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Patterns of Teaching-Learning Interaction in the EFL Classroom

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Abstract

The successfulness of teaching-learning process is highly influenced by the patterns of interactions appeared in the classroom activities. Through this case study, the purpose of this paper is to explore the patterns of interaction during teaching and learning process. Two accelerated classes were observed and recorded to gain the data. The findings revealed that the patterns of interaction emerged in the first class were group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. Meanwhile, the patterns of interaction in the second class showed closed-ended teacher questioning (IRF), open-ended teacher questioning, choral responses, student initiates-teacher answers, group work, and individual work pattern. The patterns of interaction were produced from teacher and student(s) and/or student(s) and student(s) in relation to the teacher talk and the students talk categories used during learning activities. These patterns were produced constantly. They are to show that the teaching-learning process was not always dominated by the teacher. Most students actively participate as well in any classroom activity. Thus, these patterns absolutely increase the students talk and students' participation in the class. It is necessary for teachers to reorganize the active activities which might foster more interaction in the classroom.

Key Words: *EFL Classroom, patterns of interaction, teaching-learning process.*

Introduction

Interaction in the classroom plays pivotal roles. These emerge as a great solution for creating successful interactive systems and interaction design in teaching and learning process. Teacher and students share and receive messages to achieve communicative process since it is reciprocal effect requiring teacher and students to exchange the thoughts and feelings (Brown, 2000; Wagner, 1994). This interaction process covers verbal and nonverbal action to promote learning in the classroom. Applying the right patterns of interaction is a fundamental factor in the success of any activity and the achievement of aims. In the classroom, different interaction patterns may support the aims of different kinds of activities such as pair work (a student with a student) and group work (students with students). Changing interaction patterns helps vary the pace, while choosing a right pattern help achieve learning aims and learning productivity.

Analyzing the patterns of interaction has been a research interest leading to a major direction in educational research. Numerous studeis on this area have been aiming at revealing the complexity of foreign language classroom interaction. The study from Rashidi & Rafieerad (2010) claimed that the patterns of interaction between the participants change by producing a variety of discourse acts, including an IRF patterns in student-teacher talk. It, further, showed that male students were more willing to interact with their teachers than female students. The findings also revealed that the high portion of teachers' domination in classroom talk did not affect students to initiate exchanges with their teachers and give follow-up toward their teachers' responses.

The terms of interaction patterns applied in this study cover all patterns of teaching-learning interaction, including the sequence of active activities used by teachers and students when the knowledge or teaching material is being transmitted.

Method

This case study was conducted in one of top senior high school in Surakarta. These study used two accelerated classes, consisting of fifty two students. The data were taken from non-participant observation, interview, and video-recording.

After collecting the data, they were categorized into some patterns. In this study, the patterns of interaction used were from Ur (1996). The patterns were: (1) group work; (2) closed-ended teacher questioning (IRF); (3) individual work; (4) choral responses; (5) collaboration; (6) student initiates, teacher answers; (7) full-class

interaction; (8) teacher talk; (9) self-access; and (10) open-ended teacher questioning. The explanation is in the following table:

No	Patterns of Interaction	Definitions
1	Group work	Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.
2	Closed-ended teacher questioning (IRF)	Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.
3	Individual work	The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.
4	Choral responses	The teacher gives a model, which is repeated by all the class in chorus; or gives a cue, which is responded to in chorus.
5	Collaboration	Students do the same sort of tasks as in 'Individual work,' but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from 'Group work,' where the task itself necessitates interaction.)
6	Student initiates, teacher answers	For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
7	Full-class interaction	The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.
8	Teacher talk	This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.
9	Self-access	Students choose their own learning tasks, and work autonomously.
10	Open-ended teacher questioning	There are a number of possible 'right' answers, so that more students answer each cue.

Discussion

This section discusses the findings of teaching-learning interaction patterns in the classroom. In the first class, the teacher (T1) delivered the teaching material of expressing intention and descriptive text about the tourism. The patterns of interaction shaped the patterns of group work, choral responses, closed-ended teachers questioning (IRF), individual work, open-ended teacher questioning, collaboration, and student initiates-teacher answers. The T1 frequently gave directions and asked question. Although the class was still dominated by the teacher, it did not mean that the students were passive. The students seemed to be active since T1 sometimes used interactive and communicative activities such as game, exercises, and discussion to raise the students' interaction and participation. These activities might be done individually, in pairs, or even in groups. These activities also referred to the student-centered because the students were forced to get involved actively.

First, choral responses pattern occurred when T1 greeted the students by saying '*morning class!*' and the students responded with '*morning*'. The choral responses pattern occurred, for example, when T1 asked the students about what they wanted to be in the future. The following excerpts are one of the examples of choral responses pattern:

T1 I just want to know who wants to be mmm football player?
Ss No!
T1 No one. The manager of football player?
Ss No one. (*Laughing*)

Next, when T1 played a short video about Thailand movie, choral responses pattern also occurred when T1 paused the video for a while and asked question about the movie watched. The other choral responses pattern occurred when T1 asked the students whether they had finished their work. The following excerpts are another example of choral responses pattern:

T1 OK, can you guess who is beggar? Who is the beggar?
Ss A child.
T1 OK, a child. Really?
Ysp Maybe.

T1 Maybe?!
Ss No... No... No...!!!

Secondly, closed-ended teacher questioning (IRF) pattern occurred when T1 gave some reflections on the short movie that they watched. This pattern showed how the teacher initiated to ask a question; the students gave response to the teacher's question; and the teacher gave feedback. The following excerpt is one of the examples of this pattern:

T1 ... I just want to know your opinion when the man, the bakmi, the soup seller-soup seller, gives the soup and then gives the money to the boy, OK, can you-can you imagine that he wants to ask the return? Minta balas budi, balas jasa itu ada engga?
Ss No...!
T1 But actually, the good things-the good thing that is done today, maybe we don't get it for the near tomorrow but maybe in the-in the long time. OK. So, from this ... we can learn that we do it in good intention, OK, good intention, we will have the return in the good things too. Ya? Kalau kita berikan sesuatu yang baik dengan yang tidak baik maka akan-akan kembali balasannya itu yang baik.

The third is collaboration pattern. It occurred when T1 gave the students a warmer activity like a game. In the expressing intention material, the students had to do a warmer activity to discuss the picture of four interesting places with their friend. From the warmer activity, T1 asked the students to describe all the pictures and choose one of their favorite places and give the reason. He chose the student's pair or partner by himself. He also gave time-limited for them to do this warmer activity in for about ten minutes and he asked them to deliver their work in front of the class after finishing it. In this activity, the students looked serious to accomplish their task. They once asked to the teacher about something that they did not understand yet. T1 walked around the class for monitoring and assisting when necessary. When time was up, T1 called some pairs to come in front of the class to read their work in turn. This is one of the excerpts of collaboration pattern:

Esw Good morning, ladies and gentlemen. We are from the third emm the third team will describe all the pictures.
Fgw For the first, I think people visit beach because at beach we can see scener---scenery freely. We can surf, swim, play some games of water, build sands castle for children, sunbath, and enjoy the sunset view. And the second called amusement park, I think people visit it because they can forget all their problems and enjoy games. In there, people can play a lot of extreme games, enjoy walking time, and jogging in the morning.
T1 Good! next!
Esw So, emm we go to the mall and mountain. Emm first, we go to the mall. Why people like visit the mall because it is cool-cool place so it is comfortable. It is a clean and many shops in there. Because many shops in there so we can-we can doing shopping or exercising in there. And then we go to the mountain. People like vis-visiting mountain because it is emm there is beauty-beautiful scenery. Emm beautiful scenery so we-we can take a photo and there is a cool place. The place is cool and there is many trees and we can see many beautiful flowers. In there, we can do take a photo, climbing, and camping. So in here, we-we prefer amusement park. We, the reason is in amuse--amusement park we can doing free.

The last pattern is student initiates-teacher answers. This pattern occurred when the student thought for questions and initiated to ask it to the teacher directly and then teacher gave response and feedback to answer student's question. The following excerpts are the example of this pattern:

Esw Describe all or ... ?
T1 You describe all.
...
Esp Wahana permainan apa, pak? Wahana permainan?
T1 Play zone.
...
Ew Ini kelompok Pak? Kelompok atau individual?
T1 Your previous pair.

In the second observation, the material used by T1 was 'descriptive text about the tourism'. The patterns of interaction occurred are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, and open-ended teacher questioning.

First of all, the pattern of group work occurred when T1 gave a game of 'draw and guess' to his students. This is a kind of warmer activity. In this activity, T1 divided the students into two big groups. Each group consisted of ten students. Each group had a leader to choose two representatives as the drawer in the whiteboard in the front of the class. Then, T1 gave explanation about the rules of game and how it works. Each group cooperatively got involved in this game. They were excitedly playing the game in groups.

The second is choral responses pattern. This pattern occurred when T1 gave pronunciation practice to his students and asked about the sentence which consisted of passive voice. Here, T1 directed them to repeat the word what he had pronounced.

