THE GRAMMATICAL ERRORS ON SPEAKING OF PRE-SERVICE ENGLISH TEACHERS

THESIS

Submitted in Partial Fulfillment of the Requirements for

Gaining the Degree of Bachelor of Education in

English Language Education

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MOTTO

"And whoever puts all his trust in Allah (God), then He will suffice them." (QS. At-Talaq: 3)

"If you can't explain it simply, you don't understand it well enough." (If you can't explain it in an easy way, then you don't understand it well enough.) - Albert Einstein

Do what you love, love what you do – Muhammad Nashrullah

ABSTRACT

Title	:	Grammatical Errors on Speaking of Pre-Service English Teachers
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Grammatical error is one of the factors students face in mastering speaking skill. This error usually occurs during speaking performance, even though it cannot be denied that grammar plays a crucial role in helping students become competent speakers. This study focuses on analyzing the grammatical errors and to provide description of errors on speaking activities using simple present tense, in this case is telling habitual actions. The research design is descriptive qualitative study with analyzing errors made by seventh semester pre-service students in English Education Department of UIN Walisongo Semarang. The data was conducted from oral test which consisted of questions using tenses of simple present tense. The findings show that there are four categories of errors made by students. Those are: a) omission with 37,5% of errors; b) addition with 32,9% of errors; c) misformation with 21,6% of errors; and d) misordering with 7,9% or errors. Based on the findings, it can be concluded that students mostly made errors on omission with total errors 33 out of 88 errors.

Keyword: grammatical error, speaking, pre-service english teacher

DEDICATION

No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally thesis is proudly dedicated to:

1. *The love of my life: my mother Eni Nuraeni who always spread their affection, prayer, love, and give their advices till writer finished arranging this thesis. Thank you very much for giving me support.*
2. *My beloved brother M. Saefudin Utsman and my beloved sister Ummy Syarifah who always support each other.*
3. *My big family of English Department (PBI C) 2018*
4. *Good people who always help me in any situation*

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In the name of Allah, the most mercies and the most merciful. All praises always be given to Him, the Lord of this world who has blessed the writer in completing this thesis. May peace and salutations always be delivered to our prophet, Muhammad SAW, who has guided us from the darkness to the brightness and brought us to the truth way of life.

With all sincerities of the writer's deepest heart, she realized that if there were no support and motivation from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciation to:

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8. For someone in my life, my partner in everything thank you for never giving up on me.

Semarang, 19 Desember 2022

The Writer

Muhammad Nashrullah

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CHAPTER I

INTRODUCTION

A. Background of The Research

Since English is an international language, English is learned by people in almost all countries. Likewise in Indonesia, the government has implemented an English language teaching system in many schools, and has incorporated it into the education curriculum with the aim of preparing generations of Indonesians from elementary school to university to be skilled in practicing English, and using it as a tool to communicate with foreigners.

Mastering English competence requires the acquisition of a number of important skills. Listening, speaking, reading, and writing are the four skills that someone must achieve in order to be considered an English master. Speaking skill has some components, such as grammar, vocabulary, and pronunciation. To assess their speaking ability, students must comprehend the factors that contribute to speaking skill. Further, Burkart said many language learners use speaking ability as the standard for language proficiency. Fluency is defined by these students as the capacity for interpersonal communication, rather than the capacity for reading, writing, or

understanding oral language. They consider speaking to be the most crucial talent, and they measure their success by how well they are able to communicate verbally[1].

Nunan also mentioned speaking is an effective oral skill, and it involves creating structured verbal utterances to convey meaning[2]. It can be concluded that speaking is an interactive process that combines the creation, reception, and processing of information. Besides, Harmer stated speaking has many different aspects from the perspective of communication, including two main categories: accuracy, which involves practicing proper vocabulary, grammar, and pronunciation through controlled and guided activities, and fluency, which is defined as the capacity to continue speaking when speaking spontaneously[3]. is the most significant component of language. According to the researcher, grammar should also be mastered because it will be assessed in every English examination used to measure English comprehension. Grammar is undeniably an essential component of effective communication. Ellis suggests that grammar has kept on holding a central place in English as

[1] Cut Mawar, dkk., "*The Grammatical Error Analysis of Students' Speaking Performance",* Jurnal Dedikasi Pendidikan (Vol. 2, No. 1, 2018), page 81.
[2] Nunan, D., *"Practical English Language Teaching",* (Boston: McGraw Hill, 2003), page 48.
[3] Harmer, J., *"The Practice of English Language Teaching"*, (Harlow: Pearson Education, 2001)

Foreign Language (EFL) teaching.[4] It means that English grammar is important in learning English since it is one of the language factors that must be acquired. Furthermore, grammar is beneficial for English learners since poor grammar usage or comprehension can impede communication while speaking, writing, listening, or reading.[5] As a result, grammar plays a crucial role in helping students become competent speakers.

The importance of speaking is oral fluency that is the ability to express oneself intelligibility, reasonably, accurately and without undue hesitation. To attain this goal, the students will be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas.

Some other time, the writer finds some students who understand grammar, but in fact, they seem have difficulties in English especially in their speaking class. For instances: students still making mistakes on defining Present and Simple Past Tense. They often do this cause they are not realized when they have to change some activities which done in the past, therefore, they speak it in the Present Tense. It means that

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[4] smoilovna, Muxamedova G. "Innovative Techniques for Teaching Grammar." *JournalNX*, vol. 6, no. 11, 2020, pp. 97-100.

[5] Lenny Marzulina, 'The Grammatical Awareness of Pre-service english teachers: The Case of an English Education Study Program in Indonesia', *The Grammatical Awareness of Pre-service english teachers: The Case of an English Education Study Program in Indonesia*, 7.9 (2019).

students knowledge of structural competence which they have do not support them much.[6]

In mastering speaking skill, students face some factors such as grammatical errors[7]. This error usually occurs when students speak during speaking performances. Speaking errors made by students are thought to show a lack of linguistic competence on their part. "Errors reflect gaps in a student's knowledge; they occur because the learner does not know what is correct structure," also Ellis stated. They frequently use a structure or statement incorrectly. When speaking English in class, students frequently use the wrong structure.

The study of grammatical errors has been done by Su-Hie Ting et al, it examined at how accurately less proficient ESL students used grammar in spoken English during simulated oral interactions in a Malaysian tertiary institution. The findings show that the students improved their grammatical accuracy as the oral communication course was coming to an end. With the exception of the plural form, which used more frequently in the third role play involving transactions, students made fewer mistakes in the third role

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[6] Muhammad Nafy Annury, *"The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department"* Journal Register (Vol.6, No. 2, 2013) page 3.

[7] Cut Mawar, dkk., "*The Grammatical Error Analysis of Students' Speaking Performance",* Jurnal Dedikasi Pendidikan (Vol. 2, No. 1, 2018), page 81.

play compared to the first role play in all grammatical categories analyzed[8].

Other studies by Helmanda et al, shows the results of the interviews, every student was motivated to study English. However, they still had trouble conversing in English. The lack of vocabulary and grammar proficiency are two of the biggest issue students have when learning to speak. Students' speaking abilities suffer as a result of this. The students were observed to make the four different types of grammatical mistakes when speaking. They are overgeneralization, overrepresentation, misformation, and omission[9]. It was similar to Susidamaiyanti study showed that the most common error for students is grammar in omission that caused by the first language ad carelessness of students, over-regulation caused by teaching method and student translation, then misordering caused by carelessness. The errors made by intralingual factors, including omission, overgeneralization, and misformation[10].

