PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT IV

November 18, 2014

Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Provinsi Jawa Tengah

Proceedings
International Seminar
Language Maintenance and Shift IV

November 18, 2014

xviii+488 hlm. 21 x 29,7 cm

Editors:
Zane Goebel
J. Herudjati Purwoko
Suharno
M. Suryadi
Yusuf Al Arief

EDITORS' NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT IV

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
07.30 - 08.15		**Registration**		Lobby	Commettee
08.15 - 08.30		**Opening**		Krypton	Dean of FIB Undip
08.30 - 09.00		**Keynote Speakers** Dr. Sugiyono		Krypton	Commettee
		Plenarry			
09.00 - 10.30	Dr. Deli Nirmala, M.Hum.	REPRESENTATION OF JAVANESE LANGUAGE MAINTENANCE IN LOCAL NEWSPAPERS IN CENTRAL JAVA	1-17	Krypton	Dr. Nurhayati, M.Hum.
	Prof. Yudha Thianto, Ph.D.	PRONOUNS IN SEVENTEENTH-CENTURY MALAY: A HISTORICAL LINGUISTICS STUDY OF EDUCATIONAL TEXTS PUBLISHED BY THE VOC FOR CHILDREN IN THE EAST INDIES	18-28		
	Dr. Zane Goebel	UNDERSTANDING SHIFTING LANGUAGES ON INDONESIAN TELEVISION: UNDERSTANDING SOCIAL VALUE IN LATE CAPITALISM	29-42		
10.30 - 10.45		**Coffee Break**		Resto	
		Parallel Session 1 A			
10:45 – 11:45	Hepy Sri Rahayu Pujiastuti & Nia Kurniawati	TEACHERS' COMPETENCES IN TEACHING ENGLISH TO YOUNG LEARNERS IN ELEMENTARY SCHOOL	43-49	Krypton I	Moderator bergantian antar Pemakalah dalam satu ruang
	I Nyoman Aryawibawa	THE ACQUISITION OF UNIVERSAL QUANTIFIERS IN INDONESIAN (ISO 639-3: IND): A PRELIMINARY REPORT	50-55		
	Jurianto	LEXICAL ERRORS IN THE ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH DEPARTMENT STUDENTS OF AIRLANGGA UNIVERSITY	56-61		
		Parallel Session 1 B			
10:45 – 11:45	Ahmad Mubarok	KONSEP BERKEHIDUPAN DALAM PAPADAH BANJAR	157-162	Krypton II	Moderator bergantian antar Pemakalah dalam satu ruang
	Febrina Nadelia	MENGUNGKAP NILAI KEARIFAN LOKAL DAN EKSISTENSI NAMA-NAMA MAKANAN TRADISIONAL SUNDA BERBAHAN DASAR SINGKONG: KAJIAN ANTROPOLINGUISTIK DI KOTA BANDUNG	169-173		
	I Nengah Sudipa	MAINTAINING BALINESE LANGUAGE THROUGH WRITING SHORT STORIES IN BALI ORTI	174-176		
		Parallel Session 1 C			
10:45 – 11:45	Ageng Sutrisno & Cindy Intan Audya Putri	REEXAMINING LEXICAL VARIATION IN DATAR VILLAGE: THE CASE OF VERB	260-264	Krypton III	Moderator bergantian antar Pemakalah dalam satu ruang
	Ahdi Riyono	LEKSIKON PERTANIAN DALAM BAHASA JAWA DI KABUPATEN KUDUS: KAJIAN ETNOLINGUISTIK	265-269		
	Emilia Ninik Aydawati	THE KNOWLEDGE OF PROSODY IN HELPING STUDENTS RESPONSE UTTERANCES APPROPRIATELY	270-273		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
		Parallel Session 2 A			
	Agus Suryana	WACANA DEMOKRASI DALAM PERSFEKTIF TABLOID MEDIA UMAT	331-335		Moderator bergantian antar Pemakalah dalam satu ruang
11.45 – 12.45	Akmal & Maria Yosephin WI & Sri Wahyuni	THE CHARACTERISTICS OF ENGLISH ADVERTISEMENT'S CREATED BY STUDENTS OF BUSINESS ENGLISH CLASS AT PGRI UNIVERSITY SEMARANG. LEMBAGA PENELITIAN DAN PENGABDIAN PADA MASYARAKAT, UNIVERSITAS PGRI SEMARANG	336-340	Krypton I	
	Ch. Evy Tri Widyahening	DICTION IN A DRAMA ENTITLED 'ROMEO AND JULIET' BY WILLIAM SHAKESPEARE	341-344		
		Parallel Session 2 B			
	Koeswandi	DEVELOPING AN ENGLISH INSTRUCTIONAL MODEL OF READING COMPREHENSION USING QTM FOR JHS	62-67		Moderator bergantian antar Pemakalah dalam satu ruang
11.45 – 12.45	Agus Subiyanto	DETERMINER PHRASES IN NINETEENTH-CENTURY MALAY	471-475	Krypton II	
	Nyoman Karina Wedhanti	MULTICULTURAL FOLKTALES IN ENGLISH LANGUAGE TEACHING: PROMOTING COMMONALITY IN DIVERSITY	68-71		
		Parallel Session 2 C			
	I Nyoman Muliana	MAINTAINING BALINESE LANGUAGE THROUGH SCHOOL PROGRAMS IN BALI	177-180		Moderator bergantian antar Pemakalah dalam satu ruang
11.45 – 12.45	Iqbal Nurul Azhar	PETA SOSIODIALEKTOLOGIS MADURA	181-186	Krypton III	
	Kenfitria Diah Wijayanti	BENTUK DAN FUNGSI PISUHAN BAHASA JAWA: SUATU KAJIAN SOSIOPRAGMATIK	187-190		
12.45 - 13.45		**BREAK**		Resto	
		Parallel Session 3 A			
	Gede Primahadi-Wijaya-R.	VISUALISATION OF DIACHRONIC CONSTRUCTIONAL CHANGE USING MOTION CHART	274-277		Moderator bergantian antar Pemakalah dalam satu ruang
13:45 – 14:45	I Nyoman Udayana	INCHOATIVE VERBS IN INDONESIAN	278-282	Krypton I	
	Tom Conners & Jozina Vander Klok	LANGUAGE DOCUMENTATION ON JAVANESE: A SHIFT TOWARDS RECOGNIZING AND CELEBRATING COLLOQUIAL VARIETIES	283-288		
		Parallel Session 3 B			
	Mohd. Rasdi Saamah & Abu Hassan Abdul	METROLOGI DALAM PERIBAHASA SUKU KAUM SEMAI: SATU KAJIAN SEMANTIK	345-349		Moderator bergantian antar Pemakalah dalam satu ruang
13:45 – 14:45	P. Ari Subagyo	PEMAHAMAN DAN PENGGUNAAN CANGKRIMAN OLEH MASYARAKAT JAWA SEKARANG	356-361	Krypton II	
	Sugeng Irianto	"CRITICAL DISCOURSE ANALYSIS ON IDEOLOGY OF NEGARA ISLAM INDONESIA (NII) GROUP, INDONESIAN GOVERNMENT, AND THE JAKARTA POST REPRESENTED THROUGH EDITORIALS AND HEADLINES OF THE JAKARTA POST"	362-366		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
		Parallel Session 3 C			
13:45 – 14:45	Sumarlam & Sri Pamungkas	KARAKTERISTIK BAHASA ANAK-ANAK DOWN SYNDROME DI KAMPUNG DOWN SYNDROME KABUPATEN PONOROGO (SUATU TINJAUAN PSIKOLINGUISTIK)	72-77	Krypton III	Moderator bergantian antar Pemakalah dalam satu ruang
	Wening Sahayu	KONSTRUKSI NAMA DIRI JAWA DAN JERMAN: KAJIAN CROSS CULTURE UNDERSTANDING	78-82		
	Yenny Hartanto	FOREIGNERS'PERCEPTIONS TOWARDS INDONESIAN CULTURE: A PIECE OF STUDY ON CCU	83-87		
		Session A			
	Maulana Teguh Perdana	ANALISIS METODE PENERJEMAHAN DALAM MENERJEMAHKAN NOVEL THE HUNGER GAMES	88-92		