T1 And then, I'd like you to go on page eighty-three. Listen to me and then after that repeat after me!
T1 Niagara.
Ss Niagara.
T1 Once again, Niagara.
Ss Niagara.
T1 Gorge.
Ss Gorge.
T1 Gorge.
Ss Gorge.

The third is closed-ended teacher questioning (IRF) pattern. Like in the first observation, the pattern of closed-ended teacher questioning (IRF) also occurred in the second observation. The excerpt of closed-ended teacher questioning (IRF):

T1 OK, who is finish number one until number twelve? Who is finish?
Ysp Not yet.
T1 OK, if you finish, you may bring your work here.

The next pattern is individual pattern. In the individual pattern, the students were asked to do vocabulary builder exercise and match the pictures with paragraphs. Here, their task was to complete the missing letters of the English words and match the paragraphs of visiting Niagara Falls' text with pictures provided. The students had to do this exercise by themselves. While the students did their work, T1 walked around for checking their progress in doing it. After the students finished their task, they discussed the answer together to check their work. This is one of the excerpts of individual work from their book:

The next pattern is student initiates-teacher answers. The students asked the question related to the material or activity that they did and the teacher responded to it by giving feedback. The following is one of the excerpts of student initiates-teacher answers pattern:

Nl Pak, pak, pak, tanya kalo misalnya sebelum selesai pak, terus udah...
(Her word was cut by teacher because the teacher got the point from her question.)
T1 Okay, you raise! (Raising the paper which contains of answer)

The last pattern which comes up in teaching and learning process is open-ended teacher questioning. Here, open-ended teacher questioning occurred when there were a number of possible answers, so more students gave their answer. The excerpt of open-ended teacher questioning can be seen as follows:

Ph This is a region of...
T1 Region of?
Ph Sanctuary.
T1 Sanctuary. OK, any other answer? Jawaban yang lain selain sanctuary? Gimana Savero? Number ten Mbak Putri jawab sanctuary. Your answer is?
Esw (Silence)
T1 You may disagree, boleh tidak setuju. Yak, your answer is? Sisca... Sisca?
Is Exhilarating.
T1 Exhilarating, OK.

From two observations in the first class, the patterns of interaction emerged during teaching and learning process were almost the same. T1 always gave learning activity which could increase student awareness to actively talk in the classroom. T1 sometimes asked question which made students answered chorally, answered with different ideas, and so forth. The patterns of interaction occurred in the first observation were choral responses, closed-ended teacher questioning (IRF), collaboration, and student initiates-teacher answers. Meanwhile, the patterns of interaction in the second observation were group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, and open-ended teacher questioning. In short, the patterns of interaction which emerge from the first class were group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration.

In the second class, the teacher (T2) delivered the teaching material of describing people and describing places. The patterns of interaction occurred are closed-ended teacher questioning (IRF), open-ended teacher questioning, choral responses, student initiates-teacher answers, group work, and individual work pattern. The T2 mostly performed asking questions, lecturing or giving information, and giving directions during teaching and learning process. In other side, the students are also active although the teacher dominates the classroom. It happens since T2 provides game, exercises from the English book of 2013 curriculum and other sources, and discussion to raise the students' participation and interaction. T2 also gives students such an activity which has to be accomplished by individual, pairs, or even group.

The first pattern is closed-ended teacher questioning (IRF). This pattern occurred when T2 asked a question; the student responded it; and the teacher gave the feedback. The following excerpt is one of the example of this pattern:

T2 Do not say hair is *banyak*. Hair is? Can you count it one by one?
S Uncountable.
T2 Good. So hair is uncountable.

The second pattern is open-ended teacher questioning. Like in the first class, open-ended teacher questioning here occurred when there were a number of possible answers, so more students gave their answer. This is one of the excerpts of open-ended teacher questioning:

T2 Now, I want to ask you first. What kind of person that you like to be friend with?
Dw Imut.
Aw Yang item manis gitu ya.
T2 OK, what else?
S Talented.
T2 Talented. What else?
Dw Wonderful.

The next pattern is choral responses. It occurred when T2 asked a general question so that the students knew the answer and said it chorally. The choral responses also occurred when the teacher asked the information given after they listened to the information. This is the excerpts of this pattern:

T2 Now, let me ask you the difference. The first difference is?
Ss Hair...
T2 Hair. OK. Liza has?
Ss Long.
T2 Long. But Lizi?
Ss Short....

The student initiates-teacher answers pattern also occurs in the second class when student is curious about something then asks it further to teacher without teacher's command. The excerpt of this pattern is:

T2 We call it complexion.
S What is that?
T2 The color of your skin.

The next pattern is group work. The group work pattern occurred when T2 provided the students with a group task to describe picture of people. T2 divided the students into three groups. They worked with their group with the supervision from the teacher who walked around the class. The individual work pattern is the last pattern

which emerges in the first observation. In individual work, T2 gave the students a task in a piece of paper given by her. They had to distinguish the changes of person from physical appearance and draw the face of that person. And then, the second is listening exercise. T2 asked them to write down the information that they heard from the descriptions of three important people.

Furthermore, in the second observation, the material used by T2 was 'describing places'. The patterns of interaction occurred are choral responses, open-ended teacher questioning, individual work, student initiates-teacher answers, and closed-ended teacher questioning (IRF). All of these patterns emerge in the first observation.

The first is the choral responses. This pattern occurred when T2 greeted the students in the beginning of lesson and the students greeted back to the teacher. It also occurred when T2 asked the student to describe their classroom and directed them to repeat the words that she had pronounced. The following is one of the excerpts of this pattern:

T2	OK, once again anybody please say what is D?
Ss	Determiner.
T2	O?
Ss	Opinion.
T2	S?
Ss	Size. Age. Shape. Color. Origin. Material. Participle. Noun.
T2	Finish!

The second pattern is open-ended teacher questioning. This pattern occurred when the teacher asked general question and there were more students who answered the possible right answer. The excerpt is as follows:

T2	How do you feel when you are in this classroom?
Rha	Happy.
Dw	Hot.
Sn	Cold.
T2	Cold. Hot. The two persons have the same idea.

The third pattern is individual work. In one occasion, this pattern occurred when T2 wrote four sentences in the whiteboard after explaining the grammar about the order of adjectives before a noun. Then, she asked the students to do it independently. After that, she called four students to write their answer in the whiteboard. Next, T2 also gave exercises from other sources about participles. The students did it individually. The next pattern is student initiates-teacher answers. The student initiates to ask a question then teacher answer and explain about student's question. This is the excerpt of this pattern:

Kp	Passive voice bentuknya yang bagaimana?
T2	Passive voice yang bagaimana?! OK, now let's see. (<i>Then, T2 explained it.</i>)
...	
Gj	Mam, Mam... Newly published termasuk apa?
T2	Newly published, barusan diterbitkan. So, it is for age.

The last pattern is closed-ended teacher questioning (IRF). This pattern showed how the teacher gave a question to the students; the students respond it; and the teacher gave the feedback. The following excerpt is one of the examples of this pattern:

T2	Yang terakhir siapa yang bisa coba?
S	Exhausted workers.
T2	Very good! You have to mention and say it clearly because it ends with /t/, right, so exhausted, ya. Yang lain jangan annoyed. No! bored! Kalo bored tambal ya. So, only one exhausted. (<i>The teacher told about the pronunciation of those words.</i>)

The patterns of interaction which occurred in the first observation were closed-ended teacher questioning (IRF), open-ended teacher questioning, choral responses, student initiates-teacher answers, group work, and individual work pattern. Meanwhile, the patterns of interaction in the second observation are choral responses, open-ended teacher questioning, individual work, student initiates-teacher answers, and closed-ended teacher questioning (IRF). In short, it can be stated that the patterns of interaction in the second class of the tenth grade are closed-ended teacher questioning (IRF), open-ended teacher questioning, choral responses, student initiates-teacher answers, group work, and individual work pattern.

The research findings show that the patterns of interaction during teaching and learning process emerged from the first class and the second class were not fully dominated by the teacher because the students also actively participated in teaching and learning process. Two teachers emphasized on the student-centered, relying heavily on hands-on activities, group work, peer work, individual work, projects, and discussion to engage students and encourage active participation. The patterns of interaction during teaching and learning process in this research occur between teacher and student or student and student. These result is similar to Brown's (2000: 165) statement which is that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. The term of interaction implies an action-reaction or a two-way influence which may be between individuals (e.g. student-student or teacher-student) or between an individual and a group (e.g. teacher-audience) or between materials and individuals (Biddle, 1967, cited in Sadeghi et al., 2012: 167).

Based on the data, there are seven patterns of interaction which come up in the first class are the patterns are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. On the other side, the collaboration pattern is the only pattern which never emerges in the second class. So, the second class has six patterns of interaction are group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, and open-ended teacher questioning.