To investigate grammatical errors in Pre-service english teachers speaking, a method named as error analysis is used to find grammatical mistakes. According to Brown

[8] Su-Hie Ting, et al., "*Grammatical Errors in Spoken English of University Students in Oral Communication Course",* Journal of Language Studies, (Vol. 10, No. 1, 2010), page 65.
[9] Cut Mawar, dkk., "*The Grammatical Error Analysis of Students' Speaking Performance",* Jurnal Dedikasi Pendidikan (Vol. 2, No. 1, 2018), page 87.
[10] Susidamaiyanti, "*Grammatical Errors Made by Students in Speaking English",* JETLe, (Vol. 2, No. 2, 2021), page 32.

(1987), "there has been an increase of study of learner errors due to the fact that learners do make errors and that these errors may be observed, evaluated, and categorised to tell something about system working within learner." This indicates that the mistake is not one that cannot be explained. However, the mistakes can be seen, examined, and categorized to determine what mistakes the students made. Based on the background research above, the researcher takes study under the title **"The Grammatical Errors on Speaking English of Pre-service english teachers."**

B. **Research Question**

The problems that are going to be discussed in this study can be stated as follow:

1. What types grammatical errors made by pre-service English teachers on speaking?

2. How many the percentage of grammatical errors made by pre-service English teachers on speaking?

C. **The Objectives of The Research**

1. **Objectives of The Research**

   a. To find out what types grammatical errors made by pre-service English teachers in speaking skill.

   b. To find out how many the percentage of grammatical errors made by pre-service English teachers in speaking skill.

2. **Significances of The Research**

The researcher hopes the results of this study give brief information and contribution theoretically and practically as follow:

a. Theoretically

    1) The findings would provide readers with additional information.

    2) The findings of this study can help pre-service English teacherss' self-awareness of grammar in speaking English.

b. Practically

    1) The results of this study are expected to be useful and valuable, especially for teacher and students of English to be further teaching and learning process.

    2) The results of this study are expected to provide benefits for pre-service english teacher so they can deal with grammar in speaking English.

c. For the researcher

As a result of this study, the researcher hopes that it can be useful for many people.

d. For the next researcher

The researcher is expected to serve as a resource for future research looks into the problems of grammatical errors in studens' speaking English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Error Analysis

   a. The Definition of Error

   It is crucial to make the distinction between mistakes and errors to avoid misunderstandings. Errors reveal knowledge gaps in the learner; they happen when the learner does not know the right answer. According to Vecide Erdogan, errors were thought to be the result of mother tongue practices continuing in the new language. Mistakes happen because the learner is unable to implement what they have learned in a specific situation, even though they occasionally indicate performance gaps[11]. According to Harmer[12] errors are mistakes that students are unable to correct on their own and require an explanation. Mistakes, on the other hand, are mistakes that students can fix once they have been pointed out to them. It can be concluded

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[11] Ellis R, "*Second Language Acquisition*", (Melbourn: Oxford University Press, 2008).
[12] Harmer, "How to Teach English", (England: Longman).

that an error happens when students do not know the correct one, while a mistake happens when students can not apply what was learned before.

In students' oral communication, they make errors because they do not know how to speak properly. It implies that any inaccuracies must be explained by the instructors. However, a mistake is simply a student's failure to apply what they have learned, and it doesn't require an explanation. Brown further distinguishes between error and mistake. According to him, a mistake is a performance error that is either a random guess or a slip, meaning that it occurs when a known system is not used correctly[13]. In circumstances involving native or second languages, everyone makes mistakes.

The explanation of error and mistake can be concluded on the table below[14].

Table 2.1

The Distinction between Mistake and Error

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[13] H. D. Brown "*Language Assessment Principles and Classroom Practices*", United States of America: Longman 2004

[14] Nadiah Ma'mun, "*The Grammatical Errors on The Paragraph Writing*", 2016, Jurnal Vision, Vol. 5, No. 1, page 101.

Mistake	Error
Relevant to the quality of the students' performance.	referring to the students' lack of competency.
When students pay attention, they have the ability to self-correct.	Cannot be corrected by the students themselves since they do not understand how to follow the rules correctly.
Inconsistent deviation.	Consistent deviation.
Used by a number of elements, including fatigue, a lack of focus and motivation, carelessness, etc.	Coming from students who have not yet mastered the rules.
Reflected the students' momentary difficulty or	Showed how well the students understood or were

flaws when using the TL.	able to use the target language.

During the process of learning a language, mistakes and errors are inevitable for the learner. Making mistakes is an inevitable aspect of learning, as Dulay suggests. People can't learn a language without first making mistakes in it repeatedly. Additionally, according to Brown, learning is basically a process that involves making mistakes. Making errors in learning a new skill or acquiring information is an essential part of learning virtually and skillfully. It suggests that making mistakes and errors comes naturally to learners because they are a necessary component of the learning process involved in language acquisition[15].

b. Error Analysis

Vecide Erdogan states error analysis focuses on how well learners do in terms of the cognitive processes they employ while recognizing or coding input from the target language. According to Gass and Linker, EA is a linguistic analysis that focuses on the errors students make. EA contrasts the target language

[15] Nadiah Ma'mun, "*The Grammatical Errors on The Paragraph Writing*", 2016, Jurnal Vision, Vol. 5, No. 1, page 100

form and the mistakes a learner makes when producing it. Unlike contrastive analysis, which only attributed errors to the NL-Native Language (by the writer), error analysis offers a wider variety of potential reasons for researchers and teachers to use to account for errors (Taylor & Francis, 2008: 102–103).

Additionally stating that "Error Analysis (EA) consists of a set of processes for recognizing, analyzing, and explaining learners' faults," Ellis and Barkhuizen.Frances Gorbet[16], "Error Analysis: The Basic Task," states that the fundamental goal of error analysis is to explain how learning happens by studying the learner's output. James[17] adds that error analysis is the act of figuring out the frequency, kind, causes, and effects of failed language use.

c. Error Categories and Stages

Four mathematical categories (Addition, Omission, Substitution, and Ordering), four linguistic categories (Phonology or Orthography, Lexicon, Grammar, and Discourse), and three stages of error (Pre-Systematic Error, Systematic Error, and Post-Systematic Error) are

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[16] Frances Gorbet, English Language Teaching Journal, XXXIV, 1979, p. 24
[17] Carl James, Errors in Language Learning and Use: Exploring Error Analysis,1998, p.1

listed by Brown[18] as potential tools for categorizing errors.

1) Error Categories

    a) The Mathematical Categories of Error

        (1) Addition is known as an act of adding something to another object.

        (2) Omission is the act of leaving out somebody or something or omitting to take action.

        (3) Substitution is referred to act of substituting one thing or person for another.

        (4) Ordering is an act of placing something into an order or the manner in which something is arranged.

    b) The Linguistic Categories of Error

        (1) Phonology or Orthography. Establishing and characterizing different sound units in a language using characteristic traits is known as phonology. Its terms also cover

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[18] Douglas Brown, "*Principle of Language Learning and Teaching*", (New Jersey: Prentince Hall, Inc., Englewood Cliffs, 07632, 1980), page 16.

the analysis of intonation patterns and the study of word-to-word relationships in phrases. Additionally, the term "orthography" is used to describe proper or conventional spelling as well as a spelling in general.

