⁴¹ 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 Idefinition of poetry because actually the definition of poetry in class is always based on the rawijaya Un 144 Si 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 definition? 147 148 Presenter: In my definition of key terms I use Michele definition because it is more, it explain Unij49rsi more about sociology of literature but I put the short definition based on dictionaries on my slide Un 150 si in background of the study. Ok the next question. Un 151 Moderator: Ok Ryan is answer your question? Un 152 st Audience 1: Yes 153 Moderator: Ok thank you and from second question? Presenter: Second question from Galih. Actually, I will use the common theory of sociology of Unil54rsi literature that is different from the sociology itself. The sociology will always have some branches 155 156 but sociology of literature also one kind of branch from sociology theory. Because I analyze the Uni<u>j57</u>rsi literary work so I use the sociology of literature theory 158 SI Audience 2: I think that socio culture also a branch of socio literature. Un 159 SI Presenter: Ok I'm sorry if my knowledge * also less but I focus my analysis on human nature that SI 160 is not commonly related to the culture only so I use the sociology of literature that is usually analyze the human aspects. 161 162 Audience 2: So you will use the base theory. I mean like the one that is ... melikupi all of the Un 163 sociological theory branches. rawijaya Uni₁₆₄rsi Presenter: If you afraid if I have a lot of explanation that is okay because as I said before I focus on human aspect. Next. For the last question from Fatimah. The first is to find out the effect of Uni165rsit technology development towards culture. So, as we know when technology affect human and 166 human was changed to become ignorant and lack of contact so the culture itself will also changes 167 168 so I will analyze what the change from the culture that affected by the technology development. Un 169 SI And for the second, to find out the dehumanization effect of technology development toward SI 170 si human nature. So I will analyze what human aspects that is lost or less or changes by the 171 technology development. Audience 3: Ok so can I conclude that the differences of the objectives of the study is related to 172 the problem of the study that is first, what kind of the effect which is depicted in the poem and the 173 Uni₇₄i second one how it will further impact the human especially dehumanized the culture. Un 175 SI Presenter: Dehumanize themselves and change their culture. Cr Sitas Brawijaya 176 S 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 a suggestions revise the wording because it's quitely confusing and seems like similar each other. 178 Presenter: Thank you for your other suggestion to review because I think as I explained before in 179 180 some sempro from my friends they never show something about their object like Awan yesterday Un 181 SI not showing the short story so I choose to not show it. Universitas Brawijaya rawijaya Un 182 SI Co. Supervisor: Thank you. Congratulation Iqbal. Well I have some for the use of phrases or SILAS Brawlay Universitas Brawijaya Universitas Brawijaya

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183 clauses. I noticed many redundancies in your paper here, your writing here. You sometimes have tas Brawijaya Un 184 Si difficulty in make a short form of passive voice clause. I have one sample here on page twelve that Si as Brawlaw 185 shown. Ok the second line ... I notice that it should be not like that. It should be "the sign itself that Brawn ave firstly is considered" so it is a kind of passive voice right? And then it can be also shorten into a 186 187 phrase. The sign itself considered as ... this. So you have to put attention on the content and then you have also to be capable to identify the main idea for your explanation. First thing when yousitas Brawijaya Uni188rsit compose a writing especially academic writing and you have to know what is your main idea on stars Brawliav 189 the paragraph and then supported by the supporting ideas right? so there are many long ... in your 190 191 composition. I notice there are so many many main ideas there around two or three and you have to separate it in tow or three paragraphs. For example on page twelve it can be three paragraphs. Sitas Brawijaya Uni₁₉₂rsi I've put underline there which ones are the main ideas so you have to separate the paragraphs intositas Brawiava 193 for each main ideas. And the last thing, you have to check again the significance of using 194 195 quotation. I want to ask you what is your purpose in using quotation? Univer 196 Presenter: To support my ideas.