Firstly, a learner-centered activity such as group work, which forces students to talk to each other spontaneously, ask each other questions, and respond in a natural way, is one of example how this might be practiced. In group work pattern, the students are given a group task in doing learning activities like playing game and doing a task from the book. To support it, Meng and Wang (2011: 102) assert that group work activity is a good way to change the traditional teacher talk that dominates the class. Besides, Jones (2007: 3) states that when students are working together in English, they talk more, share their ideas, learn from each other, get involved more, feel more secure and less anxious, and enjoy using English to communicate. It is in line with Lightbown and Spada (1999: 85) who argue that students produce not only a greater quantity but also a greater variety of language functions, for example, disagreeing, hypothesizing, requesting, clarifying, and defining. Bentley (2007: 133) also notes that assigning roles to group members can help students learn to take responsibility for managing and evaluating what happens during the task and also promote positive group dynamics. The potential advantages of group work are also strengthened by Ur (1996: 232) who mentions that group work has advantages such as fostering learner responsibility and independence, improving motivation, and contributing to a feeling of cooperation and warmth in the class.

The second pattern of interaction is choral responses. The choral response occurred when the teachers gave pronunciation practice to the students and asked a general question so that all students can guess the right answer and say it chorally. In pronunciation practice, the teacher asks them to hear it first and then repeat to pronounce it in a chorus at the same time. In general, choral responses from the students are common in English lesson. The choral answers are responses to teacher's statements, questions, or directions. The students use choral responses as a means of assuring the teacher that they understand the lesson given. The negative side of choral responses, however, is that some students may go with the flow and the teacher may think that every student has understood the lesson material. Thus, it is supported with Brock-Utne (2006: 35). He says that chorus answer refers to the safe talk for both the teacher and the learners, in that the teacher accepts the answers without finding out whether every learner understands the lesson.

The next pattern is closed-ended teacher questioning (IRF). Closed-ended teacher questioning (IRF) pattern shows how the teacher initiates to ask a question, students give response to teacher's question, and teacher gives feedback. The IRF is often seen as encouraging students to respond only with an evaluable answer. In this pattern of interaction, the teachers always initiate questions and the students are expected to respond only to the questions given to them. The teacher is the only active participant, while the students remain passive recipients of knowledge (Martin et al., 1994: 49). In addition, Ur (1996: 239) suggested that closed-ended teacher questioning (IRF) is the usual solution.

Another pattern is individual work. This pattern occurred; for example, when the teacher asked the students to do the exercise from the book. The students have to do this exercise by themselves. The next is student initiates-teacher answers. The pattern occurred when the students were curious about the lesson or something else and asked it further to the teacher without teacher's command and then teacher gives response to answer student's question. The other pattern is open-ended teacher questioning. The teacher asks a question in which there are a number of the possible right answers.

The last pattern is collaboration. The collaboration pattern is also well-known as pair work pattern. It occurred when the students work in pair to do the activity or task given by the teacher. The activity that is used by the teachers is in line with what Watcyn-Jones (2002: 7) mentions. He mentioned that there are several types of activities for working in pairs such as ice-breaker or warm-up activities. Wallace, Stariba, and Walberg (2004: 14) note that frequent collaboration gives chances to the students in communicating meaningful ideas one another and being active learners. To strengthen it, Storch (2001: 53) argues that collaboration pattern seems to be a good idea for teachers to give a communicative activities because it immediately develops the amount of student practice. In short, collaborative work often exerts a beneficial effect on task performance.

In conclusion, the learning activities used by the teachers might emerge some patterns of interaction. The teacher should consider in developing and increasing those patterns in their classroom. By using game, exercises, and discussion, they might raise the students' interaction and participation or increase student awareness to actively talk in the classroom. The learning activities should be done with variation way by using interesting material from English handbook or other sources.

Conclusion

It can be concluded that the patterns of teaching-learning interaction appear variously and constantly. These patterns show that the process of teaching and learning is not always dominated by the teachers. It clearly shows that the students engaged in any classroom activity. The patterns of interaction absolutely enhance the students talk and participation in the class.

The interaction patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration appear in the class when the teachers apply communicative learning activities such as drills, crack the case, and games. In short, these patterns of teaching-learning interaction emerge among teacher and student(s) and/or student(s) and student(s) in relation to the teacher talk and the students talk categories used during classroom activities.

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Improving the Students' Listening Comprehension through Drill Technique

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Abstract

This research was aimed at: 1) analyzing the improvement of the students' listening comprehension through drill technique, 2) finding out the problems the students face in learning micro skills of listening comprehension through drill technique. The data were obtained from the pre-test and post-test to analyze the improvement of the students' listening comprehension through drill technique, and also from the observation and interview to find out the problems the students face in learning micro skills of listening comprehension through drill technique. The result showed that the students' mean score of the pre-test was 52.2 and their mean score of the post-test after being taught through drill technique was 78.5, in which their gain score was 26.3. Specifically, drill technique improved the students' listening comprehension in all aspects of micro skill types of listening comprehension, such as recognition intonation pattern, recognition sentence pattern, recognition discourse marker, and getting the referential info. Moreover, drill technique mostly improved the students' listening comprehension in recognizing intonation pattern, in which their ability in that aspect was 38 % improved significantly. Besides that, in line with what had been observed during the treatment, the problems the students faced in learning micro skills of listening comprehension through drill technique could be divided into: a) Problems from the listener, in example: understanding the difficult words/phrases, recognizing phonetic symbols and intonation pattern, distinguishing sentence pattern and discourse marker, and unable to keep up with the native speaker's speed; b) Problem from listening materials, in example some dialogues were long. However, after practicing the dialogues more frequently through drill technique, the students gradually started to comprehend the materials and were able to overcome those problems. Based on the results above, it could be concluded that: 1) drill technique could improve the students' listening comprehension better and significantly, especially in recognizing intonation pattern, 2) drill technique could overcome the problems the students faced during the treatment of teaching listening through drill technique.

Key Words: Drill technique, listening comprehension

Introduction

Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. Thus, the four aspects of language skills are integrated one another which the students have learnt from elementary level, up to senior high school level. From the four aspects of language skills, according to Griffee (1986), listening can be considered as the first step in learning a language. Besides that, according to Fisher and Terry (1980:138), listening is the first step of learning English. Moreover, listening as one of the aspects of language skills, according to McIntosh (1979:65), is one of the most important and fundamental of the four skills in language learning because listening gives the students information from which to complete the learners' knowledge in using English.

In learning English, according to Krashen (1985), there are two processes called input which consists of listening and reading; and output which consists of speaking and writing. Listening input is all that is necessary to language acquisition. So long as the learner receives comprehensible input, he or she will automatically become competent in the target language. The learners learn the target language by understanding messages first by receiving comprehensible input first, before producing the output. Therefore, listening is an important aspect of learning and it should be introduced as early as possible to develop the students' listening comprehension in learning English; for example, by giving the students, as the beginners, lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. By listening, the students will get the information as their first input for their knowledge, then start to produce words or sentences by speaking as the first output, learn to read as the second input and start to write as the second output and the advanced level. Listening as the input and speaking as the output are related each other; moreover, according to Alexander (1967), nothing should be spoken before it has been heard.

However, it was found that the students of junior or senior high school got difficulties to participate in the process of English teaching learning activity. Moreover, related to the previous research which was conducted by

Apriani (2012), it was found that, in the teaching-learning process, the students had difficulty in recognizing intonation pattern, sentence pattern, discourse marker, and getting the referential info. She found that most students only understood about half of what they listened, then after having ALM treatment three times, they retained less than twenty-five percent of comprehending the original message. As stated in Finocchiaro (1967:55), at the first time, the students seriously conflict with the production of the new language sounds because they do not immediately decode the sounds.

Even more, since listening skill affects the speaking skill, the students could not follow what their teacher was talking about. They were unable to speak English fluently because they lacked of listening skill. It seems the teaching learning method in the class preferred to use GTM (Grammar Translation Method) which did not frequently practice listening and was more concerned to grammatical structures for focusing on passing the national examination (UN). Thus, the students did not get much time to practice listening comprehension. As a result, they lacked of listening comprehension and often did not understand what the teacher said in English language.

Based on the facts that the students lacked of listening comprehension, the researcher is intended to use Audio Lingual Method (ALM) to improve the students' listening comprehension, especially in improving the students' micro skills of listening comprehension. ALM assumes that language learning is a process of habit formation. Since ALM focuses on listening and speaking ability, thus, listening and speaking come first, and reading and writing come later. Drill techniques such as repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement drill, completion drill, expansion drill, contraction drill, and integration drill are used in the form of target language dialogue. By drilling the students, it will be easier for them to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved. As in the process of a child for example, who learns his/her mother tongue, a child always begins with hearing first what his/her parents speak, then he/she tries to speak afterward. Thus, ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000:43).

Therefore, based on the explanation above, this research was conducted in the 1st grade students of SMPN 2 Bandar Lampung in order not only to improve their listening comprehension, but also to analyze the improvement of their listening comprehension through drill technique and to find out the problems the students face in learning micro skills of listening comprehension through drill technique.