(2) Lexicon. The term "lexicon" refers to the collection of all words and idioms in any language. The usage of lexicon terms in this study is closely related to lexicology, which is the study of a language's vocabulary items, including their meanings, relationships, and changes in their form and meaning over time.

(3) Grammar. In generative transformational theory, grammar refers to a set of rules and a lexicon that describe the knowledge (competence) that a speaker has of his or her language. Grammar describes the structure of a language and the way in which linguistic units, such as words and phrases, are combined to produce sentences in the language.

(4) Discourse. Discourse is often defined as language use, or language that has resulted from active dialogue. It relates to the longer language constructions like sentences, talks, and interviews. Discourse analysis, which is the study of how sentences in spoken and written language form longer, more meaningful units like paragraphs, discussions, interviews, etc., is directly tied to the use of discourse terminology in this study.

2) The Stages of Error

a) Pre-systematics Error. When a student is just slightly aware that a certain class of items has some sort of systematic order, that stage is known as pre-systematic error. A pre-systematic error can be concealed by partial consistency.

b) Systematic Error. Systematic error is a stage where the student has started to recognize a pattern, has become more consistent in their patterning, and shows signs of internalizing rules—even if they are "incorrect" rules by native-speaker standards.

c) Post-systematics Error. When a student is very consistent in his speech and can both explain and fix errors he makes, the post-systematic error is present. Even while mistakes do happen at this point, students don't seem to happen very often.

d. Types of Error

Identifying the classes of the errors and grouping the discovered errors. According to Dulay *et al* [19], In classifying the types of errors on students' oral conversation practice, this study used the types of error in the surface structure taxonomy, namely omission, addition, misformation, and misordering.[20]

1) Omission

Omission is the lack of form or grammar in a sentence that should be there but is left out by the students. Without an article, a main verb, an auxiliary verb, a preposition, punctuation, the possessive case, an object, or a subject. Example : I saw movie yesterday. This sentence

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[19] Dulay *et al.* Language Two. New York: Oxford University Press. 1982

[20] Resti Citra Dewi *et al, Grammatical Errors on EFL Students' Conversation Practice: Surface Strategy Taxonomy* . Journal of Education and Teaching Learning (JETL) (Vol. 3 No.3, 2021) page 11

leaves out an article "a" that must be added before the word movie.

2) Addition

An item that should not be present in a well-formed utterance is called an addition error. Double marking, regularization, and simple addition mistakes are the three different categories of addition errors. Example : : I needs to see a doctor. There is suffix "–s" added after the word "need". Hence, this indicates addition error

a) Double marking.

The failure to delete specific items that are essential in some linguistic constructions but not in others is a more realistic description of many addition mistakes. Double marking is when two items have the same feature marked twice. Students who have mastered the tensed form for both the auxiliary and the verb frequently mark both. Example : I did not edited the magazine cover yesterday". Should be "I did not edit the magazine cover yesterday

b) Regularization

Regularization mistakes that fall under the addition category are those in which exceptional items of the specified class that don't take a marker are mistakenly added with a marker that is generally added to a linguistic item. It means that when students add morphemes to the exceptional words, a regularization error happens. : "I eated noodle yesterday" should be "I ate noodle yesterday"

c) Simple Addition

Simple additions to have no distinguishing characteristics except from the usage of an item that shouldn't be in a well-formed sentence, which is the case with all addition errors. Example : "I have an pencils for writing"

3) Misformation

Misformation is the mistake of substituting one grammatical form for another. To put it another way, misformation errors are defined by the usage of the incorrect morpheme or structure. When a learner makes a misformation error, they give information that is incomplete or inaccurate. Example : "My sister go to Makassar yesterday." This sentence contains misformation in using

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irregular verb which marked by theusing the wrong form "go" to replace "went".

4) Misordering

The error of putting the words out of order is known as misordering. A morpheme or set of morphemes is positioned incorrectly in an utterance, as the name of the error suggests. Example : "She will come morning tomorrow." This sentence has the wrong order of adverb of time "morning tomorrow". It must be changed becomes: "She will come tomorrow morning."

Regarding to the types of error, Ellis proposed four characteristics of grammatical errors that frequently appear in student speaking, including omission that refers to the lack of form or grammar in a sentence that should be there but is left out by the students. Misformation occurs when words or sentence structures are used incorrectly. For example, improper word choice, incorrect verb, adjective, or noun form. While misordering happens when words and sentences are arranged incorrectly. For example, misplacing adjectives, nouns, or verbs. Overgeneralization is the overuse of grammatical forms in sentences is known as overgeneralization. For example, using a preposition where one is not required, signaling the

past tense with irregular verbs, and expressing the plural form of exceptional nouns with s.

2. Grammar

   a. Definition of Grammar

   According to Komala[21], grammar is essential to developing the four language skills and vocabulary necessary for effective communication. Besides, Ur[22] stated grammar is one of the aspects of the English language that are taught to all language learners. It plays a significant part in comprehending the English language. Students sometimes struggle to construct sentences and articulate their thoughts for communication tasks when they lack proper grammatical understanding. It can be said that to correctly master all English language skills, including listening, speaking, reading, and writing, grammar is a subskill that must be taught. It will be challenging for learners to master all aspects of English without knowing and comprehending grammar. As a result, in

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[21] Komala, Lia, "An Analysis Students' Errors in Using English Tenses", Jakarta: Universitas Syarif Hidayatullah.
[22] Ur, P, "Grammar Practice Activities", New York: Cambridge University Press.

order to master English well, students must learn grammar.

b. Grammatical Error

English language learners must be able to understand what the grammatical rules of English are and how to effectively apply them. Grammar errors, according to Swan[23], explain how words are joined, organized, and modified to express distinct meanings. The students can therefore produce good speaking by mastering grammatical errors. Burt and Kiparsky highlighted in Dewanti [24] that grammatical errors are somewhat important for learners to take into account because they do not line up with the grammatical structure of a language. It suggests that students make grammar errors when speaking in front of the class and that their grammar is improper since they are still using their mother tongue.

The reporting tool that will be used to organize the errors that will be gathered is the linguistic category taxonomy. It outlines the mistakes made by other taxonomies. Research studies will frequently list the

[23] Swan, M. "Practical English Usage". New York: Oxford University Press, 2005.
[24] Dewanti, A, "An Analysis of Grammatical Errors in Writing Narrative texts", Surabaya: Universitas Airlangga, 2014.

linguistic categories into which these major error types fall, for instance, developmental errors in the auxiliary, the noun phrase, and the complement system, as well as interlingual errors in phonology, word order, and vocabulary, if their errors have been classified as interlingual and developmental.