	Moh. Aniq Kh.B.	FROM LITERACY TO IDEOLOGY: SEMANTIC SHIFT ON THE REPRESENTATION OF "TUHAN" MEANING	93-96		
	Nafisa Ghanima Shanty	SHAPING COMPUTER MEDIATED COMMUNICATION (CMC) ON YOUTUBE VIDEO COMMENTS TOWARD JAVANESE BOSSANOVA AS THE MEDIA TO PRESERVE JAVANESE COLLOQUIAL LANGUAGE	97-102		
14.45 - 15.30	Nurvita Anjarsari	STRATEGI PENERJEMAHAN ISTILAH BUDAYA DALAM KOMIK 'KISAH PETUALANGAN TINTIN: CERUTU SANG FARAOH'	103-108	Matrix	Commettee
	Resti Wahyuni & F.X. Paula Eralina Hadomi	UTILIZING EXPERIENTIAL MEANING FOR ANALYZING TEACHERS' LESSON PLANS: A METAFUNCTIONS OF SYSTEMIC FUNCTIONAL GRAMMAR	109-113		
	Retno Wulandari & Siti Fauliyah	WAYS TO TRANSLATE ADDRESS TERMS FROM INDONESIAN INTO ENGLISH: A CASE STUDY IN KETIKA CINTA BERTASBIH II MOVIE	114-117		
	Rica S. Wuryaningrum	INTEGRATING CULTURE, SONG LYRICS AND TECHNOLOGY IN TRANSLATION CLASS	118-124		
	Rukni Setyawati	PENANAMAN NILAI-NILAI PENDIDIKAN KARAKTER MELALUI MEDIA GAMBAR SEBAGAI UPAYA UNTUK MENUMBUHKAN MINAT MENULIS SISWA	125-129		
	Sumarwati	SOAL CERITA MATEMATIKA UNTUK SISWA KELAS RENDAH SEKOLAH DASAR DI KAWASAN PEDESAAN: ANALISIS STRUKTUR SEMANTIK	130-135		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
		Session B			
	Sutarsih	PEMBELAJARAN BAHASA INDONESIA BIDANG POLITIK DI MEDIA MASSA	136-139		
	Syaifur Rochman	RESEARCHING THE USE OF DICTIONARY BY STUDENTS OF ENGLISH LITERATURE DEPARTMENT AT JENDERAL SOEDIRMAN UNIVERSITY	140-144		
	Titin Lestari	COMMODITY FETISHISMS IN COSMETIC ADVERTISEMENTS IN INDONESIA	145-149		
	Cicik Tri Jayanti	HUBUNGAN SIMBOL-SIMBOL "KESUCIAN" DALAM PENAMAAN TEMPAT DI KABUPATEN LUMAJANG: STUDI ETNOGRAFIS TERHADAP LEGENDA PENAMAAN WILAYAH KABUPATEN LUMAJANG	204-209		
14.45 - 15.30	Erfan Gazali	ALIH AKSARA 'C' DALAM NAMA INDONESIA KE BAHASA ARAB	210-213	Matrix	Commettee
	Erna Sunarti	CODE SWITCHING AND CODE MIXING IN MULTILANGUAGE COMMUNITY CASE STUDY IN BALAI LPPU-UNDIP SEMARANG	214-219		
	Ihda Rosdiana & Ekfindar Diliana	TEGALNESE YOUTH ATTITUDE TOWARDS BAHASA JAWA NGOKO REFLECTED IN SOCIAL MEDIA USAGE AND CLOTHING INDUSTRY AS AN EFFORT OF LANGUAGE MAINTENANCE	220-224		
	La Ino	KEKERABATAN BAHASA WAWONII, MORONENE, DAN KULISUSU (KAJIAN LINGUISTIK HISTORIS KOMPARATIF)	225-230		
	M. Suryadi	KEHEBATAN DAN KEUNIKAN BASA SEMARANGAN	231-236		
		Session C			
	Muhammad Rayhan Bustam	ALIH DAN CAMPUR KODE MAHASISWA PEMBELAJAR BAHASA INGGRIS DI MEDIA SOSIAL FACEBOOK: TREN ATAU KEBUTUHAN? (STUDI KASUS KAJIAN SOSIOLINGUISTIK PADA GROUP MAHASISWA SASTRA INGGRIS UNIVERSITAS KOMPUTER INDONESIA (UNIKOM) BANDUNG DI FACEBOOK)	237-242		
	Saidatun Nafisah	CHOICE OF LANGUAGE IN JOB TITLES AT VACANCY ADVERTISEMENTS	243-246		
	Udin Kamiluddin	GROUNDING IN FACE-TO-FACE CONVERSATION: AN ETHNOGRAPHY STUDY	247-252		
14.45 - 15.30	Ajar Pradika Ananta Tur	MBOK: ITS DISTRIBUTION, MEANING, AND FUNCTION	287-292	Matrix	Commettee
	Asri Wijayanti	LEKSIKON BUSANA MUSLIMAH INDONESIA (KAJIAN LINGUISTIK ANTROPOLOGIS)	293-298		
	Ida Bagus Putrayasa	PENYUSUNAN KAMUS HOMONIM UNTUK PELAJAR	299-302		
	Lalu Erwan Husnan & Damhujin	KALIMAT BAHASA SAMAWA-MATEMEGA: CATATAN PENELITIAN DAERAH TERPENCIL SEBAGAI UPAYA PEMERTAHANAN BAHASA IBU	303-307		
	Ningrum Tresnasari	GOROAWASE DALAM BAHASA JEPANG	308-313		
	Prihantoro	KORESPONDENSI PERUBAHAN LINGKUNGAN DAN CAREGIVER TERHADAP KOMPETENSI LINGUISTIK DAN KOMUNIKASI ANAK (STUDI KASUS PADA AP)	314-318		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
		Session D			
	Sulis Triyono	SUBSTANTIVWÖRTER IN GERMAN	319-323		
	Achmad Dicky Romadhan	FUNGSI TINDAK TUTUR WACANA RUBRIK KONSULTASI SEKS PADA MEDIA ONLINE KOMPAS.COM	364-367		
	Asih Prihandini dan Juanda	BRIDGING SEBAGAI ALAT PAGAR KESANTUNAN BERBAHASA DALAM MEDIA SMS	368-372		
	Farikah	ANALYSIS OF THE SCHEMATIC STRUCTURES OF THE STUDENTS' WRITTEN REPORT TEXTS	373-376		
14.45 - 15.30	Fida Pangesti	FENOMENA SENYAPAN: STUDI KONTRASTIF TERHADAP TUTURAN TERENCANA DAN TUTURAN SPONTAN	377-382	Matrix	Commettee
	Lisdiana Anita	THE EXISTENCE OF CINEMA TERMS IN TARAKAN TEENAGERS' DAILY COMMUNICATION	383-387		
	Martvernad & Adha Ritnasih Griyani	METAFORA DALAM KOMUNIKASI BUDAYA MASYARAKAT DAYAK KAYAN GA'AI	388-393		
	Nugraheni Eko Wardani	A STYLISTIC ANALYSIS OF THE POEMS OF WIJI THUKUL	394-399		
	Nuken Tadzkiroh Lekso	ANALISIS WACANA PELANGGARAN PRINSIP KERJA SAMA DALAM ACARA DISKUSI INDONESIA LAWAK KLUB (ILK) EPISODE 4 JUNI 2014 DI STASIUN TELEVISI TRANS7	400-405		
		Session E			
	Sabila Rosdiana	NEGATIVE POLITENESS EMPLOYED BY NAJWA SHIHAB IN MATA NAJWA 'HABIBIE HARI INI'	406-411		
	Surono	PENERAPAN PRINSIP KERJASAMA DAN PEMENUHAN PRINSIP KESANTUNAN DALAM TINDAK TUTUR GURU-GURU TAMAN KANAK-KANAK	412-418		
	Ivan Chabibilah	THE IMPORTANCE OF INTERGENERATIONAL TRANSMISSION OF LANGUAGE	419-421		
	Jurianto & Salimah	USING VARIOUS WRITING RESOURCES TO PROMOTE COLLABORATIVE ATMOSPHERE IN LEARNING WRITING SKILLS	422-427		
14.45 - 15.30	Mahabbatul Camalia	KOMPARASI PENAFSIRAN KEPRIBADIAN BUDAYA JAWA BERDASARKAN KELOMPOK USIA DALAM TUTURAN PENGHUNI LAPAS II B LAMONGAN KAJIAN ETNOGRAFI KOMUNIKASI	428-433	Matrix	Commettee
	Dyah Tjaturrini	PENGARUH BUDAYA DALAM PEMBELAJARAN BAHASA (ASING)	434-437		
	Laksananing Mukti	REGISTERS AND ACRONYMS IN BOARDING SCHOOL	438-441		
	Nunung Supriadi	PEMERTAHANAN BAHASA 'DIALEK MANDARIN' PADA MASYARAKAT TIONG HUA DI PURWOKERTO	442-445		
	Sartika Hijriati & Anisa Arifiyani	TEACHER'S ROLE OF JAVANESE LANGUAGE MAINTENANCE AMONG INDERGARTEN STUDENTS IN RA AL-MUNA SEMARANG	446-449		