Co. Supervisor: Ok very nice. That is the right answer. it is the expected. I expect that answer.
 But unfortunately ... the main idea of the main idea ... you first use the pronoun he realize ... in
 this nature there are many signs he related to who? is he Saussure? So which quotation belongs to?
 Well maybe there are some problem with the reference that you use the ... you paraphrase.
 Moderator: Ok, thank you for Mrs Scarletina for the question, comments, and suggestion. We
 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 Uni₂₀₄ question and your advice are very important for Iqbal to improve his thesis. For Iqbal I think yousilas 205 should consider what the audience say what the audience ask from you to give the explanation it as Brawiava because it is important for you to improve your thesis. Sometimes we can't see our weakness but 206 207 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.SITAS Brawijaya Un 2091 Thave to figure out you want to make it more objective because you stated that quotation is used to Sitas Brawiew support your argument so that it will be more objective not subjective anymore because you have Uni210 . I think each definition doesn't contribute one to another you may use both definition by saying 211 Univer that this is the first definition and this is also supported by definition by someone else. I should. I Un 213 SI have a question for you. Is you thesis related to the satirical poetry? Do you need this theory inSILAS Brawl ave Un 214 your analysis?

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

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

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Moderator: Ok, Assalamualaikum Wr. Wb. Good afternoon everybody. OK, Welcome to the seminar proposal by Risang Sudrajat entitled The Life Style of Straight Edge American as seen in SUAS Brawlay 1 Junio 3 si four songs of Good Clean Fun Band. Ok before Risang Sudrajat start his presentation let mestres Br introduce ourselve. Ok the first is my name is Oktavian Angga Hernawan as a moderator and my partner is Dhimas Putra Ilhami as the note taker and actually we have two supervisor. The first supervisor is Bu Sri Budi Utami and the second supervisor is Bu Winda Chandra Handani. 7 STActually in this seminar we have three session. The first session is presentation by Risang Sudrajat States Brawlaw and the second session is question and answer session and the last session is comment and advice Univercit from supervisor. Ok let's start first session, Risang Sudrajat, time is yours. Presenter: Ok, thank you moderator. Good afternoon Bu Utami, Bu Handani. Today I'll explain

10 11 about my research entitled "The Life Style of Straight Edge American as seen in four songs of Good Clean Fun band". This is the content of this research. There are two parts. The first is Itas Brawlaya Universi Univid 13 Si chapter one. I divide it into four parts. The first is background of the study and the second issittates Brawnay problem of the study. The third is objective of the study and the last for chapter one is significance 14 of the study. And for the chapter two there are theoretical framework, previous study, and research 15 Unive method. And the background of the study I will explain about three parts. The first I will explain Universi about Straight Edge as a sub-culture and song lyric and the last is about Good Clean Fun as a SILAS BI Univl8rci vegan Straight Edge band. Before I explain about the Straight Edge as a sub-culture we have to know about sub-culture itself. Relate to William sub-culture is define as cultural bondage or 19 networks of people who come to share the meaning of specific ideas, material object and practices Univarsi to interaction. So from this statement I can conclude that sub-culture has their own ideas as their SICAS BI 22 shown material objects and it's shared to the society by sub-culture itself. In connect with the second sizes statement, he says that sub-culture represents the symbolic status ... where your people can 23 24 construct another ... identity ... and different from their status. By spreading their ideas or the Univ25 Sit values they wants to make their own identity and it's different with the society itself. I mean it's Un 26 si like the resistant to the society itself. And from the second statement, we can conclude that the sites Brawieve member of sub-culture is young people. It's related with ... statement that the term of youth sub-27 culture has a pattern of values belief, symbols, behavior and activities that include of young people 28 Universi are seen to sense. So like I said before that youth sub-culture has their own values and they share Uni 30 Si their own values in the society to create and make their own identity. And this is about Straightsitas Brawijava 31 Edge itself. Straight Edge is like I said before Straight Edge is youth sub-culture. Straight Edge is a punk of ... The term of Straight Edge made by Ian MacKaye from song entitled Straight Edge in 32 33 1981. Of course like I said before that sub-culture has their own value. Straight Edge values are 34 St member absent from drug include tobacco, no alcohol, casual sex and veganism and Straight Edge Sitas Brawijaya 35 Stalso has the role in music because it's a part of music like in best in the point one. In music ways, Stas Brawlaw 36 Straight Edge always use the song lyric to spread the wisdom of Straight Edge. It's like hidden meaning in the lyric. And this is about song lyric itself. Song lyric is not just song lyric but song 37 lyric is a ... communication from the songwriter to the society. It means that songwriter is the 38 UN 39 SUindividual who live in the society. He will get the experience about what happen in the society SITAS Brawl ave Uni 40 si and he create or make the literary works based on their experience about the society itself. So, sites Br from this explanation I can see that if we analyze the literary works we can see what happen in the 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 si 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