3. Speaking Ability of Pre-Service English Teachers

   a. Importance of Speaking Ability

   Speaking is considered one of the most important in language teaching. Speaking is also one of the productive English skills and that is in line with all language skills. Morever, Scoot and Ytberg (2000 : 31) state speaking is perhaps the most demanding skill for the teacher to teach. Speaking is a continuous process of expression, interpretation, and negotiation. People who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication. Brown (2004 : 104) assumes that speaking is a productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and

validity of an oral production test. According to (2001 : 21) Cameron speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. While, Astuti (2001 :102) defines that speaking is an interctive process of constructing meaning that involves producing, receiving, and processing information. In addition, Harmer defines that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.[25]

Though some people may think that it does not matter how many errors or mistakes ones make when they speak so long as people understand the messages conveyed, which by this means given that a message seems more important than the structure itself. The occurrence of this thought might be triggered by ones' capability to speak naturally when they were little without paying attention to the grammar in their native language

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[25] Julfikar Nurdin *"Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa",* 2020, JADEs: Journal of Academia in English Education. Vol. 2 No.1 page 50

where an interlocutor still can understand the message. Consequently, people still can speak their language. However, for the students, especially English program students,to meet the requirement of grammatically and structurally correct, they need to find out the errors made while they speak. It is, therefore, necessary to learn about grammar. component which one of it is tenses, where they are the basic components of speaking.[26]

This thesis only focuses on simple present tense errors by making further analysis of Pre-Service English Teachers on speaking transcripted in the previous research which was written by Jhon Triskanedi (2007) entitled 'A Study on the Tenses Mistakes by the Third Year Students of English Study Program of Faculty of Teacher Training and Education of University of Riau'. The result of the study showed that 80% of students made mistakes in the use of simple present tense, which is the highest compared to other two tenses, namely simple past tense and

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[26] Hafni Hafsah. *"The Present Tense Usage in Speaking Skill: An Analysis of Students' Short Speech Texts.*" 2020. The journal of Ultimate Research and Trends in Education UTAMAX. Vol.2 No.3

simple future tense. Brewton et al.(1962:263) quoted by M. Arif Muhsin (2016) stated that the present tense expresses an action or a state of being in the present. The simple present tense is one of the main tenses and the first tense to introduce to students when they start to get engaged with the English language. So, by this judgment, students should not produce a lot of errors, especially for English students program. Rina Listia and Emma Rosana F. (2020) wrote an article entitled, EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching examined the students' perception on the level of difficulty in learning L2 English tenses on Likert scale 1-5. The result showed that the most straightforward tenses to remember the formula chosen by the university students were and present continuous tense. Further, she mentioned that the students' perception of how the tenses used in the context, still simple present and present continuous tense were the easiest ones compared to others.

b. Pre- Service English Teachers

Pre-service English teachers are students who follow teaching practices based on experience and theory from the institution. Pre-service teacher education program aims to prepare for graduation to become a qualified teacher equipped with teaching practices that will provide experience and knowledge to meet increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage,2005)

Georgios K. Zacharis in his book said that Pre-Service Teachers is a student trained from higher education institutions to become professional teachers. The process of pre-service teachers' path to professionalism requires active construction and reconstruction of knowledge from diverse sources (Borger and Tillema 1996). As noted by Woodward (1991), training needs to include both knowledge and skills. In this regard, the objective of the teacher education program is to allow pre-service teachers to gain the fundamental knowledge of teaching theories by means of which they can observe and analyze practice in ways that can aid their actual teaching (Bobrakov 2014). As for practice, the practicum period provides pre-service teachers' opportunities to act out their

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theoretical knowledge and connect theory and practice (Meijer et al. 2002).

c. Speaking Ability of Pre-Sevice English Teachers

Speaking ability is frequently utilized as the primary criterion of an English learner's success in Indonesian English Language Teaching. People are more likely to regard someone as a good English speaker if they can converse verbally. The similar trend can be seen in many Indonesian-based companies, which would generally conduct an English interview as one of the first steps in hiring new staff to assess a candidate's English competence. They place a greater emphasis on speaking ability than on other abilities. This practice has once again demonstrated that English speaking ability is frequently regarded as a unique language skills (Daud, 2019).

The author raises this topic because from the experience of the author who is also a Pre-Service English teacher, the author sees many friends in English class experience mistakes in grammar when they have to speak English in front of other people. For example, the presentation was witnessed by lecturers and other students, conversations with lecturers, even though they

were ordinary conversations, were carried out because Pre-Service English teacher were unable to implement the grammar they had learned. They are all students of Pre-Service English teacher who should know their mistakes in speaking so they can better evaluate speaking skills in mastering English. So, in this thesis, the writer just wants to make sure that the level of errors in their English actually occurs, even if it's a little. Whatever the result, as an Pre-Service English teacher, you must be able to improve your speaking skills by knowing and evaluating these mistakes.

B. Previous Research

There are some previous researches which have relevant to this research.

1. The first research was studied by Su-Hie Ting, Mahanita Mahadhir, and Siew-Lee Chang (2010) entitled *Grammatical Errors in Spoken English of University Students in Oral Communication Course.* The grammar errors made by university students who are less fluent in English are examined in this research. Determine the types of errors and variations in grammatical accuracy over the course of the English for Social Purposes course with a focus on oral communication are the specific goals of the study. The results show that as the oral communication

course came to a close, the students' grammatical accuracy improved. With the exception of the plural form, was used more frequently in the third role play involving transactions, students made fewer mistakes in all grammatical categories compared to the first role play. According to Dulay et al, surface structure description, addition and elemental misalignment are less common grammatical faults that account for less than a quarter (72%) of all errors.

2. The second research was studied by Susidamaiyanti (2021) entitled *Grammatical Errors Made by Students in Speaking* that made by students of English Department of IAIN Takengon. This study used qualitative descriptive methods. In their speaking, the study discovered five different forms of grammatical errors, including omission, over-regulation, misformation, misordering, and addition. The most common grammatical mistakes made by the students were omission, followed by overgeneralization, misformation, misordering, and addition. The intralingual variables, such as omission, overgeneralization, and misformation, were the major causes of the errors. Misordering and addition, such as the inappropriate use of prepositions and improper word order, were interlingual elements that were based on the transfer of their first language. The final factor was the

anxious monotonous learning setting where they employed L1-based communication techniques.

3. The third research was studied by Cut Mawar Helmanda, Siti Safura, and Evi Suriadi (2018) entitled *The Grammatical Error Analysis of Students' Speaking Performance.* The purpose of this study was to look into the types of grammatical errors that students make when speaking, the causes of those errors, and the speaking problems that English department students encounter. Ten Tarbiyah Faculty of Muhammadiyah University, Aceh, English Department students served as the study's sample. The study's findings showed that the four categories of grammatical errors that students commonly make are overgeneralization, omission, misformation, and misorder.

As a result, the researcher used the results of these previous research as references for conducting this study. The researcher analyzed grammatical errors and used the same technique to analyze the data in both the previous studies and this one. The difference between the two studies is that in this research, the researcher collects data from participants who are students as well as an English teacher through observation, documentation, and an interview. The data for this study were gathered using a speaking test as the instrument.