TIME	NAME	TITLE	PAGE	ROOM	CHAIR PERSON
		Session F			
14.45 - 15.30	Wuri Sayekti	METAFORA SIMBOLIS DAN VERBAL TUTURAN PRANATA CARA DALAM UPACARA PANGGIH PENGANTIN CARA JAWA-SURABAYA	450-460	Matrix	Commettee
	Nurhayati	CONTESTING REGIONAL, NATIONAL, AND GLOBAL IDENTITIES THROUGH THE ATTITUDE OF INDONESIAN LANGUAGE STUDENTS	461-465		
	Suharno	IMPROVING THE LANGUAGE ACCURACY IN WRITING SKILL THROUGH GROUP DISCUSSION AND ERROR ANALYSIS	466-470		
	Oktiva Herry Chandra	COMPLIMENT-RESPONDING IN JAVANESE LANGUAGE	476-481		
		Parallel Session 4 A			
15:30 – 16:30	Misnah Mannahali	BAHASA SIMBOL DALAM KOMUNIKASI BUDAYA (SUATU KAJIAN MAKNA BUDAYA DALAM PERKAWINAN ADAT BUGIS MAKASAR)	184-188	Krypton I	Moderator bergantian antar Pemakalah dalam satu ruang
	Mukhlash Abrar	MAINTAINING FIRST LANGUAGE: BILINGUALS' VOICES	189-194		
	Wati Kurniawati	VARIASI BAHASA LAMPUNG BERDASARKAN PERBEDAAN ETIMON DI PROVINSI LAMPUNG	195-199		
		Parallel Session 4 B			
15:30 – 16:30	Wisman Hadi	NETRALISASI VOKAL PADA REDUPLIKASI BAHASA MELAYU LANGKAT	282-286	Krypton II	Moderator bergantian antar Pemakalah dalam satu ruang
	Yoseph Yapi Taum	BAHASA, WACANA, DAN KEKUASAAN DALAM KONSTRUKSI G30S	360-363		
	Nor Asiah Ismail & Norliza Jamaluddin & Anida Sarudin	METAFORA 'KEPALA' DALAM PEMIKIRAN MELAYU: ANALISIS TEORI BLENDING	343-348		
		Parallel Session 4 C			
15:30 – 16:30	Erlita Rusnaningtias	THE LANGUAGE USED IN THE LINGUISTIC LANDSCAPE FOUND IN THE WESTERN PART OF SURABAYA	156-161	Krypton III	Moderator bergantian antar Pemakalah dalam satu ruang
	Yetty Morelent & Syofiani	PENGARUH INTERFERENSI KOSA KATA ASING DALAM LIRIK LAGU INDONESIA	200-203		
	Herudjati Purwoko	RETRIEVING THE SOCIO-POLITICAL HISTORY OF INDONESIAN	456-460		
16:30 – 16:45		**Closing**		Krypton	Head of Balai Bahasa Provinsi Jawa Tengah