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁸³sitas Brawijava Universitas Brawijaya Univarsi communication that is a message not divided by the object of its message but by the way in which 47 Si in it utters its message. In this case, song is a form of popular culture and the message in the lyric itself cannot be seen just for the object. I mean you cannot analyze the message just for the object 48 rawijaya but by the sign that represent the meaning in the lyric. 49 And the next about Good Clean Fun. Good Clean Fun as the vegan Straight Edge and I use this 50 51 band as the object in this research. Good Clean Fun is a posivore, positive hardcore band from Univ52r SI Washington DC. It is ... by four vegan Straight Edge members in 1997 and they recorded fives it as BI records. And for Good Clean Fun I take four songs as the object of this research. The first is Fight 53 to Unight, Beat The Meat, Positive Hardcore, and the last is On The Streets Saving The Scene 54 Unive From The Forces Of Evil. $Univ_{56}$ And this is the problem of the study. The problem of the study of this research is how the lifestyle Univ57rs Straight Edge people in America as reflected in Good Clean Fun song. And for the objective, is to analyze the lifestyle of Straight Edge American reflected in Good Clean Fun songs. And the Uni 58 significant of the study is to reveal information about the Straight Edge movement especially in 59 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 on to Sigmund Freud, he says that because of its ... enhancement music just much more than any Univ63rs other medium. So like I said before music is not just music. Music is a media to explain what 64 happen in the society and it's related with ... says that literature is an expression of society. It 65 66 means that like I said before, we can see what happen in the society by analyze the literary work Uni\67r such as song lyric in this research. And the second theory is semiotic by Roland Barthes. Roland Barthes says that semiotic takes in any system of sign and it means that sign itself there is a sign in 68 in 1 every object. Roland Barthes also said that every object is contained of ritual, conversion, or 69 70 public entertainment. It means that every object always has a purpose. It's not just an object itself Univarsit but has a purpose and it's like I said before, a form of popular culture there is a system of communication there is a message not defined by the object of its message but by the way in 72 which it utters its message. 73 74 And the next I will explain about Straight Edge American itself. Straight Edge American is the Univ resistance to the lifestyle of young people who tend to consume drugs and alcohol. Their 76 Stresistance, you can see in their movement. Their movement itself is the basic of the Straight Edge 103 Univ77r movement. And the Straight Edge movement is symbolized by the "X" symbol like in the picture. The "X" 78 symbol sometimes can be found in the backpack of Straight Edge members in the shirts or in other 79 80 places. It means that Straight Edge wants to show their existence in the society. And the next is Universi about four values of Straight Edge. There are four values in Straight Edge. The first is drug free. 82 SI Drug free is not just refusing or rejecting drugs and tobacco but for Straight Edge member drugs tas ciffree means free control and a purification means free from toxic that potentially ruins someone's 83 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 si And the next is no sex. No sex in Straight Edge does not mean you cannot take everything about sexual activities but it just for casual sex. Casual sex means reserving sex without relationship. For 88 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 st 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 rawijaya