Method

This research was a quantitative study which used *one group pretest-posttest* design. There was one class as the subject of the research which was chosen purposively. The research design was as follows:

T1 X T2

T1: Pre-test.

X: Treatment.

T2: Post-test.

(Setiyadi, 2006:133).

The experimental class was given the treatment of teaching listening comprehension through drill technique. The pre-test was administrated before the treatment of teaching listening comprehension through drill technique was implemented, to see the students' basic listening comprehension. Then, the treatment of teaching listening comprehension through drill technique was implemented. The post-test was administrated afterward, to analyze the improvement of the students' listening comprehension through drill technique.

The observation and the interview were also conducted in this research. The observation was conducted to observe the teaching-learning process during the treatment of teaching listening comprehension through drill technique. The interview was conducted in the form of open questions and formal types. It was conducted toward some representatives of the students as the interviewees, which were chosen from low and high scores based on the mean score of the post-test, to find out the problems the students face in learning micro skills of listening comprehension through drill technique, in which their answers were classified and generalized as the resource.

Discussion

The result of the research showed that the students' listening comprehension was improved after being taught through drill technique in 7 RSBI 2 class of SMPN 2 Bandar Lampung. The students' mean score after being

taught through drill technique was increased better and significantly. The students' mean score of the pre-test was 52.2; meanwhile, their mean score of the post-test after being taught through drill technique was 78.5, in which their gain score was 26.3. Based on the finding, it can be seen from the students' mean score of the pre-test and post-test that there was a significant improvement before and after being taught through drill technique. Specifically, drill technique improved the students' listening comprehension in all aspects of micro skill types of listening comprehension, such as recognition intonation pattern, recognition sentence pattern, recognition discourse marker and getting the referential info. Moreover, drill technique mostly improved the students' listening comprehension in recognizing intonation pattern, in which their ability in that aspect was 38 % improved significantly.

ALM believes that learning a foreign language is the same as the acquisition of the native language (Larsen-Freeman, 2000:43), in the process of a child for example, who learns his/her mother tongue, a child always begins with hearing first what his/her parents speak, then he/she tries to speak afterward. Besides that, ALM assumes that language learning is a process of habit formation. It has its origins in B.F. Skinner's Verbal Behavior (1959) cited in Yufrizal (2007:43) that language is not mental phenomenon, but it is behavior, which like other forms of human behavior, it is learned by a process of habit formation. To the behaviorist, the human being is an organism capable of wide repertoire of behaviors. The occurrence of these behaviors is dependent on three crucial elements in learning, such as a stimulus, which serves to elicit behavior; a response which serves to mark the response as being appropriate, and reinforcement (encourages the repetition) which is a vital element in the learning process since it increases the likelihood that the behavior will occur again and become a habit (Skinner, 1957 in Brown, 1980). In teaching-learning process, the behavior is as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response is as the learner's reaction to the stimulus, and the reinforcement is as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use. Thus, language mastery is represented as acquiring language stimulus-response chains.

Moreover, ALM demands more memorization of structure-based dialogs. The students memorize an opening dialog using mimicry and applied role-playing. By listening, the students are expected to be able to mimic the model. In order to develop the students' listening comprehension in learning English, the students, as the beginners, are given lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. For supporting more practice in listening, by using drill technique, the students practice listening and speaking more through the dialogues, then drill it in language games or role-play, in which the dialogues are memorized by reversing roles between teacher-student or student-student.

Based on the explanation above, it can be concluded that, learning English as a process of habit formation as the acquisition of the native language, by having lots of listening practice using drill technique through the dialogue, then drill it and memorize it by reversing roles between teacher-student or student-student in language games or role-play; improved not only the students' listening comprehension, but also their ability in memorizing. By drilling English as a process of habit formation, it will be easier for the students to remember and learn in listening practice, since they not only could comprehend the dialogues correctly by memorizing the dialogues they heard which can strengthen the students' memory, but also they could copy the native speaker voice to spell some difficult words correctly. Since the more often English is repeated, the stronger the habit and the greater learning will be achieved. Thus, their listening comprehension in recognition intonation pattern aspect was improved significantly and the hypothesis proposed that by drilling English as a process of habit formation will improve the students listening comprehension better and significantly was accepted.

Besides that, based on the result of observation and interview, the problems the students face in learning micro skills of listening comprehension through drill technique were found. In line with what had been observed during the treatment, the students faced the problems of understanding the difficult words/phrases, recognizing phonetic symbols and intonation pattern; and distinguishing sentence pattern and discourse marker. While listening to the dialogues, the students initially found the difficulty in understanding some words in the dialogues, such as "relief," "choir," "genre," "orchestra," "can't," "stand," "leisure," "arresting," "intending," and "begging." Moreover, the students got confused in recognizing phonetic symbols and intonation pattern of "often," "choir," and "genre." They also found the difficulty in understanding some cohesive devices in the dialogues, such as "therefore" and "furthermore". Besides that, the native speakers sometimes spoke too fast which made the students unable to keep up with the native speaker's speed which made the students felt difficult in comprehending the dialogues.

According to Brown and Yule (1983) in Nunan (1991), there are four factors which can affect the difficulty of listening tasks, such as related to the speaker (how many there are, how quickly they speak and what types of accent they have), the listener (the role of the listener, whether a participant or not, or the individual interest in the subject), the content (grammar, vocabulary, information structure, background knowledge assumed, etc), support

(whether there are pictures, diagrams or other visual aids to support the text). Based on the result of observation and interview, the problems the students face during the treatment of teaching listening comprehension through drill technique could be divided into: a) Problems from the listener: understanding the difficult words/phrases, recognizing phonetic symbols and intonation pattern, distinguishing sentence pattern and discourse marker, and unable to keep up with the native speaker's speed; b) Problem from listening materials: some dialogues were long.

As in Finocchiaro (1967:55), initially, the students seriously conflict with the production of the new language sounds; thus, the students cannot immediately decode the sounds. According to Flowerdew and Miller (1992:60-80), difficulty in concentration and maintaining concentration for a long time can affect arising the problems from the listener like understanding the difficult words/phrases, recognizing phonetic symbols and intonation pattern, distinguishing sentence pattern and discourse marker, and unable to keep up with the native speaker's speed. Lack of listening practices might lead the students unable to keep up with the native speaker's speed. Besides that, low concentration was another problem that happened in listening process. In line with Flowerdew and Miller (1992:60-80), Underwood (1989:19) stated that inability to concentrate is a major problem because even the shortest break in attention could seriously impair comprehension. The students' thoughts were generally wandering during speeches and conversations in the dialogues. Thus, the students could not concentrate in understanding the difficult words/phrases by relating it with the topic/content which was being told about to guess what actually the meaning of those difficult words/phrases are. They also could not aware that repetition of some words actually was the signal of main points. When a word or phrase is repeated for several times, it possibly covers the important points to be related to the difficult words/phrases to be guessed. Moreover, they could identify the discourse marker, since discourse marker is considered as the bridge that leads to the topic (Berman, 2000). It is such a natural thing that the speakers often signal the main point thorough discourse markers. Different markers with particular expressions can keep listeners catch up to the turning points of the task. Therefore, the teacher should adjust the students to be more concentrated on the repetition of some words which actually is the signal of main points for comprehending the dialogues, and to be more concentrated on discourse marker, since discourse marker is considered as the bridge that leads to the topic.

Meanwhile, according to Hasan (2000:143), the length of time the students listen may cause memory problems or even fatigue and this will distract their attention from grasping the meaning of the text, and they may miss the rest of the text when there is a lapse in concentration. Therefore, the teacher should provide them with appropriate dialogues and not too long, in order to make them more focused on comprehending the dialogues and train their memory easily.

In conclusion, lack of listening practices and low concentration can lead the students to get confused in understanding the difficult words/phrases and distinguishing sentence pattern and discourse marker, and unable to keep up with the native speaker's speed. Besides that, the long dialogues/texts which lengthen the length of time which causes the memory problems or even fatigue can distract the students' attention from grasping the meaning of the text and the students may miss the rest of the text when there is a lapse in concentration.

Based on the problems above, to minimize the problems and make the teaching-learning activity through drill technique run more effectively, some practical reinforcements are required, such as appropriate teacher, suitable room, and appropriate recording.

- a) Appropriate teacher: The teacher should know well about the procedure of teaching listening through drill technique, such as the teacher should master the way of teaching listening comprehension through drill technique, such as mimicry and role-play, and the teacher never uses the native language in the class to attempt the target language effectively. Moreover, since the teacher is the model of the students, an attractive teacher is required to guide and control the students' behavior in the target language.
- b) Suitable room: If the listening task is carried out with noises around, it is for sure the students will not have a good result in listening. They will be distracted by the noise no matter how hard they try to focus on listening. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. Therefore, quite surrounding situation is needed in practicing listening comprehension, for an example, the best place for the students to do the listening comprehension practice is in the laboratory room. This somehow will bring out the better result for the noises outside cannot get through the lab room.
- c) Appropriate recording: The poor equipment is somehow an obstacle to the students in listening. The recording may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Therefore, appropriate recording is required in practicing listening comprehension. A good recording may give the students more effective listening practice rather than that the old one.