TABLE OF CONTENT OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT IV

THE ACQUISITION OF UNIVERSAL QUANTIFIERS IN INDONESIAN (ISO 639-3: IND): A PRELIMINARY REPORT

I Nyoman Aryawibawa
Universitas Udayana, Denpasar
inyoman.aryawibawa@gmail.com

Abstract

Current study specifically concerns with the acquisition of universal quantifiers in Indonesian, e.g., masing-masing/setiap "each/every", semua "all". Previous studies, e.g., Vendler (1967), Ioup (1975), Brooks & Braine (1996), Brooks et al. (2001), showed that all and each/every have innate collective, e.g., All the boys are riding an elephant, and distributive, e.g., Each boy is riding an elephant, representations respectively. This study mainly aims to reinvestigate the innateness of the two meanings. The study used picture selection tasks. Five different sets of stimuli were employed. Three different groups of subjects participated: 20 younger children (4-to-6-year old), 30 older children (7-to-12-year old), and 30 adults (17-to-22-year old). The results indicated that there was no evidence that the younger children were able to restrict the use of quantifiers to its domain, i.e., the noun it modifies. Furthermore, there was even no evidence that they could assign the distributive and collective meanings to masing-masing "each" and semua "all" respectively. In contrast, over 95% of the older children's and adults' use of the quantifiers was correct. Additionally, their assignment to the distributive meaning of masing-masing "each" was over 90% correct. For semua "all", nevertheless, only about 50% of their responses represented the canonical meaning, i.e., collective. Moreover, the results from quantifier spreading tests informed that half of the younger children preferred a symmetrical relation between masing-masing "each" and its domain, while the other half preferred an asymmetrical relation. Thus, their preference to the symmetrical response, as suggested by Philip (1995), is not observed here. To conclude, all the evidence suggests that children's universal quantifier acquisition is delayed until they are approximately at age 7. The learning process, in the sense of Bowerman (2001), and Borer and Wexler's Maturation Hypothesis (1987) might factor in the delay. In other words, the innate collective and distributive meanings of all and each/every are not confirmed in this study.

Keywords: acquisition, universal quantifiers, innate, distributive, collective

Background

Current study specifically concerns with universal quantifiers in Indonesian, e.g., *semua* "all", *setiap/masing-masing* "each/every". Two classical studies on the universal quantifiers by Vendler (1967) and Ioup (1975) inspired this study. Vendler (1967) says that there are two basic representations of the universal quantifiers *all*, *each*, and *every* in English. The first one is *collective* where the predicate applies to all group members as can be seen in *All the boys are riding an elephant*. The meaning of this sentence is that all boys are riding the same elephant. The second one is *distributive* where the predicate applies to each of the group members as in the sentence *Each boy is riding an elephant*. The interpretation of the sentence is that every boy is riding a different elephant. Vendler further explains that the collective representation of *all* and the distributive representation of *each* are canonical.

Ioup (1975), in his universal quantifier study on fourteen languages, claimed that all languages have universal quantifiers with the same meanings as *all* and *each* in English. Basically, Ioup's study points out that all languages distinguish the collective meaning from the distributive one in which each of the meanings is marked with different universal quantifiers.

One crucial point of the claims of the two studies just mentioned is that the collective and distributive meanings of the universal quantifiers are primitive or *innate* in nature. The claim is further supported by other studies (e.g., Brooks and Braine, 1996; Brooks et al., 2001, etc.).

This study mainly aims to further examine the innateness of universal quantifier representations in Indonesian by testing three research questions (1) can children and adults restrict the use of a quantifier to its domain (i.e., the noun it modifies)?, (2) are the collective and distributive meanings of *all* and *each/every* innate in nature?, and (3) do children prefer a symmetrical relation in using *setiap/masing-masing* "each"?

Methods
Definition of Data
Since this study deals with quantifiers, I should provide working definitions on quantifiers and data that will be included in the analysis. Following Guasti (2002: 314), what it means by quantifiers is "those expressions that combine directly with a noun, have no adverbial use, and cannot modify pronouns, e.g., *every*, *all*, *few*, *a*, *there*".

There are two different kinds of quantifiers: universal (*all*, *every/each*) and existential (*some*, *a/an*). This study only concerns with the universal quantifiers. Thus, the data used in this study are sentences containing the universal quantifiers in Indonesian, e.g., ***Semua*** anak sedang membuat sebuah layang-layang "**All** children are making a kite", ***Setiap/masing-masing*** anak sedang membuat sebuah layang-layang" **Every** child is making a kite").

Data Collecting
The experiment was conducted in Bali. I worked with Indonesian native speakers, both children and adults. Data were elicited using Indonesian sentences containing universal quantifiers. The data was recorded on a work-sheet for each participant. *Picture selection tasks* were used. In the tasks, participants have to select an appropriate picture based on the stimuli given to them. More explanation on the stimuli and the procedure of experiment will be provided in the experiment section below.