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94 SI the other people we also cannot kill the animals too. And being vegan is about giving the lifestyle 95 rel that does not ... suffering damage to animal like I said before the suffering to animal is like animal slavery and brutality to the animal. 96 97 And the next is about Straight Edge as a movement. There are three points in the Straight Edge Univ₉₈ movements. In the Straight Edge movements there are no chairman office ... or even no member 99 Si list. It also has no ... statement used ... formal set of rules and rarely conveys political message in Sitas Br their movement. It means that Straight Edge just create their own values not spread the other list in sites Un 100 the movement. So and in the Straight Edge movement there are so many ways that they use to 101 102 spread their values. For example, the first is by using bands. Bands itself is has a role in the music Uni103 Sl ways. They can make the song lyric and which contain of Straight Edge values and they can slides Br spread the Edge values in every music show. And the next by spreading the cassettes and videos. Un 104 By spreading the cassettes and videos Straight Edge wants to spread their values widely in this 105106 world. So it can be like show their resistance in this world and more people will know about the 107 SI Straight Edge itself. And the next by using the merchandise like you can see in the picture. SICAS Unilog Straight Edge member sometimes put the X symbol in every merchandise that they make. Forsitas Brawiava example in the t-shirts in the watch or in the sticker or pamphlet. And the next is by using tattoo. 109 Some of Straight Edge members will, some of Straight Edge members has Straight Edge tattoos. 110111 As we know tattoos cannot be removed. It means that if Straight Edge member has a Straight Edge Universi tattoos in their body it means that they commit to being Straight Edge and they want to lost their Straight Edge serenity like the philosophy of tattoo itself. Unil/Brsi

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

Un 118 STAnd this is research method. There are three. The first is choosing Good Clean Fun songs as the STAS Brawlay 119 object and the second is collecting the data and the third is analyzing and interpreting the data. And for the choosing the object of the study I take four songs of Good Clean Fun as the object like 120 121 I said before the first is Fight to Unight, Beat The Meat, Positive Hardcore, and On The Streets Un 122 SI Saving The Scene From The Forces Of Evil. And for the collecting the data, there are two steps. SI as Br 123 The first is by collected by reading the four songs Good Clean Fun which reflect the Straight Edge American and the second is reading the book, essay, journal related to the issue. And for the 124 analyzing and interpreting the data there are four steps. The first is analyzing the song of Good 125 Un 126 Clean Fun by using the theory of sociology of literature and semiotic like in the theoretical of Un 127 St framework. And the second is read the Good Clean Fun Profile as the supporting information. The stars 128 si 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. Unive 131 Moderator: Ok, thank you Mr. Risang Sudrajat for the presentation. Actually it is awesome

presentation, right? Ok, we going to the second session. This is the session, question and answer session by the audience. So you can ask risang sudrajat and you can do it now. Maybe just raise session by the audience. So you can ask risang sudrajat and you can do it now. Maybe just raise session and and mention your name. Yes audience. Yes?
Audience 1: I want to ask you about— Why you choose Good Clean Fun song as the object because as I know there are so many Straight Edge band beside Good Clean Fun like ... Why you choose Good Clean Fun?
Moderator: Ok, for the second question maybe from Miss Luluk.
Audience 2: Why do you choose American Straight Edge seems there is Australian Straight Edge, Ital Brawijaya Universitas Braw