C. Conceptual Framework

The conceptual framework can show the schema as follow:

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┌─────────────────────────────┐
│   Speaking Skills of Pre-   │
│   service English Teachers  │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│   Mistakes of Grammatical   │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│       Error analysis        │
└─────────────────────────────┘
      /      |      |      \
┌─────────┐ ┌─────────┐ ┌─────────────┐ ┌──────────────┐
│ Omission│ │ Addition│ │ Misordering │ │ Misformation │
└─────────┘ └─────────┘ └─────────────┘ └──────────────┘
      \      |      |      /
┌─────────────────────────────┐
│ Grammatical Errors on Speaking │
│ of Pre- Service English Teachers │
└─────────────────────────────┘
              │
┌─────────────────────────────────┐
│ Percentage of Grammatical Errors on │
│ Speaking of Pre-Service English Teachers │
└─────────────────────────────────┘
```
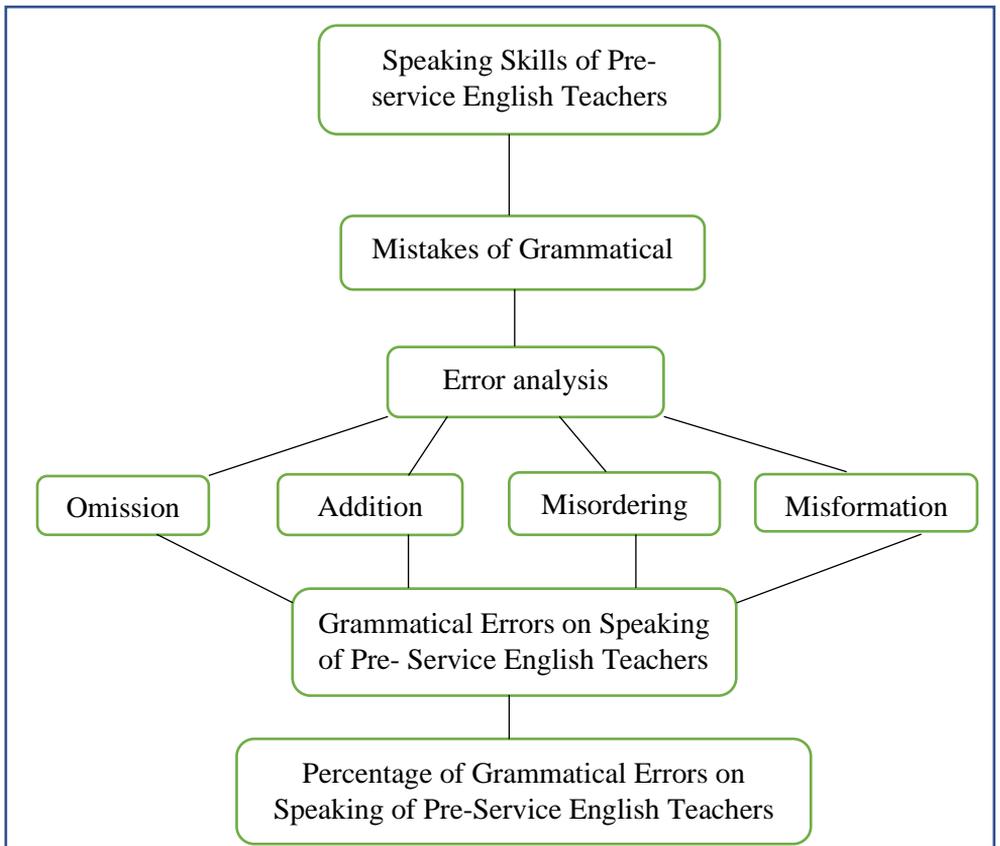
CHAPTER III

RESEARCH DESIGN

A. Type of the Research

The *qualitative* analysis method was used in this study. This indicates that it does not calculate the research's data, just provides descriptions of its content. The process is divided into several stages, including data collection, analysis, and conclusion. This study also used the descriptive-analytic method to examine the information gathered from the spoken utterances of the pre-service English teacher.

B. Data Source

a. Main Sources

1) Grammatical Errors in Spoken English of University Students in Oral Communication Course, written by Su-Hie Ting, Mahanita Mahadhir, and Siew-Lee Chang.

b. Additional Resources

1) Language Two, written by Heidi Dulay, Marina Burt, and Stephen Krashen.

2) Grammatical Errors Made by Students in Speaking, written by Susidamaiyanti.

3) The Grammatical Error Analysis of Students' Speaking Performance, written by Cut Mawar Helmanda, Siti Safura, and Evi Suriadi.

4) Students' Grammatical Error Analysis in Speaking, written by Refa Anjeng Sari.

C. Research Focus and Participant

The focus of this research is finding out the grammatical errors that occur in pre-service English teachers' speaking. This research is carried out for English education students of UIN Walisongo Semarang in the academic year 2021/2022 especially PBI-7 of the English department in Walisongo State Islamic University of Semarang as many as 10 pre-service English Teachers. The participants used in this study were chosen based on the characteristics of students who had taken all English courses, especially speaking and grammar. In this case, the participants of this study were carrying out teaching practice (PPL) in English at school for 2 months.

D. Technique of Data Collection

The techniques used to collect data in this research are:

a. Documentation

Documents are records of events that passed. "In the most traditional of qualitative research, the phrase personal document is used generically to refer to any first-person narrative written by an individual

describes his or her own activities, experience, and belief," said Bogdan. The goal of this strategy is to gather information on the research object.

b. Interview

Interview is a method of gathering data through verbal question-and-answer exchanges that only go in one direction, with the interviewer asking the questions and the interviewee responding[27]. During the interview, researcher will do recording to students' speaking. A recorder is used to record student English speaking while data is being gathered. Writing down something so that it can be used or viewed again in the future, or creating a record of information or data on a certain subject, collected and kept, is what is meant by recording.

E. Technique of Data Analysis

The process of choosing and concentrating discussion of evidence that supports the research's concepts and objectives, implementation strategies, and advantages is carried out in this study. then performed an analysis on the data that had been gathered.

The researcher concentrates on three steps in the process, namely data reduction, display of data, and

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[27] Abdurrahman Fatoni, "Metodologi Penelitian dan Teknik Penyusunan Skripsi" (Jakarta: Rineka Cipta,2011), page 105.

conclusion drawing, in order to acquire the accurate in the analysis process. In the end, grammatical errors were examined using manual percentage analysis on the pre-service english teachers' speaking of English study program in UIN Walisongo Semarang. The researcher divided the number of cases with a descriptive analysis technique using a percentage of information's frequency. To calculate the percentage of grammar mistakes made by students is using Dulay's categories of omission, addition, misformation, and misordering. The researcher applied the next formula: Miles et al[28]

The error analysis process is used to analyze the data for this study. The researcher chose to apply this procedure based on Rod Ellis (2008, p. 15) indicated that the technique involved in each of the steps is as follows:

1) Identification of errors
2) Description of errors
3) Explanation of errors
4) Evaluation of errors

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[28] Miles *et al, "Qualitative Data Analysis : A Methods Source Book (3rd ed.)".* SAGE Publications

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter focuses on the research's findings and a discussion of how they relate to the research question.

A. Findings

Descriptive analysis was used for the data analysis in the research, as was previously described. Following the identification of the student-produced errors, the frequency and classification of those errors are counted, and finally the percentage of such errors is calculated. This following the types of grammatical errors made by pre-service English teachers.

1. **Omission.**
   a. I usual wake up

      Explanation: this sentence is wrong because the omission of suffix "-ly" in "usually". The word "usually" here tends to indicate the time in habitual action. The sentence should be "I usually wake up..."

   b. The title AntiHero

      Explanation: this sentence shows omission of grammatical morpheme "is". Thus, "the title is AntiHero".

c. I like salty

Explanation: this sentence leaves out of content morpheme that complete it. Relating to the question "do you have your own preference for your food?", so the correct answer must be "I like salty foods".

d. I don't have special foods I can eat all foods

Explanation: this sentence shows omission of the conjunction "because" for indicating the reason of a statement. Thus, "I don't have special foods because I can eat all foods.

e. There are many food

Explanation: this sentence leaves our "s" because the previous words indicate the plural forms. Thus, "there are many foods".

2. **Addition**

a. I'm usually wake up

Explanation: this sentence is actually wrong because there is an addition "'m" which indicates to be for "I". It means there is double marking on the sentence. Thus, "I usually wake up".

b. I just thinking my final assignment

Explanation: an addition error appears on this sentence, it is "-ing" on the verb. Because this is a

simple sentence so it should be "I just think my final assignment".

c. Then I will go back again to dormitory

Explanation: this sentence indicates addition error "again". Thus "Then I will go back to dormitory", because word "again" doesn't need to be added on the sentence.

d. I like Javanese music, and pop, and western

Explanation: there's double "and" that doesn't need to be added. Thus, "I like Javanese music, pop, and western".

3. **Misformation**

a. I haven't class in this semester