Research Participants
There were three groups of participants: 20 play group and kindergarten children at the Swadarma School (4-to-6-year old), 30 elementary students (1-6 graders) at the Bali Public Schools (7-to-12-year old), and 30 undergraduate students at the English Department, UniversitasUdayana (17-to-22 year old). Regarding children socio-economic background, they are from middle class families based on parental education and occupational prestige. In addition, they are normally developing children. The information is from schools' teachers and my direct observation, e.g., personal talk with each child. For example, in my talk with them (especially to the younger children) we conversed about their hobbies, breakfasts, foods, etc. In this fashion, I expected that I would be able to test their ability to produce simple sentences, i.e., sentences that at least have a SVO, i.e., Subject-Verb-Object, word order.

To recruit the participants, written consent forms, i.e., the study proposal, containing the general idea and the detailed procedure of the study, was sent to the Principles of the schools. After the permission from the schools was obtained, meetings between the Principles, the teachers and the experimenter were administered to further explain about the experiments and to give them a chance to ask questions about the study. The experiments were administered at the schools.

Stimuli
Stimuli in the form of pictures[1] describing children doing certain activities were employed in this study. There were 5 sets of stimuli. Each stimuli consists of pictures describing different activities from the other stimuli. One example of the stimuli is presented below.

---

[1] Thanks to Dewa Diasana Putra for assisting me create the pictures used in the stimuli
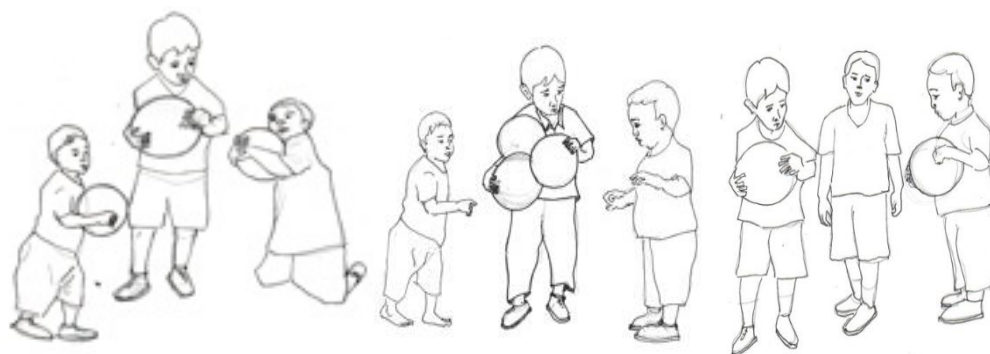
Picture A   Picture B   Picture C

Stimuli 2

Each stimuli employed in this study contains three pictures. Methodologically, a set of stimuli having three pictures is reliable since it has a smaller guessing factor by participants compared to that with two pictures, for example. Thus, with a stimuli having three pictures can it be expected a more reliable representation of universal quantifiers by participants since the representation should be processed through more careful computing in their mind.

To elicit participants' knowledge on the universal quantifiers, sentences containing Indonesian universal quantifiers such as *semua* "all", *masing-masing* "each" along with a stimuli were given.Based on the stimuli and the sentences, the participants provided their responses by selecting an appropriate picture in the stimuli.

Findings and Discussion
The findings show that there is no evidence that the younger children are able to restrict the use of quantifiers to its domain. Furthermore, there is no evidence that they can assign the distributive meaning to *masing-masing* "each" and the collective meaning to *semua* "all". In contrast, the older children and adults are able to restrict the quantifiers to the nouns. Specifically, over 90% of the older children responded correctly to the use of *masing-masing* "each" and *semua* "all". For the adults, their use of *masing-masing* "each" was 100% correct and almost 100% correct in responding to *semua* "all".

The last two groups of subjects can also assign the canonical distributive meaning to *masing-masing* "each" convincingly. More concretely, 80% of the total 90 responses of the older children and almost 100% of the total 90 responses of the adults represented canonical meaning (i.e., distributive) to *masing-masing* "each". For *semua* "all", nevertheless, the representation of collective meaning is not so clear as that of *masing-masing* "each". About 53% of the older children's responses represented the canonical meaning (i.e., collective), only almost 30% marked the non-canonical meaning (i.e., distributive) and about 27% indicated the other irrelevant meaning. For the adults, almost 50% of their responses represented the canonical meaning (i.e., collective), only 45% represented the non-canonical meaning (i.e., distributive) and about 5% represented the other meaning. In other words, across the boards, the use of *semua* "all" (*Semuaanaksedangmembuatsebuahlayang-layang* "**All** children are making a kite", which should be appropriate to express the collective meaning described in Picture B, is spread out to describe the distributive meaning indicated in Picture C below.
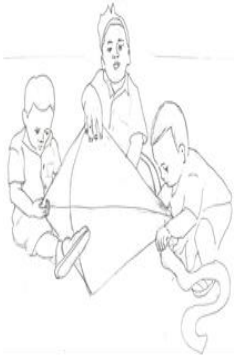
Picture B   Picture C

Thus, the findings inform that only the canonical distributive meaning of *masing-masing* "each" was highly assigned by both the older children and adults, not the canonical collective meaning for *semua* "all".

To find out that the use of *semua* "all" has a collective meaning, a further test was administered. In the test, a sentence using the quantifier *semua* "all" and a scope adverb *bersama-sama* "together" that occurs at the end of a sentence (***Semua**anaksedangmakansepotongayam**bersama-sama** "All the children are eating a piece of chicken **together**") describing the following stimuli was used. The word *bersama-sama* is to promote the collective meaning.

Picture A   Picture B   Picture C
                              Stimuli 4

The experiment indicates that the use of *bersama-sama* "together" does not show the collective effect for the younger and older children. However, it does affect the adults.

The question now is, how to account for the facts that the subjects do not assign the canonical collective meaning to *semua*? The explanation from Brooks and Braine (1996) might be relevant to state here. Their explanation says that the sentence *Semuaanaksedangmembuatsebuahlayang-layang* "All the children are making a kite" is ambiguous in the sense how many kites are being made. Specifically, if we look at the syntactic position of *semua* "all" and the noun *sebuahlayang-layang* "a kite", it means that there is more than one kite that is being made by the children (the distributive meaning is inferred). However, if we look at the semantics or lexical features of *semua* "all", we can infer that there is only one kite that is being made (the collective meaning is inferred). Thus, the explanation seems to be relevant to explain the unability of the subjects to assign the canonical collective meaning to *semua* "all".

The results from the quantifier spreading tests indicated more interesting facts:
only 35% of the younger children preferred one-to-one/symmetrical relation between *masing-masing* "each" and its domain, the other 35% preferred non one-to-one/asymmetrical relation, while the other 30% selected other irrelevant information. It means that younger children's preference to the symmetrical response as suggested by Philip's (1995) is not observed.