However, drill technique could overcome those problems. After practicing the dialogues more frequently, the students gradually started to understand the difficult words they encountered before and could practice to spell them correctly and also recognize its phonetic symbols while practicing drilling the dialogues and understanding the intonation pattern effectively through imitation or mimicry toward some words they listened in the dialogues. They also were gradually able to distinguish the difference between sentence pattern and discourse marker, and to comprehend the overall dialogues. Thus, in the last meeting of the treatment, the students felt enjoy practicing listening comprehension through drill technique, since they not only could comprehend the dialogues correctly by memorizing the dialogues they heard which can strengthen the students' memory, but also they could copy the native speaker voice to spell some difficult words correctly, such as "choir," "genre," "presents," etc. Therefore, based on the results above, it can be concluded that drill technique could improve the students' listening comprehension better and significantly, especially in recognizing intonation pattern, and overcame the problems the students face during the treatment of teaching listening comprehension through drill technique.

Conclusion

After conducting the research in the 1st grade students of SMPN 2 Bandar Lampung and analyzing the data, the conclusions are drawn as follows:

1. There was significant improvement of the students' listening comprehension through drill technique. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. Their post-test score was increased from 52.2 to 78.5, in which the gain was 26.3. Specifically, drill technique improved the students' listening comprehension in all aspects of micro skill types of listening comprehension, such as recognition intonation pattern, recognition sentence pattern, recognition discourse marker, and getting the referential info. Moreover, drill technique mostly improved the students' listening comprehension in recognizing intonation pattern, in which their ability in that aspect was 38 % improved significantly.
2. There were some problems the students face in learning micro skills of listening comprehension through drill technique. First, problems from the listener are related to understanding difficult words/phrases, recognizing phonetic symbols and intonation pattern, distinguishing sentence pattern and discourse marker, and inability to keep up with the native speaker's speed. Second, some dialogues of listening materials were long.

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An Analysis of Omission in Students' English Writings

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Abstract

This paper is part of research with a larger scope covering errors students made related to subject-verb agreement. This part aims to elaborate grammatical problems faced by foreign language learners of English in relation to the omission they made in their writings. A qualitative data collection method was applied in gathering the data. The researchers collected pieces of writing from the students, read them, and analysed the omission errors found in the collected writings. As result, the most common omissions found in the data are related to verb markers. Omission of main verbs and auxiliaries also occur, creating sentences without any verbs or grammatically necessary auxiliaries. Absense of these kinds of function in Indonesian is the main reason for this grammatical problem faced by the learners. In addition, omissios of suffix -ing were also found by the researchers in the data. These findings should be able to contribute to existing works on grammatical errors and increase the success of both teaching and learning of a foreign language like English.

Key Words: error, grammar, omission, writing

Introduction

Writing is one of ways by which a foreign language learner's ability is evaluated. The sententes produced tell how much a particular learner has understood how a foreign language works. According to Harmer (2004: 33), "Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". In other words, writing helps prepare students in broader aspects of learning activities. This means that a student's writing skill is not something that can be taken for granted by teachers. It is normal for students to make mistakes at the beginning but efforts should be made in order to prevent them from continuing the same mistakes or errors. Some differenciate mistakes from errors with many reasons but in this paper they are treated the same and are generally treated as grammatical problems faced by the students. Corder in Ellis (2008) maintain that an error is a deviation in learner's language which results from lack of knowledge of the correct rule. Therefore, error becomes common phenomena produced by students in written forms.

Patel (2015) argued that learners commit errors either because of inappropriate knowledge or false knowledge in the target language and learners needs to write correct sentences in English in order to convey their messages effectively to the readers. Related to this explanation, the writers maintain that learners have to understand grammatical sentences when writing. Moreover, Mbau stated that grammatical sentence means that the sentence should follow the rules of the language (2014: 2). Based on this, the writers argue that in forming a sentence, students must pay attention to subject and verb agreement. In writing, different tenses have different rules so the use of verb will be changed according to subject. Learners especially English students have to comprehend the rules well. If the students lack of conceiving the explication, it can cause errors of grammatical sentences dealing with subject-verb agreements. It can happen in a simple sentence like *She run to the jungle* instead of *She runs to the jungle* in present tense context. Therefore, learners have to understand the rules to make a correct sentence because learners at the beginning often make errors related to this.

Experts believed the importance of grammar also play role in achieving learners' educational and professional goals (Baleghzadeh & Gordani, 2012). In learning English, there are four types of proficiencies, they are listening, reading, speaking and writing. Therefore, the importance of grammar will give many benefits that will encourage the knowledge of the students who are learning to foster their skill about English especially in writing correct sentences. Supporting that, this paper focuses on writing because it is one of English skills which often deal with grammatical errors made by students. Based on the writers' observation on the students' academic written works, there were incorrect sentences caused by omissions. Therefore, the writers investigated those pieces of writing further in order to make improvements in teaching and learning process and thus students are able to make correct sentences.

Theory and Method

Subject and verb are always related to each other because a construction cannot fully portray a proposition if there is only subject; no verb. It cannot be called a sentence. Berkham (2015) states that the subject of a sentence is the noun that corresponds with the verb in the sentence. It means that in relation to the presence of subject and verb when producing grammatical sentences, they both have to be in the right structure. Berkham also says that subject-verb agreement is a rule that states that all subjects must agree with their verbs in number (2015). Agreement in sentences depends on the number of subject that will influence the form of verb in sentences.

Tense is a verb based method to express the distinctions of time and indicate the action when taking place: past, present, future, or perfect. According to Rozakis (2003), by seeing the form of a verb, the reader may find out the tenses as the rules of subject-verb agreement that cover subject, verb, numbers, etc. In tenses, there are two possibilities to determine the verb in action: "person and number". Person is who experiences the action that determines the subject as a noun in sentences. Number determines how many subjects act or receive the action. Number agreement poses a problem in the present tense, where third person singular are explicitly inflected while others forms are not.

In analyzing the data, the method of the study used by the writers was qualitative method (Kothari, 2004; Stake 2010. According to Hancock, qualitative research method is concerned with developing explanation that focuses on description and interpretation (2002). In other words, descriptive qualitative is a method used to study and analyze the collected data by using some relevant approaches which structured or written as in descriptive.

Since the data are in the form of sentences, the findings are describes in the form of words rather than numbers. The researchers collected pieces of writing from the students, read them, and analysed the omission errors found in the collected writings. Having made a conclusion, the writers then report the result in this paper.

Findings and Discussion

Omissions found in the data cover various grammatical issues. The data analyzed show that foreign language learners often omit singular verb markers, verbs, auxiliaries, and suffix *-ing* on verbs. These will be discussed one by one under relevant topics.

Ommision of Singular Verb Markers

After analyzing the data, the researchers found out that most of the problems faced by the students related to omission is about singular verb marker *-s* or *-es*. This deals with the present tense rules which are really important in learning English as the tense is used in every day communication. Some examples are presented here:

No.	Data	Omission
1.	My father always <i>support</i> me	Omission of ending <i>-s</i>
2.	He <i>wear</i> glasses	Omission of ending <i>-s</i>
3.	She always <i>stay</i> home	Omission of ending <i>-s</i>

The writers found 95 cases dealing with ending *-s* and *-es* but the writer took only 3 examples to present here as they all display the same characteristics. As shown in the examples above, the students have a problem with the basic rule of subject-verb agreement as stated by Greenbaum and Nelson in Chele in which a verb should match the number of subject (2015). In the first data, the noun phrase *my father* is in singular form. Based on the rule of subject-verb agreement, singular subject take singular verb and plural subject take plural verb. In this data, the verb is in the plural form and should be added *-s* to its end becoming *supports* in order to make it agree with the preceding subject.

In the second one, the same case repeats. The subject *He* refers to singular form and needs the singular form of verb. Therefore, the verb should be *wears*. In the third one the case is the same with the others; it needs ending *-es* to match with the rule. The verb should be *stays*.

These data indicate that the learners tend to omit verbal suffixes and this makes the verbs not agree with the subjects in the sentences. The next analysis still has a relation to problems of subject-verb agreement but with a more complex grammatical rule.

No.	Data	Omission
4.	She always <i>cry</i>	Omission of ending <i>-es</i>
5.	She <i>study</i> hard but not success	Omission of ending <i>-es</i>

6. A student often *go* to the library

Omission of ending *-es*

Based on the examples given above, the omission of ending *-s* occurs very often in the data. The learners have problems in matching singular verb with singular subject. The verb *cry* in datum 4 is in plural form and thus does not agree with the singular subject *She* that precedes the verb. It must be in the third person singular form with ending *-es*, so the verb is *cries* not *cry*.