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁸⁵sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni140 Sit Indonesian Straight Edge and other?^S Brawijaya Universitas Brawijaya 141 SI Moderator: Ok, the last question from the audience maybe. Yes Mr. Ryan Prawira Kurniawan. CISILAS 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 si belong to. Is it as the pop culture to American people or just for the certain group of people? Presenter: Ok for the first question from Andika why I chose the Good Clean Fun song because-Un 144 Why I choose the Good Clean Fun song because Good Clean Fun has so many song that contain 145 with the Straight Edge message and Good Clean Fun is a band with the from the Straight Edge 146 147 S movement in the Washington DC so I take the Good Clean Fun as the object based on the BI Uni148 sitexplanation java Universitas Audience 1: Why don't you choose Minor Threat rather than-?itas Brawijava 149 Presenter: Based on the ... the vocalist of Minor Threat, Ian MacKaye is at that time is not Uni150 Straight Edge. I think why I choose the Straight Edge but the object of my research is not Straight 151 152 Edge so I take the Good Clean Fun band because this band is from ... vegan Straight Edge member Uni₁₅₃rsit in 1997 Uni<u>15</u>4 SI Audience 1: If I'm not mistaken you mentioned before that one of Minor Threat song ... the SILAS 155 lifestyle of Straight Edge. If you concerns about the Straight Edge itself I think you have to choose Minor Threat rather than Good Clean Fun. 156 Presenter: I think the Minor Threat song lyric is just the begin of Straight Edge itself I mean the 157 158 term of Straight Edge is from by Ian MacAye as the vocalist of minor threat in the 1981 so why I UN 159 don't choose the Minor Threat just like I said before because the member is not Straight Edge at that time and I think it's just the begin of Straight Edge. I mean the title of Minor Threat is Un 160 "Straight edge" so from this song is a begin of Straight Edge. The name of Straight Edge is from 161 that song I mean just like like that. 162 163 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 doesn't describe the Straight Edge lifestyle, you want to say that? UN 165 Un 166 SI Presenter: The song also tells about Straight Edge itself but I just look that it's just a begin of SILAS BI Straight Edge so I don't take as the object I take the other object because Good Clean Fun is the Unil67rcii from of Straight Edge movement in the Washington DC and they are so, almost of their songs 168 169 contain with the Straight Edge values or Straight Edge message. And for the second question from Unit70 SI Luluk, why I choose American Straight Edge because as I said before Straight Edge was born in SITAS Brawijaya America so it's like the real Straight Edge it doesn't combine with the other culture. For example, Uni174 if I take the Yaman Straight Edge or Zambia Straight Edge or other, it's possible Straight Edge in 172 Yaman or Australi was combined with other Straight Edge in the other countries so why I choose 173 174 the American Straight Edge because the basic of Straight Edge was born in America. So I think mversitas Brawijaya UN 175 SI it's a pure Straight Edge. And the third question? Un 176 Si Note taker: To whom Straight Edge belong to? ava Universitas Brawijaya Un 177 si Presenter: Can you repeat? I'm sorry Brawijava Universitas Brawijava In 178 Straight Edge is a lifestyle. Who belong to? Maybe Straight Edge as a population of the straight Edge culture in America people or it's just certain group of people. 