How to explain the younger children's findings? There are three different proposals might be relevant to explain the findings. The linguistic account (Philip, 1995) says that children take *masing-masing* "each' like the adverb of quantification *always* (*John always drinks orange juice*). In this context, there is consistency of time in drinking juice (i.e., for younger children, to be able to use

masing-masing "each" there should be one-to-one relation between the quantified subject and the object with the existential quantifier *a/an*). The non-linguistic account (Crain et al., 1996) seems also relevant to explain the results. The non-linguistic account says that the experiment is pragmatically inappropriate. Specifically, the presence of extra objects might affect the children selection of pictures. Or, Drozd's (2001) weak interpretation of children on universal quantifiers might be relevant to mention here. The weak interpretation says that children might interpret *masing-masing* "each" like the meaning of *some*, *many* that does not necessitate one-to-one relation.

In short, all the evidence suggests that the use of universal quantifiers and the acquisition of their meanings by children are delayed until they are approximately at age 7. In other words, the evidence informs that the innate meanings of universal quantifiers are not confirmed.

What factors play a role in the acquisition delay? Learning process in the sense of Bowerman (2001, p. 497) and linguistic maturation in the sense of Borer & Wexler's Maturation Hypothesis (1987, p. 123-130), which generally correlates with age, might factor in. The learning process explains that linguistic inputs (i.e., the use of universal quantifiers from sorounding) is important for the younger children to use the universal quantifiers. And the Maturation Hypothesis says that the inability of younger children in using the universal quantifiers may be due to the fact that the linguistic concept of the quantifiers is not matured yet in their mind. When they get older, their quantifier concept should be matured. When this happens they are able to use the quantifiers as can be seen from the older children and adults' results.

Conclusion

The findings show that there is a delay in the acquisition of universal quantifiers in Indonesian, meaning that the innate meanings of *semua* "all" and*masing-masing* "each" are not confirmed in this study.

The findings bring an implication to previous studies on quantifier raising claiming that children do have knowledge and perform well on it. Given current evidence, the topic needs further testing in Indonesian (and in other languages as well).The findings might contribute to teaching how to make inferences using natural languages in class room settings.

However, this study is still preliminary. Methods, e.g., stimuli, need further revisions and further examination in other Indonesian local languages involving more subjects using other comprehension techniques, e.g., truth-value judgment tasks and also production tasks, to confirm current results.

References

Beghelli, F. and T. Stowell (1997). Distributivity and Negation: The Syntax of *Each* and *Every*. In A. Szabolcsi (ed.), *Ways of Scope Taking*. Dordrecht: Kluwer Academic Publishers.

Borer, H. and Wexler, K. 1987. The Maturation of Syntax. In Thomas Roeper and Edwin Williams (eds.), *Parameter Setting*, 123-172. D Reidel Publishing Company.

Bowerman, M. and Soonja C. (2001). Shaping Meanings for Language: universal and language-specific in the *acquisition* of spatial semantic categories. In Melissa Bowerman and Stephen C.Levinson (eds), *Language Acquisition and Conceptual Development.* Cambridge: Cambridge University Press.

Brooks, P. J. and M. D. S. Braine (1996). What Do Children Know about the Universal Quantifiers *all* and *each*? *Cognition* 60: 235-268.

Brooks, P. J. and M. D. S. Braine, G. Jia& M. da G. Dias (2001). Early representation for *all*, *each*, and their counterparts in Mandarain Chinese and Portuguese. In M. Bowerman and S. C. Levinson (ed.), *Language Acquisition and Conceptual Development*. Cambridge: Cambridge University Press.

Drozd, K. F (2001). Children's Weak Interpretations of Universally Quantified Questions. In M. Bowerman and S. C. Levinson (ed), *Language Acquisition and Conceptual Development*. Cambridge: Cambridge University Press.

Guasti, M.T. 2002. *Language Acquisition. The Growth of Grammar*. Cambridge, Massachusetts: The MIT Press.

Ioup, G. (1975). Some Universal for Quantifier Scope. *Syntax and Semantics* 4: 37-58.

Philip, W. C. H. (1994). *Event Quantification in the Acquisition of Universal Quantification*. ProQuest Dissertations and Theses.

Vendler, Z. (1967). *Linguistics in Philosophy*. Ithaca: Cornell University Press.

LEXICAL ERRORS IN THE ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH DEPARTMENT STUDENTS OF AIRLANGGA UNIVERSITY

Jurianto
Universitas Airlangga, Surabaya
juri.jurianto@gmail.com

Abstract

This article is concerned with lexical errors found in the writing produced by English Department students of Airlangga University. It is based on the result of a study that examined 31 argumentative essays. Using error analysis, the study found that most errors occur in the uses of verbs, indicating that this word class is the most problematic for the students. In terms of grammatical aspect, incorrect use of word form is also dominant in the argumentative essays. Along with incorrect use of verb, this suggests that most students are faced with difficulties in learning English grammar. Finally, the study also found that diction is a problem for some students. Therefore, the study recommends that teaching writing, especially argumentative writing, need to integrate extensive reading and discussion of problematic grammar points such as verb patterns.

Keywords: lexical errors, semantic errors, word classes, word forms

Introduction

Much research has been conducted to analyze writing in English, ranging from writing process, writing product, learners or studentstoteaching process. In relation to writing process, Lin (2006)examined the role that text models play in writing instruction, andRadiaand Stapleton (2008)analyzed the influence of the Internet genres onwriting process experienced by undergraduate students as learners of English as a second language (ESL). Regarding writing products, Zang(2004)using English writing by Chinese undergraduate students analyzed interactive relationships between the influence of topic, individual writers' stance, and text types produced.Espada-Gustilo(2009)analyzed diagnostic essays of college freshmen and identified errors in sentence level.

Research focusing on learners includes, for instance, Lee's study (1997) that discussed students' performance in error correction and found that students often fail to recognize errors in their writing. Nelson and Carson (1998)studied students' perceptions of response group effectiveness in writing class. Focusing on writing instruction, Gomez, Parker, Lara-Alecio, and Gomez (1996)compared free writing and structured writing instruction. Shehadeh(2011)examined effects and students' perceptions of collaborative writing and found that collaborative writing gives a significant effect on their writing in a second language.

This study focused on writing product, which is argumentative essays written by English Department students, Faculty of Humanities, Airlangga University, at the odd semester of 2012/2013. It was aimed at identifying and explaining lexicalerrors found in the argumentative essays.