Explanation: because the speaker indicates to not belonging something, in this case is "class", so the sentence should be "I don't have class this semester".

b. Many songs from One Direction is representing myself

Explanation: this sentence is wrong because the speaker used to be "is" for indicating plural forms "many songs". Thus, "Many songs from One Direction are representing myself".

c. I have just finish my teaching practice

Explanation: present perfect tense is applied on this sentence so that it is incorrect. The sentence should be "I have just finished my teaching practice".

d. I went to the college use motorcycle

Explanation: this sentence is incorrect because "went" is not indicating a habitual action. Thus, using first verb "go" is correct. Another, "use" is also incorrect word to be applied on the sentence. The sentence should be "I go to the college by motorcycle".

4. **Misordering**

a. Because all food I can eat

Explanation: this sentence will be confusing the listener because of the wrong order. Thus, "Because, I can eat all food".

b. I usually in the morning help my mother

Explanation: this is another confusing sentence because of the wrong order. Thus, "In the morning, I usually help my mother".

The following table contains an identification of the grammatical and speaking errors made by the students based on data reduction in analysis data.

Table 4.1

Respondent	Error	Correct	Types of Error
Student 1	I *usual* wake up…	I usually wake up…	Omission
	I *usual* have a breakfast…	I usually have a breakfast…	Omission
	I *usual* go to the campus…	I usually go to the campus…	Omission
	I *haven't* class in this semester…	I don't have class this semester…	Misformation
	I *usual* watch…	I usually watch…	Omission
	The title AntiHero…	The title *is* AntiHero…	Omission
	Because it so relate…	Because it so relates…	Omission
Student 2	*I'm* usually *wake* up…	I usually wake up…	Addition
	Before *I'm take* a bath..	Before I take a bath…	Addition
	I'm usually *pray*..	I usually pray…	Addition

	…then *I'm take* a bath…	…then I take a bath…	Addition
	…and prepare *to activities* today.	…and prepare to do activities today.	Omission
	I'm usually *go* to campus…	I usually go to campus…	Addition
	…go to *in* vacation…	…go to vacation…	Addition
	…so usually eat fried chicken.	…so usually I eat fried chicken.	Omission
	I'm like salty…	I like salty…	Addition
	I'm like salty.	I like salty foods.	Omission
	Many songs from One Direction *is* representing myself.	Many songs from One Direction are representing myself.	Misformation
Students 3	…I do my work *at morning…*	…I do my work in the morning…	Misformation
	…I do my work at morning *like*	…I do my work in the morning	Omission

finish my assignment final or some organization task.	like finishing my assignment…	
…my assignment final…	…my final assignment…	Misordering
…I do my work at morning like finish my assignment final or *some organization task*.	…some organization tasks…	Omission
…so I *just have finish* teaching practice.	…so I have just finished the teaching practice.	Misformation
…so I *just have* finish teaching practice.	…so I have just finished the teaching practice.	Misordering

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	…so I just have finish *teaching practice*.	…so I have just finished *the* teaching practice.	Omission
	…I *just usually* watch Korean dramas…	…usually, I just watch Korean dramas…	Misordering
	…I *don't* mention it before…	…I didn't mention it before…	Misformation
	…the song *tell* us about…	…the song tells us about…	Omission
Student 4	For *right* now I go to college…	For now, I go to college…	Addition
	…I go to college *with* public transportation.	…I go to college by public transportation.	Misformation
	I just *thinking* my final assignment.	I just think my final assignment.	Addition
	…and then *booking* some food and	…and then book some foods and walk	Addition

	walking around Ngaliyan.	around Ngaliyan.	
	…and then booking *some food* and walking around Ngaliyan.	…and then book some foods and walk around Ngaliyan.	Omission
	I have not special foods..	I don't have special foods…	Misformation
	…all food I can eat.	…I can eat all food.	Misordering
	I have not special foods all food I can eat.	I don't have special foods *because* I can eat all foods.	Omission
	I prefer spicy food and sweet food.	I like spicy food and sweet food.	Misformation
Student 5	No, usually stay at home.	No, usually *I* stay at home.	Omission
	I like to eat fried egg, *or* fried noodle, *or* fried chicken.	I like to eat fried egg, fried noodle, and fried chicken.	Addition

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	…because it *represent* my life now.	…because it represents my life now.	Omission
Student 6	*I'm* usual *get* up in the morning…	I usually get up in the morning…	Addition
	I'm *usual* get up in the morning…	I usually get up in the morning…	Omission
	…I do exercise it is like yoga or meditation…	…I do exercise like yoga or meditation…	Addition
	I went to the college use motorcycle.	I go to the college by motorcycle.	Misformation
	I went to the college *use* motorcycle.	I go to the college by motorcycle.	Misformation
	No, actually in 7th semester…	No, actually *I'm* in 7th semester…	Omission
	…*I'm finish* all of the courses..	…I have finished all the courses…	Misformation

	…I'm finish all *of* the courses…	…I have finished all the courses…	Addition
	This week, I *have* plan to go home…	This week, I plan to go home…	Addition
	…because I *just finish* my teaching practice…	…because I have just finished my teaching practice…	Misformation
	…take a rest *just* a week in my hometown.	…take a rest for a week in my hometown.	Misformation
	…my hobbies *are* reading *or* watching movies *or* sometimes I just make a conversation…	…my hobbies are reading, watching movies, and sometimes I just make a conversation…	Misformation
	…*this activity* is boring but *make* me feel happy.	…this activity is boring but makes me feel happy.	Omission

…that I really want go there…	…that I really want *to* go there…	Omission
…I can buy *some food*…	…I can buy some foods…	Omission
…*I'm* actually *go* to that place.	…I actually go to that place.	Addition
…there *is* many food that has spicy taste.	…there are many…	Misformation
…there is many *food* that has spicy taste.	…there are many foods…	Omission
…there is many food that *has* spicy taste.	…there are many foods that have spicy taste.	Misformation
The music that *representation* me..	The music that represents me…	Misformation
The music that representation me *has* slow tone..	The music that represents me is having slow tone…	Misformation
…and then *have* a meaningful…	…and then has a meaningful…	Misformation

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	…I think *I'm* prefer to listen...	…I think I prefer to listen…	Addition
	…to listen *that* song that has a good meaning…	…to listen song that has a good meaning…	Addition
	…that has a good meaning not about the music.	…that has a good meaning not *only* about the music.	Omission
Students 7	…and do *some exercise*…	…and do some exercises…	Omission
	I usually *watching* movie and *cooking*.	I usually watch movie and cook.	Addition
	I like eat chocolate…	I like *to* eat chocolate…	Omission
	…is about *love* ourselves…	…is about loving ourselves…	Omission
	…the song *make* me happy.	…the song makes me happy.	Omission

	…in the morning at 5 *am*.	…in the morning at 5.	Addition
	I usually do in the morning for helping my mother…	In the morning, I usually…	Misordering
	I usually *do* in the morning *for helping* my mother…	In the morning, I usually help my mother…	Addition
Student 8	…at home clean the home…	…at home *to* clean the home.,.	Omission
	…I usually *I'm helping* my mother…	…I usually help my mother…	Addition
	…I usually go out…or *reading* some book…	…or read some…	Addition