179 Presenter: Oh, it's not a popular culture. Popular culture itself in this research is song lyric. Is a 180form of popular cultural in this research is a song lyric no Straight Edge. Straight Edge is a 181 Un 182 Stresistance to society which to young people who tend to consume drug or doing casual sex. I think Stass Un 183 Si it's not pop culture. The pop culture in this research is the song lyric itself. awi ava Uni184 sit Audience 2: So it belong certainitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ86sitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni185 Sit Presenter: Yeah, certain group. Ok, thank you Java Universitas Brawijaya Uni186 sit Supervisor: Clear enough? ersitas Brawijaya Universitas Brawijaya Un 187 sit Audience 3: Clear enough mamitas Brawijaya Universitas Brawijaya Un 188 S Moderator: Ok thank you for Mr. Risang Sudrajat for the answer. Especially there is the sources Brawlay awesome discussion. We have the last session, in the last session we have advice and comment 189 190 from Bu Winda Chandra itas Brawijava Universitas rawijaya 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 Uni₁₉₄r employ or use the biographical source of this band while you're analyzing the lyrics semiotically? Un 195 Are you going to employ or use their biographical source while you're analyzing this lyrics semiotically? 196 Uni¹⁹⁷ 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 Uni201 Supervisor: Winda asking you ... when we analyze on object using semiotic approach we will se Uni202rs the lyric specially because you're analyzing the lyric of the song. From those lyric we will analyze Un 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 Uni208rsi you intervention into you analysis of the lyrics. Un 2091 **Presenter**: I think in analyze the meaning I just look the song lyric. After I analyzed the meaning ISILAS Brawlaw use the sociology of literature to compare the meaning in the society and it's supported by thesings Briterature to compare the meaning in the society and it's supported by the society and it's support of the society and i Un 210 biography of this band. So I think the biography is just the supporting 211212 Co. Supervisor: Ok you have to state that biographical thing is just to support you in the Uniya perspective of analyzing the lyric. So I think that's important you have to state that. I don't think I SITAS Br Un 214 SI will have another question so I think that's all. Un 215 St Moderator: Ok, thank you for Bu Winda Chandra and the second comment and advice by Ibu Srisitas Brawiava Budi Utami 216 Supervisor: Ok, first of all congratulation Risang finally you have chance to present the proposal. Un 217 The first I would like to give suggestion on the slides because I think the slide, it's good but I want 218219 you to, what is it, to make it more interesting, some of the slides, some of the letter for me is too Uni₂₂₀rsu small and again maybe more bigger than so that the audience on the back room can see. Yeah, on SITAS Brawijaya 221 your proposal on chapter one of page 4 you write about "as a vegan se band". Is it refer to Goodsitas Clean Fun? But then on page 8 you cal it as the "Straight Edge band". Next time you should be 222 223 consistent on calling them as Straight Edge band or. And then you apply two theories. The first is Uni₂₂₄rsi semiotic and the second is sociology so when you analyze the words which theory you will apply Uni225rsitfirst?Brawijaya Uni226rsitPresenter: Semiotic first.iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Moderator: Ok, welcome to the seminar of Triandi Pratama and first of all I would like to thank you Miss Wuliatmi Handayani as a co. supervisor has come. In this section we will have three session. The first is the presentation of Triandi Pratama and the second is discussion and the last is the comment and suggestion from co. supervisor. And for Triandi Pratama the time is yours. **Presenter**: Ok, I want explain about my proposal. The title is "The Effectiveness of Using Vocabulary Video to Improve to Vocabulary Mastery of the Fourth Grade Students of the SDN Sugihwaras Sidoarjo in academic year 2014". Chapter one introduction. I will discuss background of the study, problem of the study, objective of the study, definition of key terms and hypothesis.
Background of the study. The first is in learning English there are four skills such as writing, reading, listening and speaking. In addition, there **also** English **component** such as vocabulary because it's the key to the student understanding about what they hear and **reading** and together to communicative successfully with other people.