Literature review

It is not uncommon that second or foreign language learners produce errors in their language use. Errors in language learning are natural and considered inseparable part of learning process (Lightbown&Spada, 2006; Brown, 2007), and.in fact, they need to be tolerated as a natural ingredient in language development (Kumaravadivelu, 2006, p. 120). Linguists often distinguish between *mistake*and*error*. Mistakesrefer to "errors of performance", while errors represent "systematic errors of the learner from which we are able to reconstruct his knowledge of the language" (Corder, 1981, p. 10). Mistakes such asslips of the tongue tend to be non-systematic and are often caused by physical factors like tiredness and excessive emotions. Mistakes are usually quickly recognized easily and corrected by the learner. On the other hand, errors indicate the learner's knowledge of the language

they are learning, which Corder (1981) refers to as "transitional competence." In the study reported here, errors found in students' argumentative essays are treated as errors for two reasons. First, the essays are writing products of the students learning English, meaning they as learners have a certain level of knowledge of the language they are learning. Second, the argumentative essays were not students' spontaneous work written in the classroom, but a writing task completed in a period of time (a month), allowing the students to revise and edit their work. Therefore, it is assumed that the errors the students made in their essays seem to represent their current knowledge of English.

To date there seems to have been no uniformity in classifying errors produced by language learners. Saville-Troike(2006, p. 39) suggests that error classification is usually made on the basis of the levels of language study (phonology, morphology, syntax), of general linguistic categories such as negative constructions and passive sentences, or of specific linguistics elements like verbs, prepositions, and nouns. Brown (2007, p. 260), distinguishes errors only in two levels:word-level errors and discourse-level errors. In addition, language learner errors can also be grouped into two fundamental components of language, which are grammar and lexicon. Of these two categories, it is lexical errors that frequently occur in English writing (Hemchua & Schmitt, 2006), Lexical error can be defined as "a deviation in form and/or meaning of a target-language lexical word" (Llach, 2011, p. 75).

A more comprehensive classification of lexical errors was developed by James (1998) who put both lexical errors and grammatical errors under the category of text errors. Lexical errors are divided into two groups: formal errors and semantic errors, each of which consists of several types. Formal errors are then distinguished in three types: formal misselection, formal misformations, and distortions, and semantic errors in two types: confusion of sense relations and collocational errors.

Hemchua and Schmitt's finding indicates that errors in target language use needs investigating and studying. In the context of EFL (English as a foreign language) learning, research into learner errors, particularly of lexical category, will produce insights useful for improving language teaching and learning. As Corder(1981, pp. 10-11) points out, learner errors can have three important advantages. First, learner errors show teachers the progress the learner has made and areas the learner need to learn further. Second, learner errors present evidence to researchers "of how the language is learned or acquired" and what strategy the learner uses to discover the language system (Corder, 1981, p. 11). Third, errors are anessential part of the learners themselves as we can see that making errors is a strategy they use to learn the language.

The Study

Data of the study consists of 31 argumentative essays written by students of English Department, FakultasIlmuBudaya, UniversitasAirlangga. The essays were part of tasks submitted for the course Argumentative Writing offered inthe odd semester of 2012/2013. Argumentative Writing is the third level of four writing courses, with the first being Paragraph Writing (offered at semester one),second Basic Essay Writing (semester two), and fourth Academic Writing (semester four). The procedure for analyzing errors in this study includes detailed reading, identifying lexical errors, and recording the errors.The errors consist in lexical items undergoing a deviation in use at sentence level. Therefore, the study takes sentences as the unit of analysis. To classify lexical errors found in the essays, two criteria are used: word class and meaning-oriented errors. For the first criterion, lexical errors are grouped on the basis of their word class, particularly into content words and function words, and for the second, the study adopts James' (1998) classification of semantic errors.

Discussion

Word classes of the lexical errors

The study found errors in the following word classes (Table 1).

No	Word class	Number of occurrences
1	Noun	64 (15.06%)
2	Pronoun	21 (4.94%)
3	Verb	210 (49.41%)
4	Auxiliary	27 (6.35%)
5	Adjective	28 (6.59%)
6	Adverb	13 (3.06%)
7	Preposition	29 (6.82%)
8	Conjunction	12 (2.82%)
9	Determiner	21 (4.94%)
		425 (100%)

Table 1 Word class of the errors and number of occurrences

The table shows that most lexical errors occur to verb(49.41%), which is then followed by nouns (15.06%), and the smallest number occurs to conjunction (2.82%). The numbers indicate that lexical errors are mostly found in the use of contents words, which are the main components of a sentence, verb and noun. The following are samples of errors in the use of verb and noun (the errors and the corrections are printed bold).

No.	Verbs undergoing errors	Corrections
1.	"could not avoid the **increased** of Hally Wave "	"could not avoid the **increase** of Hally Wave "
2.	"students felt **confuse**"	"students felt **confused**"
3.	"From that **stated** we can conclude that..."	"From that **statement** we can conclude that..."
4.	"…if they have a good **bahave** in society, they will get a good result."	"…if they have a good **bahavior** in society, they will get a good result."
5.	"These sentences are **catches** by children."	"These sentences are **caught** by children."

The above samples show errors in the use of verbs. Samples 1 to 4 represent errors in word class. In number 1, for example, the verb 'increased' should be changed into a noun 'increase'. In number 2, 3, and 4, the verbs 'confuse', 'stated', and 'behave' should become an adjective 'confused', a noun 'statement', and a noun 'behavior', respectively. The last sample represents an error in the use of word form because both the word undergoing error and the correction are verbs, but the forms are different ('catches' and 'caught').

No	Nouns undergoing errors	Corrections
1.	"The accurate condition of the things cannot be **prediction**..."	""The accurate condition of the things cannot be **predicted**…"
2.	"**Player** must use their skill."	"**Players** must use their skill."
3.	"retail outlets...Because **it** has big influence for several small shops"	"retail outlets...Because **they** have big influence for several small shops"
4.	"...is very **difference** with..."	"...is very **different** with..."
5.	"there are trick and attractive **idea** from.."	"there are trick and attractive **ideas** from.."

In the above examples, nouns undergo errors in word form and word class. In 2, 3,and 5, errors in nouns occur the word form as they do not experience a change in word class. Number 1 and 4 represent errors in word class: in 1 the noun 'prediction' should be changed into a verb 'predicted,' and in 4 the noun 'difference' should be replaced with an adjective 'different.'