The second datum occurs in the same way. The verb *study* is in plural form that it does not agree with the singular form of the subject *She*. In order for the sentence to be grammatically correct, the verb must be changed from *cry* to *cries*. By doing this, the student has made the verb agree with the subject. In the last datum another very common error occurs as the verb *go* is in incorrect form. As the subject *A student* is in singular form, the form of verb needed should be singular as well. Thus the verb *go* should be changed into *goes* in order to have a structurally acceptable sentence.

Comparing to those of the first group in 1-3, the sentences in the second one are grammatically more complex. In addition to the fact that the letter *-y* that closes the the ends of the verbs should be changed into *-i-* before adding suffix *-es*, adverbs *always* and *often* are also employed (like in 4 and 6) and this might contribute to the learners' inability to realise that they have to match the verbs with the subjects. Looking at number 5 and 2, however, this conclusion is arguable.

Omission of Verbs

The writers found 10 data related to error in using verbs. The students often omit verbs when they produce sentences in nominal forms.

No.	Data	Omission
7	She \emptyset very beautiful	Omission of verb <i>is</i>
8.	He \emptyset 22 years old	Omission of verb <i>is</i>
9.	He passed away when I \emptyset child	Omission of verb <i>was</i>
10.	I \emptyset angry with her	Omission of verb <i>was</i>

From these four data above, it is obvious that the verbs being the main parts of the sentences, or the last clause in 9, are omitted. In 7 and 8, the verb *is* is absent from both sentences. In order for the constructions to be grammatically correct, they must be changed into *She is very beautiful* and *He is 22 years old*. In 9 and 10, the verb *was* as the past form of *is* is also absent from the constructions. Number 10 has to be *I was angry with her* and the last clause of 9 must be changed into *I was a child*. However the learners are not aware of the importance of these verbs in English sentences.

Comparing these to Indonesian linguistics, the writers strongly suggest that one of the reasons why English learners have difficulties in making this type of sentence is because in *Bahasa*, equivalent constructions of those above are made without any verbs. In datum 7, for example, the sentence will do just fine by having a personal pronoun *Dia* 'She' with an adjective phrase *sangat cantik* 'very beautiful'. There is no verb in the sentence. In the second clause of datum 9, the same principle applies. Having a personal pronoun *Saya* for *I* and either a more literally translated noun phrase *anak kecil* or a more natural translation of adjective phrase *masih kecil* is enough. No verb is needed in making such constructions.

Omission of Auxiliary Verbs

Sometimes the students do not omit the main verbs when creating their sentences. The problem they face is about the use of auxiliary verbs that are necessary to show the tense or the voice of the sentences. In the following data, for instance, the main verbs are present but the auxiliaries are not.

No.	Data	Omission
11.	The girl crying when I come	Omission of auxiliary verb <i>was</i>
12.	They waiting for you	Omission of auxiliary verb <i>are</i>

From the study conducted by the researchers, 45% of the students made mistakes about this. It is suggested here that this is caused by the fact that in Indonesian, the students' linguistic background, the presence of this kind of auxiliary is not grammatically required. In Indonesian, both *was* and *are* above are replaced by *sedang* which tells that the action told by a following verb is in progress. *Sedang*, however, does not carry with it the same linguistic functions as *was* and *are* do. It has important semantic content in the sentence (Sneddon, 1996, 2000). In

English, in contrary, *was* and *are* are really needed even if they carry almost no semantic content. These two words required in number 11 and 12 above carry functional notions with them, telling the time and the nature of the sentences. A similar case occurs in the examples provided below.

No.	Data	Omission
13.	He not live in Lampung	Omission of auxiliary verb <i>does</i>
14.	He not think	Omission of auxiliary verb <i>does</i>

An auxiliary *does* is absent from the sentences above. This problem faced by English learners is also contributed by their mother tongue where in Indonesian, 13 and 14 will be *Dia tidak tinggal di Lampung* and *Dia tidak berpikir* respectively. Both of these Indonesian sentences have got their word for word corresponding words to those of English sentences: *Dia* for *He*, *tidak* for *not*, *tinggal* and *berpikir* for *live* and *think*, and *di Lampung* for *in Lampung*. From this perspective of an Indonesian speaker learning English, no linguistic element is missing in order to grammatically convey the message. In English, of course, that is not how it works. Auxiliary *does* is needed.

Omission of Ending *-ing*

The last case of omission presented here is related to suffix *-ing* especially when the word it is attached to functions as verb. From around 20% occurrence in the data, four are provide here to be discussed.

No.	Data	Omission
15.	Now Elsa is study in Jogja	Omission of ending <i>-ing</i>
16.	She was watch TV	Omission of ending <i>-ing</i>
17.	When I was talk with her, ...	Omission of ending <i>-ing</i>
18.	Are you talk to right person?	Omission of ending <i>-ing</i>

All of those main verbs above are not in the right forms of English grammatical structure. Number 15 and 16 have already had their auxiliaries *is* and *was* which indicate that the verbs following them should be in *-ing* form. However, it is seen from the data that the students use verbs in simple form instead. The same case occurs in 17 and 18 in which different students have already used *was* and *are* to indicate that the actions carried by following verbs are in progress but they failed to realize that the verbs should be in correct forms as well.

In order for the sentences to be grammatically correct, the correct form of the verbs should be in present participle or *-ing* form which are respectively *studying*, *watching*, *talking* and *talking*. It is also seen from the examples provided that the students made other grammatical mistakes. The first is that the preposition *with* in 17 should be changed to *to* and number 18 needs an article *the* between the preposition *to* and the adjective *right*.

Conclusion

The most common omissions found in the data are related to verb markers *-s* and *-es*, verbs, auxiliaries, and *-ing* form. That of suffix *-s* or *-es* is also actually omitted by the students when it functions as a plural marker but in the data obtained by the researchers this does not occur very often. The omission of verbs occur only in nominal sentences because in Indonesian, other word categories such as adjective and noun can function as predicates, creating sentences without any verbs. Auxiliary omission occurring in the data is related to continuous or progressive tenses. Absense of this kind of function in Indonesian is the main reason for occurrence of this grammatical problem faced by the learners. Omission of suffix *-ing* found by the researchers occur when verbs in their present participle function as verbs, not as adjectives.

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L2 Acquisition Portrayed through the Use of *Way Ahead* Game by Children in Learning Basic English

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Abstract

This research investigates how students learn Basic English by using Way Ahead game. This study was conducted to identify how effective the use of educational game in acquiring L2 is. Qualitative study was used by the researcher as the research method. The data were collected through conducting several interviews and exploring library study. The case study involved 4 elementary school students as the participants. The background of the research on the role of game in learning L2 is based on Fuscald (2001) and Boyle (2011). The findings of this research are 4 most important roles of game implementation in learning process: (1) pedagogical device, (2) creative ice breakers, (3) engaging students, (4) helping students retain salient points in our teaching. The purpose of the research is to give information over the portrayal of using educational games in learning which is expected to give practical use in teaching Basic English to children as their L2 acquisition.

Key Words: L2 acquisition, basic English, Way Ahead game

Introduction

Being good at English in both speaking and writing is essential these days for it has been attached to the most aspects in life from daily activities until working businesses. In recent years, English has been considered as one of the most popular languages. It is now the key factor of globalization- of political views, international business as well as education (Johnson, 2009). Learning English is surely essential nowadays since speaking and writing ability are needed to understand the meaning of our communication, especially with foreigners. Learning English is valuable due to the use of the language is extremely broad today which obliges every learner to recognize the communication to gain the needed information.

Learning is to know new things; to increase our knowledge, it is kind of we start with a small bag, the more we live, the more we fill it up (Säljö, 1979). This research also lies on the background of learning conceptions described by Säljö as listed below:

- a) Learning as the increase of knowledge.
- b) Learning as memorizing.
- c) Learning as the acquisition of facts, procedures etc., which can be utilized and retained in practice.
- d) Learning as the abstraction of meaning.
- e) Learning as the interpretative process aimed at the understanding of reality.

Furthermore, learning has also been defined as a change in human disposition or capability that persists over a period of time and is not simply believed as processes of growth (Gagne, 1965). Moreover, Ambrose, et al. (2012) defined learning as a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.

Like first language acquisition, second language acquisition proceeds by stages and is characterized by developmental orders (Little, 2001). Figueroa Flores (2015) stated that “one major competence for learners in the 21st century is acquiring a second language (L2).” and added “As the 21st century moves forward, the field of second language learning and instruction has become more technology oriented”. L2 refers to a second language or a language that is being studied. Learning L2 means studying foreign language either for the sake of knowledge or for real life application. The process of learning that is mostly digitalized in recent years makes the demand of mastering or at least being familiar to technological devices becomes urging especially for L2 learners.

On the other hand, Basic English is the understanding target of the learner in this research. Basic English is a copyrighted system of simplified English which is consisting of the 850 words considered as most essential and of a short list of grammatical rules and designed to serve both as an auxiliary language and as an introduction to English itself (Webster, 2017). The definition is also supported by Collins (2018) that stated Basic English is a

simplified form of English proposed by C.K. Odgen and I.A. Richards, containing a vocabulary of approximately 850 of the most common English words, intended as an international language.