	…or reading some *book*…	…some books…	Omission
Student 9	I usually do in the morning…	In the morning, I usually…	Misordering

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	I usually *do* in the morning take a bath…	In the morning, I usually take a bath…	Addition
	…then I preparing to the work…	…then prepare to the work…	Addition
	I'm go to the college…	I go to the college…	Addition
	I usually do in my free time I go to park.	In my free time, I usually…	Misordering
	I usually *do* in my free time I go to park.	In my free time, I usually go to park.	Addition
	The title I'm Yours from Jason…	The title *is* I'm Yours from Jason…	Omission
Student 10	…then I will go back *again* to dormitory…	…then I will go back to dormitory…	Addition
	…I like many *kind* of food…	…I like many kinds of food…	Omission
	I like Javanese music *and* pop and western.	I like Javanese music, pop, and western.	Addition

	…I can understand clearly the *mean*.	…I can understand clearly the meaning.	Omission

Table 4.2

Respondent	Error Categories			
	Omission	Addition	Misformation	Misordering
Student 1	6	-	1	-
Student 2	3	7	1	-
Student 3	4	-	3	3
Student 4	2	3	3	1
Student 5	2	1	-	-
Student 6	7	7	11	-
Student 7	4	1	-	-
Student 8	2	4	-	1
Student 9	1	4	-	2
Student 10	2	2	-	-
Total	**33**	**29**	**20**	**7**
Total	**88**			

According to the data, there are 88 total grammatical errors in speaking made by students. The errors are made up of

33 omissions, 29 additions, 19 misformations, and 7 misordering.

After converting it to a percentage, it was discovered that the students made errors in the following categories: 37,5% error in omission, 32,9% error in addition, 21,6% error in misformation, and 7,9% error in misordering. It can be stated that most students omit errors in the omission category.

a. The very first category is *omission*. It occurs 33 times out of 88 total errors using the following calculation:

$$\frac{33}{88} \times 100\% = \mathbf{37,5\%}$$

b. The second category is *addition*. It occurs 29 times out of 88 total errors using the following calculation:

$$\frac{29}{88} \times 100\% = \mathbf{32,9\%}$$

c. The third category is *misformation*. It occurs 19 times out of 88 total errors using the following calculation:

$$\frac{19}{88} \times 100\% = \mathbf{21,6\%}$$

d. The last one is *misordering*. It occurs 7 times out of 88 total errors using the following calculation:

$$\frac{7}{88} \times 100\% = \mathbf{7,9\%}$$

B. Discussion.

In this chapter, the data's result will be discussed. As a result, the discussion was presented to describe error analysis of seventh semester students' speaking skill at UIN Walisongo Semarang's English department.

Based on findings, It indicates that the students' comprehension of language and structure, especially in speaking skill, is lacking. Grammar plays a crucial role in speaking skill since it explains how to construct good sentences, and students who are able to translate English effectively can do so.

In generative transformation theory, grammar is a set of rules and lexicon that describe the knowledge (competence) that the speaker has of his or her language. According to Jack, grammar is a description of the structure of language and the way that linguistic units like words and phrases are combined to produce sentences in the language[29].

The findings of the study indicated above have gathered some crucial data for students' English skills. This study identifies common grammatical and verbal faults made

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[29] Jack C. Richards, *Error Analysis Perspective on Second Language Acquisition,* Longman Group Limited, 1974, page 216

by students. Also, the grammatical errors that occurred in this study belong to four types of error: omission, addition, misformation, and missordering.

Based on the findings, it can be seen that omission has been the most errors of the students' speaking skill with 33 out of 88 errors. The omission happened whenever the students mentioned habitual actions which use simple sentence forms. Even though the students feel it doesn't matter not to mention the complete word such as "usual" instead of "usually", it can change the meaning of the sentence and it will bring an ambiguous meaning for the utterance. The next following error category is addition. It occurred 29 out of 88 errors. Basically, this category is similar with the omission, the difference is just students sometimes added the unneeded elements, while omission omits the needed elements.

In the other hand, the misformation error category occured not as many as researcher expected before. It indicates that students have known the rules of the structured how to express a habit using simple sentence. The misformation error was about the improper use of to be and a bit about the use of another sentence pattern which is incorrect to be applied on this

sentence (simple sentence). Because they are confused with the concept, many students commit misformation errors[30].

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[30] John Norrish, *Language Learners and Their Errors,* London and Basingstoke: The Masmillan Press Lmtd, 1983, page 21-26

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to know what categories of error occured on speaking skill of seventh semester students in English Education Department of UIN Walisongo Semarang. The speaking activity requires students to tell about habitual action in the daily activities. It means that the results of the study focus on the exposure of students' error in speaking skill. The following errors are: a) omission, b) addition, c) misformation, and d) misordering.

Surprisingly, omission and addition error categories are the most happened in students' utterances, while misformation and misordering are less happened. In this case, students mostly like to omit the forms needed and add the forms which is not needed. Based on the data, it was discovered that the students made errors in the following categories: 37,5% error in omission, 32,9% error in addition, 21,6% error in misformation, and 7,9% error in misordering. It can be stated that most students omit errors in the omission category..

B. Suggestion

1. To the Teachers

Sometimes speaking is a difficult skill to learn because it requires a spontaneous action, especially when English is being a foreign language. Teacher ought to teach a good sentence based on the structures and the rules, but the learners might have practice as well for perfecting the knowledge. Thus, providing a good and interactive strategy in learning is a crucial thing in transferring knowledge.

2. To the Students

Students need to improve their grammar of speaking skill, and other English skills. Never give up on learning and always practice to speak with the good sentences (structure and grammar). Because learning also can be useless without practicing. Moreover, as a pre-service student in English Education, having a good quality in English skills is an important qualification especially if continuing their knowledge for the next learners, in case being a teacher.

3. To the Next Researcher

Regarding to this study, grammar is an important feature in English skill so that the researcher needs to consider carefully to use the grammatical forms needed and also use it consistently. It means that while doing a research, students need to apply it correctly.

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APPENDIX

Appendix 1.

Instrument of Speaking Test:

Based on adopted research according to Lodico et al.

1. What time do you usually wake up in the morning?
2. What do you usually do in the morning?
3. How do you go to the college?
4. Do you have many classes this week? If you don't, what will you do this week?