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

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

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

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

30 Si The problems of the study. How the mastery of English vocabulary acquisition of the fourth grade students of the SDN Sugihwaras Sidoarjo in academic year 2014 before being taught by using 31 video vocabulary and the second is how is the mastery of English vocabulary acquisition of the 32 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 insistence B academic year 2014 after and before being taught by using video vocabulary. 36 Objective of the study. Objective of the study is to know the mastery of mastery of English 37 vocabulary acquisition of the fourth grade students of the SDN Sugihwaras Sidoarjo in academic Univagi 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 Candi Sidoarjo in academic year 2014 after being taught by using video vocabulary. The third is to 41 know the differences between mastery of English vocabulary acquisition of the fourth grade of the 42 Univasi SDN Sugihwaras Sidoarjo in academic year 2014 after being though by using video vocabulary. 44 SI Definition of key terms. The vocabulary mastery is the knowledge of vocabulary by understanding Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁸⁸sitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya 45 the meaning of the words and based on the score of pre test and post test of vocabulary. And this is 46 SI the term of vocabulary video. Vocabulary video is video made by Busybeaver consisting of words, picture and teaching media. And the student is who are studying on the fourth grade of student Univ47 Sugiwaras Candi Sidoarjo in academic year 2014. And SDN Sugihwaras Candi Sidoarjo is an 48 49 elementary school located in sugiwaras candi sidoarjo. Univ₅₀r Hypothesis. There is a significant difference the mastery of English vocabulary acquisition of the 51 SI fourth grade student of SDN Sugiwaras Candi Sidoarjo in academic year 2014 after and before stars thought by using video vocabulary as Brawijaya Universitas Brawijaya 52 The chapter two, review of related literature. The one is the characteristics of young learner, and 53 teaching English to young learner, the general concept of vocabulary, teaching vocabulary, the 54 55 media of teaching vocabulary and the previous studies. Univ₅₆r The characteristic of young learner I use the theory from the Harmer two thousand and one. Uni\57r Some characteristic of young learner namely is their response the meaning even if they don't know the meaning, they often learn more indirectly than directly, their understanding cannot just 58 from explanation but also from what they hear, see, and touch. They generally display enthusiasm 59 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 themself first or less is as main topic in the classroom. And they have a limited span . Univ62rs Teaching English to young learner. I use the theory from the Slattery and Wilis 2003, page 4 Univ63rs states some ways to teach vocabulary. The one is to make learning enjoyable and fun, to not 64 65 worry about the mistake, to use a lot of gesture, action in teaching and then to talk a lot using Univ₆₆ English especially thing they can see, to play games, sing songs and rhymes together, to tell simple Uni\67 stories in English using pictures, acting difference voices. Teaching vocabulary. Cynthia and Drow Johnson states some technique to teaching vocabulary Uni 68 namely is encouraging wide reading emphasizing teaching for context. Using prefixes, suffixes, 69 70 and roots. Using graphic organization. Extending instruction through reading a lot and discussion General concept of vocabulary. I use theory from Keraf, Hornby, and Wallace. Keraf defines about rawija Univ₂ a list of vocabulary, vocabulary is a list of words which mean distributing communication with other people in turn. And Hornby states that define all words known to a person or used in states Univ73rsi particular book, or subject. Wallace argue that vocabulary is one of important part of language 74 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 Univyi be called as instrument, method and technique used to communicate influence effectively between the teacher and the students. Kasbolah in 1995 state that pages 71 state some technique visual Univ78 media that attract student in learning activities namely, still pictures, realia, charts, cartoon and real 79 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 Pinang. In this study Noriman used scramble game to improve vocabulary in the students of SMP 84 Tanjung Pinang. They found there is a significant difference using scramble games from the data 85 analysis. And then the second is "The Use of Puppet Toys in the media in teach vocabulary to 86 87 SI Fourth Grade Students of SDN Bandar Batang" written by Wibowo. In this study the writer used 88 support as media in improving vocabulary. In this study also found the significant difference between using the puppet in improving the vocabulary. The difference about this study is, the 89 differences is about the media teaching. The two previous study is use scramble game and puppet 90 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Univ89sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand my studies is use video vocabulary. Brawijaya Universitas Brawijaya Uni 92 St Chapter One is research design, data source, data collection, and data analysis. Research design, I Sitas Brawijava 93 Si use of quantitative approach that deal with data in the form of number and statistics rather than it as Brawiew words. Data source. Data source is the subject that will be conducted research by the writer are all 94 95 student of fourth grade in SDN Sugiwaras, Candi, Sidoarjo. Data collection is, asking permission rawijaya 96 St to the head master of SDN Sugiwaras to do the experiment that will take four weeks and then rawijaya 97 Singiving pre test to explore the data of vocabulary mastery of students before being taught by using the Brawlaw 98 video vocabulary and then I do treatment by this