As the aid of the research, an offline game for PC is utilized. The game is *Way Ahead* by Ron Holt, et al., and Macmillan Education as the publisher. This game was first published in 1999 in form of textbook which then created to be a PC game in 2001. There are 6 series of practices in *Way Ahead* game. They practice and support the grammar and vocabulary taught in *Way Ahead*. *Way Ahead* has helped children in over 40 countries to learn English. At the lower levels, the books introduce a cast of interesting characters who contextualize the language and make it fun. In the upper levels, new language is presented through a series of motivating and informative topics (Mary Bowen and Printha Ellis; two of the authors). The purpose of the course is to develop the skills that the children need to pursue their studies to a higher level.

According to Holt (2001), the uses of the game are as interaction and improvement tools. Additionally, the functions of this game are to educate and to entertain. The game is educative for it contains numerous materials related to English basic lessons and grammar which every English learner needs to understand, such as numbers, plural-singular, vocabularies, etc. This game is also entertaining since it presents attractive pictures of cartoons and animations to avoid the feeling of boring in the learning process for 5 until 13 year-old players.

Research Method

Data Analysis

This research discussing the students' opinion towards how the use of *Way Ahead* game affects their learning process was conducted to provide the readers information about the role of educational game in learning English and as a previous study to be used by another researcher when analyzing the related topics.

The results of the interviews were processed through identifying, transcribing, interpreting, and categorizing, and concluding the answers given by the students to ease the readers to obtain and understand the data.

Participants

Four elementary school students as the researcher's private course students were involved in this research. The reason why the researcher chose the students was due to their different background of schools, behavior in learning, and ability in mastering Basic English lessons. Some of the students were able to understand the course materials easily and some are not.

Instruments

Interview was used as the medium of gaining the reliable data. This case study was conducted by interviewing the researcher's students. The nature of qualitative study is involved to find out the portrait of the students' learning process by using *Way Ahead* game as the studying aids.

Procedure

The researcher visited the students' houses as the routine of private teaching. Then, the students are asked several questions related their opinion towards the game, how they see the game as their studying aids how the game interest them, and what they can get from the game related to English things. The improvement is measured by monitoring their behavior in learning and ability in mastering English before and after using the game within the researcher's teaching hour.

The interview to the students spent approximately a week on May 18-23, 2018. Each interview lasted around 30 minutes after the students were asked to play the game as the ice-breaking of studying which then taught several Basic English lessons.

Findings

The results of the interviews over the students' opinion towards playing game as the tool for learning English as their second language are in the followings:

Question 1: Why do you want to learn English? (Pereira, 2016: *The Essence of English*)

KR: "Because I like English. it is also because in my school, English is the most obliged language to be spoken, we are obliged to speak English in some classes and we also get more English homework than other subjects.."

MD: "I want to speak English fluently because I want to be number one in my kindergarten!!"

The answers of both students show the essence of English is supported to be performed in their learning environment.

Question 2: What is your problem in learning English? (Putra, 2015: Indonesian's Problems in Learning English)

AR: "Sometimes umm, I do not have any partner to study, uncle.. that makes me lazy to study like write the vocabularies that I should remember because I never practice them after course hour or school hour.. consequently, I forget most words I have learned and cannot move forward to the next lessons"

KN: "My problem is, how to say, like this uncle, I am afraid of making mistakes in speaking and writing English. I prefer being quiet instead of speaking with errors. It is shameful to speak with errors."

The problem of AR is more affected by external factors which not allow him to study outside classroom while KN's is internal that he is not brave to fail in his speeches while speaking.

Question 3: What do you think become your favorite thing to play? (Howard, 2015: Distracted by Technology: Focusing Attention on Homework)

MD: "I love to play slime! I bring it whenever I go. It is soft and sticky and interesting. I often search for slime on Google to buy and play it, always"

KR: "umm what ya?, uncle,, I always play my smartphone to open Instagram and play games. I always bring my phone with me to take pictures, to play game, open Instagram, and others.."

Both of MD and KR have the same distraction which is technological device or gadget. The use of the smartphone is so frequent that makes them always stick to it all the time including while studying.

Question 4: What do you think about the game? How does it help you in learning? (Mubaslat, 2011: The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage)

MD: "The game is very interesting for me. The cartoons are funny and attractive. I love to see pictures moving and colorful images.. so I feel easier to memorize the vocabularies and how to pronounce words in English! I like it, uncle!"

AR: "This game is simple to play, but I still have to focus on playing this game. I am interested in several units because they have a lot of animations. That is.. they help me to remember the words in the game.."

Both MD and AR agreed that the game is interesting to them and it helps them in learning Basic English. The game successfully attracts their attention as most games do to the children.

Discussion

Learning second language in early age is recommended to achieve better process. As stated in Krashen et al. (1979), learners who begin natural introduction to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. In learning L2 effectively, teachers should consider proper methods to apply. Acknowledging better methods in teaching is the key to create students' understanding due to the incapability of the students to study monotonously in long term which makes the students get bored and lose their focus. Game use is chosen to be the better method in this research. The studying process should be aided by playing game to maintain the students' focus. The effectiveness of the game was measured through the students' opinions. Thus, the researcher transcribed the answers from the interviews to gain the information of how playing game in learning gives positive effect to the students' L2 acquisition.

The participants were initially asked about their reasons of learning English privately. The asked question is based on Pereira (2016) who stated in his research, The Essence of English, that English is not only an International Language but essential language for interpersonal communication across the world. The first student stated that besides her favorite, her motivation of learning English is due to her learning environment. She studies in a school that obliges her to master English. The statement of Pereira (2016) is supported by the firstly asked student's reason that she wants to be good at English to communicate well in her school. The secondly asked student stated that being the best in her kindergarten is her reason to learn English more since the kindergarten uses

bilingual system in daily study. This answer also supports Pereira's statement which shows the purpose of the students in mastering English is to gain the best ability in communicating.

Secondly, the students were interviewed about their difficulty in learning English. The background used for the question is from Putra (2015) in his research; Indonesian's Problems in Learning English that says Indonesian learners have 2 major problems in English, they are external factor or the surrounding which motivates or demotivates the student to learn English and internal factor or the perspective of the student itself to see English whether as a benefit or a burden. The answer of the first student can be concluded that the motivation from his surrounding is lack. It is normal to be indolent to learn something not regarded by the society. Thus, external factor is believed to be his problem in learning English. The next student stated that his anxiety of making errors is his main problem. This is vital for this may stop the process of interaction in learning due to the loss of intention to study new things because when a learner is afraid of doing something, he or she will stop to try and learning is nothing without trying. Thereby, his main issue is believed to be internal factor to see English as a threat to be learned.

Next, the students were asked about their favorite things used in their daily life. This question is actually an implication to identify the distraction of the students while studying. This question was based on Howard (2015) in his blog: Distracted by Technology: Focusing Attention on Homework. As stated by Howard that it is more complicated case nowadays having the fact that students and their smart phones are inseparable. According to the answers of both students, smartphone is their favorite thing which is always be with them. At first glance it seems harmless, doing homework or studying while playing smartphones, texting or checking social media and other side activity of learning, but in fact it can actually impair the students in learning the material as well as lower test scores. Further proof, researches have shown that it is one of the worst study habits a student can develop. It is due to the instant access of media in smartphones that please them to search anything at will. Consequently, it makes the students distracted and put aside their learning activity. Thereby, Howard's statement about technology as a distraction is supported by the students' answers. On the other hand is this study, game is considered to be a learning aid instead of distraction.

Lastly, the third question was asked to the students related to their opinion towards the use of the Way Ahead game in learning. The question is based on Mubaslat (2011) in her research; The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage. Mubaslat stated that "...games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition". The firstly asked student stated that the game is interesting with cartoon and animation features that ease her on practicing pronunciation and memorizing vocabularies. Mubaslat's theory of interactive environment created through playing game is supported by the student's answer where it proves that pronouncing words is a form of interactive environment. The secondly asked student also supported the theory by stating that the game helps him to remember the words. The effort on language acquisition is believed to be the proof of the supporting statement.

This research is conducted by interviewing only some students from different elementary schools in Jalan Pramuka, Bandarlampung as the participants. Thus, as its limitation, it cannot be used as the fundamental background to investigate higher levels related to the game use such as Senior High Schools and Varsities.

According to study background, this research meets four proves:

Game as pedagogical device

Fuscasrd's statement about game as a pedagogical device in learning is identified in this research. Pedagogy is method and practice of teaching, especially as an academic subject or theoretical concept. Pedagogical device is described as the ensemble of rules or procedures by the use of which knowledge is transformed into classroom talk, curricula and educational communication. In this research, the pedagogical device is considered as a teaching and learning method in form of classroom talk containing the use of an educational game in the process of learning second language. Way Ahead game can be used as an effective method by teachers to maximize the students' attention in learning. The method can be applied while teaching L2 to the students such as playing the game to attain more English vocabularies and proper pronunciation. The game has been proven to maintain the children's memories about certain words and expressions in English in which give positive effect to the students for further use. Moreover, it is believed to be an effective method of teaching for the teachers who are able to relate the game to the students' learning environment which needs English understanding.