5. What do you usually do in your free time?
6. Do you usually go somewhere when you are in the free time?
7. What do you like to eat? Do you have your own preference for your food? May be spicy food, sweet, or something?
8. What music genre do you like?
9. What music do you think that representing yourself? could you tell me why?

Appendix 2.

Students' speaking script

Student 1: Rahmatun Nisa

Question Number	Answer
1	I <u>usual</u> wake up at 5 o'clock
2	I <u>usual</u> have a breakfast at 7 o'clock and then I go to the campus
3	I <u>usual</u> go to the campus by motorcycle
4	To be honest I <u>haven't</u> class in this semester so I just do my final assignment
5	I <u>usual</u> watch some movies or hangout with my friend
6	I <u>usual</u> go to café or museum for spending my time
7	I like fried noodles. Usually I like spicy food

8	I like pop and indie
9	now I like the music from taylor swift the tittle anti hero because it so relate with my self.

Student 2: Arina Sri Pertiwi

Question Number	Answer
1	I'm usually wake up at 5 a.m
2	Before I'm take a bath I'm usually pray, and then im take a bath and prepare to activities today
3	I'm usually go to campus by motorcycle with my friend
4	No I don't. I'm usually healing, like watching movie, listening music.
5	In free time, I'm usually watching movie or I go to mall or supermarket
6	I'm usually go to in vacation like beach or mountain

Question Number	Answer
7	My favorite food is fried chicken so usually eat fried chicken. <u>I'm</u> like salty
8	Pop and ballad.
9	One direction, many songs from one direction <u>is</u> representing my self

Student 3: Tiara Pramudhita

Question Number	Answer
1	I usually wake up in the morning at 5 a.m.
2	I usually wake up and sometimes I do my work <u>at morning</u> like <u>finish</u> my <u>assignment final</u> or some organization <u>task</u>
3	I usually go to college with my friend with a motorcycle
4	No actually im in 7 semester, so I <u>just have finish</u> teaching practice

	(ppl). In this week I do some thesis writing.
5	In my free time I just usually watch Korean drama listening to music or just hangout with some of my friend
6	usually on weekend I go shopping with my friend
7	I like soto, fried rice and chocolate. I'm sorry because <u>I don't</u> mention it previously but I really really like gacoan noodle and another spicy food.
8	Of course pop
9	Maybe a song from tulus the title is monochrome the song <u>tell</u> us about we as human thank to another person in our life.

Student 4: Titi Hidayah

Question Number	Answer
1	Usually I wake up at 5 a.m
2	I do praying shubuh and then take bath and then do some workout
3	For <u>right</u> now I rarely go to college maybe the last time I go to college <u>with</u> public transportation
4	I have no classes in this semester. I just <u>thinking</u> my last assigment
5	In free time usually I go out and then <u>booking</u> some food and <u>walking</u> around Ngaliyan
6	Yes of course
7	I <u>have</u> no special food all of food i can eat. I <u>prefer</u> spicy food and sweet food
8	Maybe I like western song

Question Number	Answer
9	maybe the song denilayer I have no reason to like that song I just like the lyric and then the music only not about the meaning

Student 5: Shinta Nisrina Adiba

Question Number	Answer
1	I usually wake at 5 a m
2	I usually take bath and then clean my room
3	I usually go to college by taking a walk
4	I don't have any classes this week. Tomorrow I will go home
5	I usually listen to music or watch the movie
6	No, usually stay at home

7	I like to eat fried egg, <u>or</u> fried noodle <u>or</u> chicken. I like tasty food like chips
8	I like pop genre
9	Maybe life still going on by nct dream because it <u>represent</u> my life now

Student 6: Solikhatun Hasanah

Question Number	Answer
1	<u>I'm usual get up</u> in the morning 5 o'clock
2	Uhm.. Sometimes I do exercise <u>it is</u> like yoga or meditation just 10 minutes and then do prayer shubuh, just like that.
3	I <u>went</u> to the college <u>use</u> motorcycle
4	No actually <u>in</u> 7th semester <u>im finish</u> all <u>of</u> the course so for now I just do my final project. this week I <u>have</u> plan to go home because *I just finish*

	my ppl on the last week so I just wanna take a rest <u>just</u> 1 week in my hometown.
5	If I have free time I always do my hobbies, my hobbies are reading <u>or</u> watching movie or sometimes I just make a conversation with my friend in my dormitory and <u>this activity</u> is boring but make me feel happy.
6	Yah of course whent I have a free time I always go to the place that I really want go there like I can buy <u>some food</u> or I just when I have a bussines <u>I'm actually</u> go at the place
7	I like spicy food. because Since I was child spicy food is very delicious in my tounge because in *"ngapak"* area there <u>is</u> many <u>food</u> that has spicy taste.
8	First classic and then western I think old western like west life or

	scorpionia it makes my ear comfortable
9	The music that <u>representation</u> me it <u>has</u> slow, slow tone and then <u>have</u> a meaningful word lyric I think <u>im</u> prefer to listen <u>that</u> song that has a good meaning not <u>about</u> the music

Student 7: Atika Primandhita

Question Number	Answer
1	I usually wake up at 5 a. m.
2	I usually take bath and then clean my room and do some <u>excercise</u>
3	I go to college by motorcycle with my friend
4	No, I don't. Tonight I will go to a music concert with my friend
5	I usually <u>watching</u> movie and <u>coocking</u>

6	No I usually just stay in my room
7	I like eat chocolate and some biscuit. I like sweet food because I don't like spicy
8	I like pop music
9	I mostly like bts song because the lyric is about <u>love</u> our self and the music is cheerful and the song <u>make</u> me happy.

Student 8: Syafa Nur Fajriati

Question Number	Answer
1	I usually wake up in the morning at 5<u>a.m.</u>
2	<u>I usually</u> do in the morning for helping my mother at home cleaning the home
3	Usually I go to the college by motorcycle

4	No I have no classes. This week I usually <u>im helping</u> my mother at home
5	In free time I usually go out to the beach with my friends or <u>reading</u> <u>some</u> <u>book</u> and do my homework
6	Yeah I go to market
7	i like meatball, friedchicken, friedrice. I like sweet food and spicy food because make me feel happy
8	I like Malaysian music.
9	I l like all Malaysian music because I think the music is sweet for my mood

Student 9: Zaki Hudan Fahmi

Question Number	**Answer**
1	I wake up in the morning at 5 a.m.

2	<u>I usually do</u> in the morning take a bath an then I preparing to the work
3	<u>Im go</u> to the college by riding motorcycle
4	I don't have. I usually work at the electronic shop.
5	<u>I usually do</u> in my freetime I go to park
6	I usually go In free time I go to park with my friend for refreshing my burn
7	I like to eat fried noodle. Maybe spicy taste and smoky and everything.
8	Pop of course, jazz, rock and vintage music.
9	The tittle im yours from Jason mraz because the musinc is reprenting my feeling.

Student 10: Andika Esafaisa Firja Firdaus

Question Number	Answer
1	I usually wake up at 6 o'colock
2	I usually wake up at 6 o'clock and then go to the bath and take bath and do my daily activity
3	I go to college by bicycle
4	I don't have. I will go to my friends home and take my book overthere, then I will go <u>back</u> again to dormitory
5	I usually read the book and drink a cup of coffee
6	Yes alright I usually go to places especially I go to cafe
7	I like banana. No I don't have idea. Because I like <u>many kind</u> of food
8	I like Javanese music <u>and</u> pop and then western

9	I think Javanese music because I can understand clearly the <u>mean</u> its work.

Documentation

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