The finding suggests that the use of verb, as the main element of a sentence, seems to be a big factual issue for the students reported here, particularly in producing English writing. This may relate to the many grammatical forms of English verbs. In English, a verb has five different grammatical words (Carstairs-McCarthy, 2002, p. 31), each occurring in a different grammatical context.Deviation in the use of the verb 'catches' → 'caught' above is an error that is attributable to the grammar of English verbs, which may have made them difficult to be learned by EFL learners. That explanation seems to apply to the many errors in the use of nouns. English nouns often present difficulty to students, and perhaps also to Indonesian EFL learners in general, because, like verbs' grammatical words, singular and plural grammatical forms are not found in Indonesian. The difference in grammar appear to affect the students' production of English, in which the learners come to confusion of choosing between the singular and plural form, resulting in incorrect forms of nouns.

Semantic errors

The identification and classification of semantic errors refer to James' conception (1998).

No	Semantic	Number of occurrences
1	Inappropriate synonym	9 (20.93%)
2	Inappropriate hyponym	2 (4.65%)
3	Inappropriatecollocation	5 (11.63%)
4	Inappropriate diction	22 (51.16%)
5	Literal translation from first language	5 (11.63%)
		43 (100%)

Table2Types and number of semantic errors

Table 2 indicates that incorrect (inappropriate) use of diction occurs the most, which is more than 50% of the total semantic errors. The second is incorrect use of synonym whose number of errors is 21%. Number of errors in the third order is incorrect use of collocation and literal translation from first language, each occurring five times or 11.6%. The least occurs to errors in the use of hyponym. The following are some sample of semantic errors found in students' argumentative essays.

Inappropriate use of diction

1.	"They know **if** entrepreneurship can give some advantages..." [conjunction]	"They know **that** entrepreneurship can give some advantages..."
2.	"Latest news **believed** that..." [verb]	"Latest news **reported** that..."
3.	"The retail outlets have a franchise trick to....more rapidly **and** small shops not." [conjunction]	"The retail outlets have a franchise trick to....more rapidly **but** small shops not."

Samples 1 and 3 indicate incorrect diction of conjunction, and sample 2 incorrect diction of verb. In 1 both 'if' and 'that' are conjunctions used to begin a clause, but have a different meaning. 'If' functions to replace a 'Yes-No' question word in an indirect interrogative sentence. The use of 'if' in 1 is incorrect because the sentence is not an indirect interrogative, but a declarative sentence.In 2, the use of 'believe' is inappropriate since the subject 'latest news' is inanimate. 'Believe', and many other verbs like 'think', 'feel', 'kick', and 'read', can only follow animate subjects.

Inappropriate synonym

1.	"In the constitution, it is **distinctly** written that..." [adverb]	"In the constitution, it is **clearly** written that..."
2.	"...lower price for **interesting** the customer." [verb]	"...lower price for **attracting** the customer."

In the samples of inappropriate synonym above, bold-printed words on the left column are the synonyms of those on the right column: 'distinctly' the synonym of 'clearly' and 'interesting' the synonym of 'attracting'. In accordance with the context, however, the words on the right column are more appropriate.

Based on the sample errors so far presented, it can be inferred that for most students in this study semantic aspects (meaning) are not a worrying problem, or at least less seriousthan grammatical issues. This can be clearly seen from the number of semantic errors, which is much less than grammatical errors, represented by errors in word form and word class. This finding also suggests that most students in this study have better knowledge of meaning than that of grammar. In order to be able to participate in communication, however, both semantic knowledge and grammatical knowledge are necessary.

Conclusion

In relation to English language teaching, the results of the study indicate that, first, grammar items still problematic for students are necessary to be discussed in writing class. Second, writing class needs to include some amount of extensive reading, so that students can learn how texts are organized and learn to recognize both linguistic and discourse devices as important characteristics of the texts. In relation to further research, investigation on lexical errors in EFL students' English writing need to include different types of texts,compare lexical errors in English texts produced by different groups of learners, and involve a biggernumber of samples, so thatsome generalizations could be made from the results.

References

Brown, H., 2007. *Principles of Language Learning and Teaching.* 5th ed. New York: Longman.

Carstairs-McCarthy, A., 2002. *An Introduction to English Morphology.* Edinburgh: Edinburgh University Press.

Corder, S. P., 1981. *Error Analysis and Interlanguage.* Oxford: Oxford University Press.

Espada-Gustilo, L., 2009. Sentence-level Errors in ESL Writers' Diagnostic Essays: What students have achieved and what we can do. *Phillipine ESL Journal,* Volume 3, pp. 108-126.

Gomez, R., Parker, R., Lara-Alecio, R. & Gomez, L., 1996. Process versus product writing with limited English proficient students. *The Bilingual Research Journal,* 20(2), pp. 209-233.

Hemchua, S. & Schmitt, N., 2006. An analysis of lexical errors in the English compositions of Thai learners. *Prospect,* 21(3), pp. 3-25.

James, C., 1998. *Errors in Language Learning and Use: Exploring Error Analysis.* London: Longman.

Kumaravadivelu, B., 2006. *Understanding Language Teaching: From Method to Postmethod.* New Jersey: Lawrence Erlbaum Associates.

Lee, I., 1997. ESL Learners' performance in error correction in writing: Some implications for teaching. *System 25(4),* pp. 465-477.

Lin, B., 2006. Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course. *Asian EFL Jurnal,* 8(3), pp. 226-248.

Llach, M., 2011. *Lexical Errors and Accuracy in Foreign Language Writing.* Bristol: Multilingual Matters.

Nelson, G. L. & Carson, J. G., 1998. ESL students' perceptions of effectiveness in peer response groups. *Journal of Second Language Writing,* 7(2), pp. 113-131.

Radia, P. & Stapleton, P., 2008. Unconventional Internet genres and their impact on second language undergraduate students' writing process. *Internet and Higher Education,* Volume 11, pp. 9-17.

Saville-Troike, M., 2006. *Introducing Second Language Acqusition.* Cambridge: Cambridge University Press.

Shehadeh, A., 2011. Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing,* 20(4), pp. 286-305.

Zhang, Y., 2004. A study of English writing by native Chinese freshmen: Teaching English requires the teaching of culture(s). *Asian EFL Journal,* 6(4), pp. 1-26.

Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Provinsi Jawa Tengah

9 772088 679003