vocabulary by using video vocabulary. It takes that Brawnay 99 four times and then give the post test to find out the result the vocabulary mastery after being rawijaya 100 taught by using video vocabulary. And then Data Analysis. Inputting data into SPSS. I use SPSS UN 101 SI software to analyze my data. The one is I input data into SPSS statistics. Selecting a procedure Sitas Brawijaya 102 i from the menus to calculate statistic or to create charts. Selecting the variable in the analysis. The states Brawnava variables in the data file are displayed in a dialog box for the procedure and run procedure and 103104 looking for the result. In data analysis, calculating the compare the mean and the standard 105 SI deviation by using SPSS software. This is the reference of my studies. Thank you 3/3 Un 106 St Moderator: Ok, we will move to next session that is discussion. If there is a question, comment, Sitas Brawijaya Un 107 St or suggestion, please raise your hand and mention your name. niversitas Brawijaya Un 108 Supervisor: Come on. Uni109rsi Moderator: Ok, yes please Audience 1: My name is Sri Mahardika. I want ask you about, in your previous study. How those stas Brawi available Unil/lorsi research support you to finishing your research. You choose two researches and I ask you about 111 112 how the researches can help you or can support you to finishing your thesis because in here and Universi puppet toys and you are use video. How they can support you? Un 114 SI Co. Supervisor: Ok, what is actually your question? You ask the difference or similarity, what do SICAS Un 115 you mean rawijaya Un 116 Audience 1: Both of them rawijaya 117 Co. Supervisor: Excuse me? rawijaya 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 Presenter: Yes, mam. I want to answer Dika's question. Why the two previous studies 121 supporting my thesis. In both of previous studies use teaching media to improve vocabulary and Sitas Brawijaya Uni₁₂₂ Uni123rsi my thesis is also use media to improve the vocabulary but the differences is both of the previous it as Brawiav study, the one is use scramble game and the second is use the puppet and I use video vocabulary.sitas Brawijava Un 124 125 It is clear? Moderator: Is there another question? Or maybe comment and suggestion? 126 127 Supervisor: Come on, suggestion? srawijaya 128 Moderator: Yes, please rawijaya 129 Audience 2: Ok, my name is Virginia Christine. I would like to give you some suggestion. First, in definition of key terms. I think it is better for you to put your subject and then there are some Sitas Brawijaya UN 130 rawijaya Un 131 Si mistake in the characteristic of young learner. On the slide you wrote harmer state. I think its it as Brawiew should be state. Oh sorry, on teaching English to young learner, I mean, you should write state 132 instead of "states' 133 134 Presenter: Oh yes, I'm wrong to write it in my slide. Thank you for your suggestion. rawijaya Universitas Brawijaya
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni135 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni136 Sit Moderator: One more question itas Brawijaya Universitas Brawijaya 137 STAudience 3: My name is ... I would like to ask you about your hypothesis in your chapter one. Stass Brawlay Un 138 Si Hypothesis here is a kind of answering your problem of the study or kind of guidance. In yoursitas Brawijava chapter one you put hypothesis. You said in hypothesis there is significant differences and so on. 139 140 Is hypothesis is kind of guidance for your thesis or is kind of is kind of answering your problem rawijaya Un 141 St of, the third of your problem of your study. Wijaya Universitas Brawijaya Universitas Br Un 142 SI Presenter: Actually hypothesis is dugaan sementara Universitas Brawijaya Un 143 Si Supervisor: In English please Sitas Un 144 S Presenter: Hypothesis is ... Un 145 Supervisor: Tentative conclusion. You don't know the meaning of tentative? Temporary, sites Brawiew tentative? Is called tentative answer to the problem of the study Un 146 Univer **Presenter**: Hypothesis is tentative temporary Supervisor: Tentative or Un 148 Universitas Brawijaya 149 Un Presenter: Tentative or temporary answer of the study Moderator: Ok, we will move to the last section. That is comment and suggestion from supervisor 150 151 and co. supervisor. Ok the time-Univer Co. Supervisor: So who is first? Universi Moderator: The supervisor, Mrs Sri Endah Tabiati. Uni₁₅₄rs Supervisor: I'm interested in the questions about hypothesis. Triandi, Good luck doing rawijaya Uni155rsi quantitative study. You have to know more than your friends about all the, maybe not all related sites the ... in qualitative research. You will talking about hypothesis. What kind of hypothesis it is?sitas Brawijaya Uni156 There are two kinds of hypothesis, right? What kind of hypothesis it is? Usually we don't use this 157 rawijaya Universit kind of hypothesis. We use nal hypothesis. There is no significant difference. So you have to prove states Uni159rsi that if you want to know, to find the difference with you nal hypothesis. It's better for you tositas Brawiave change into nal hypothesis. Un 160 rawijaya I'm also interested in the questions, the suggestions given about subject because if you're talking it as Brawijaya Uni¹⁶¹ 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 United sittle students but the term used should be the subject or the respondent or what in the term used insites Brawijaya quantitative research. Have you given me your draft? No, too late. You have to give me right 165 before the question and answer session or you can stop the presentation or I guess that you put it 166 167 on my table 168 Co. Supervisor: You put one on my table but not in hers Uniyei 169 Presenter: Yes, mam because mam Heniktas Brawijaya Unive Supervisor: That's a very bad attitude right? Remember that you may do it to people outside FIB Univarsi because when you do it to us we are your teachers. We know that you still need education. Of Itas Brawijaya Uni172 rsitcourse I have experienced versitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya
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