Game as ice breaker

Hoyle's research of result of game as creative ice breaker is proven effective to lift the students' awareness. An icebreaker is defined as an activity, exercise, or experience that is designed to break the 'ice' which means remove the tension at the first meeting to make the learning activity flexible and enjoyable. The stiffness usually limits interactions of a group of people who may or may not know each other. An icebreaker should be fun and entertaining. In teaching and learning activity, the icebreakers are commonly presented as a game to warm up the group by helping the members to get to know each other and focus on the lessons.

Brown (2002) suggests that language is acquired more easily if certain emotion factors are created, such as being mentally stable and not angry, anxious or bored. This means that positive attitude seems to be important in second language acquisition. The method of making game as a learning ice breaker was proven to be able to give positive emotion to the children in learning English. The game was played in the first 15 minutes of teaching and learning activity. The students were asked to play the game before the teacher moved to the real discussions. As the result, the students got entertained who then got interested in learning the next lessons.

Game to engage students

Hoyle's statement of result of game to engage students is shown in this research. The use of game is regarded as a force to play. The students are asked to play a game over and over. This feeling is exactly what the teacher wants to establish during instruction. The instruction is intended to create an emotional connection with the content and a desire to repeat the experience. This occurred in L2 acquisition by playing Way Ahead game. The students got the desire to play more and more units and use more English that made the more able to engage to the materials. The materials in Way Ahead game match the materials the teachers are about to give to the students. It gave the students the ability to engage the lessons by having to pay attention to the game if they want to understand the next lessons. Furthermore, it also gave the students awareness to engage with their partners (if any) to make the learning activity more interactive.

Game to retain achievement

Hoyle's result of game to help students in retaining achievements is supported by this research. This is supported by Al-Masri and Al-Najar (2014) whose research stated that students at the primary stage who get higher achievement of were attributed to the using of word games for teaching English vocabulary. The goal of the game used in this study is target essential academic content. It means games must focus on important academic content so that they will have proficient effect on student's achievement and make use of valuable classroom time. The most efficient way to maintain an academic focus especially in English is to provide and play games consisting important Basic English terms and phrases. It was proven by several benefits the students got after learning with the game. Based on the interviews, KN, a student who was difficult to speak up, is finally encouraged to state his opinions and answer some questions in English. KR, the gadget maniac, can make use of the game as her learning aid so that she can perform her English well and achieve the highest rank in English subject at school.

Conclusion

Having discussed about the game use, an interest creator and a helpful learning medium are the portraits of Way Ahead game use in children's L2 acquisition in learning Basic English. The role of Way Ahead game is proven functional for the students in learning Basic English. The game provides materials of Basic English as the students' lessons to acquire L2 comprehension. The positive feedback is obtained by the teacher for applying game as their method in teaching and the positive changes of the students' cognitive and motor skills are identified after playing the game, the students become more interested in acquiring English and active in learning activity which leads them to get achievements in their learning environment.

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Undergraduates' Awareness of English Irregular Verbs

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Abstract

The objectives of this research were to find out undergraduates' awareness of English irregular verbs and to find out what errors that the students made in using the irregular verbs. This research was conducted at University of Teknokrat Indonesia. The population of this research was the first semester students. There were 30 university students who were chosen as the samples. They were all S1 English Literature students. The data of this research were collected through a written task. The task was designed to measure the students' ability in using irregular verbs in sentences telling about past events. There were 140 irregular verbs tested to the students. The result of the research showed that the undergraduates' awareness of English irregular verbs is low; 22 (73.3%) out of 30 students made errors in using English irregular verbs. The errors varied into three types; using the rule of regular verbs for irregular verbs, using simple form verbs for past events, and creating new words which did not exist in English vocabulary. The highest number of error was placed by applying the rule of regular verbs for irregular verbs with 14 incorrect verbs (53.8%), the second position was placed by using simple form verbs for past events with 9 incorrect verbs (34.6%), and the third position was placed by creating new words which did not exist in English vocabulary with 3 incorrect verbs (11.5%). The results of this study indicate that students in which English is a foreign language might still have insufficient English vocabulary when they come to higher schools.

Keywords: Foreign language, error, irregular verb

Introduction

Students who learn English as a second and a foreign language face many obstacles that make them difficult to achieve native-speaker-like proficiency. Richards, Jack (1971) explains that people who speak second languages may not speak or write them with native-speaker-like fluency. These second-language deficiencies maybe the results of (1) interference, the use of aspects of another language at a variety of levels; (2) strategies of learning such as over overgeneralization and analogy by means of which the learner tests out his hypotheses about the structure of the language; (3) strategies of assimilation, in which the learner makes his learning task easier; and (4) strategies of communication, whereby the learner adapts what he knows into an efficient communication model, producing an optimal utility grammar from what he knows of the language. It implies that making errors when learning a language commonly happens. Investigating students' errors in learning a language, such as English, has been done by many researchers. Jayasundara & Premarathna (2011: 2) found that the highest number of errors reported was under Grammar. Similarly, Ciesielkiewicz (2015: 135) found that the grammar-syntax and spelling mistakes were most common, whereas the punctuation and lexical categories present a lower frequency of errors. More specifically Rini (2014: 242) describes that the dominant errors students made are error of using preposition, using noun, simple present tense, simple past tense, word choices, and degrees of comparison. Furthermore, studies about theories in errors have also been conducted by researchers. Khansir (2012: 1027) examines in detail the three most influential error theories: Contrastive analysis, Error analysis and Interlanguage theory. Even in a conclusion, Gurtubay (2009: 140) adds that learners' errors in L2 are indicators of learning problems in a foreign language, in our case, learning of English language.

Similar like what other researchers have found, errors in English grammar in case of irregular verbs are also found. English has two types of verb; regular and irregular verbs. Regular verbs are the type of verb which are modified by adding ending *-ed* for past forms. In contrast to regular verbs, irregular verbs are not modified by adding ending *-ed* for past events. They do not have a regular pattern that can be easily remembered. This characteristic makes irregular verbs often cause problems for students. In one occasion of teaching and learning process, the researcher found that some of students who were taught by the researcher in class Structure 1 made inappropriate use of irregular verbs when they were asked to write some sentences about what they did in the past on the whiteboard. What they wrote were among them: a) The lecturer teached us yesterday, b) We go to beach last week, and c) He bougt a pen two days ago. The inappropriate uses of irregular verbs made the researcher interested in investigating further to find out how the students' awareness of English irregular verbs was and if the

students made errors in using irregular verbs, what kinds of errors that they made. Furthermore, if the students truly had problems in using irregular verbs, it would be necessary to investigate which parts they were weak in. With the existing data that the researcher got, the researcher had not been able to discover it. The researcher was interested to investigate further through a research to find out the answers. Besides, investigating it can find out which parts of learning materials the students are weak in. It also enables lecturers, teachers, and prospective teachers to evaluate the way they teach and determine which way that is the best for their students. Hence, the finding of this research can theoretically confirm the previous theory relating to errors in using English irregular verbs and practically be the source of information about students' errors in using English irregular verbs.

Analyzing students' errors is beneficial for both teachers and students. According to Kotsyuk (2015: 389), teachers can be made aware of the difficult areas to be encountered by the students and pay special attention and devote emphasis to them. It means that by analyzing errors and knowing difficult areas, what teachers do during teaching and learning process can more precisely answer the students' problems and thus problems in English language learning faced by students are solved in the classroom. Similarly, Hasyim (2002: 42) explains that although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching English. Furthermore, Fang & Xue-mei (2007: 10) state that teachers should employ different and flexible error treatment strategies in accordance with the teaching objectives, students' linguistic competence, their affective factors and the effectiveness of the error correction. It implies that to give the right error treatment strategies, teachers need to find out what errors that students commit. In agreement, Al-Khreshah (2016: 49) explains error analysis can enable second language teachers to find out different sources of second language errors and take some pedagogical precautions towards them. Moreover, Error Analysis can provide a good methodology for investigating second language learners' errors. Once the causes or sources of errors are discovered, it is probable to conclude and decide on the remedy. Considering the benefits of analyzing students' errors in learning, this study which aims to investigate undergraduates' awareness of English irregular verbs and what errors that they make in using the irregular verbs is accordingly conducted.

Method

This research was conducted qualitatively. It focused on the students' errors in using irregular verbs in their sentences to find out their awareness of English irregular verbs and what errors that they made in using English irregular verbs. The samples were chosen purposefully with criteria; they were first semester students and they came from the same study program in this case S1 English literature of University Teknokrat Indonesia. There was no differentiation in age and gender. Thus, as long as the students were in the first semester and came from the same study program, they were eligible to become the samples. In data collecting method, the researcher used a written task which required the students to write sentences telling about past events by using the provided English irregular verbs. The students were not informed that English verbs given to them were all irregular. There were 140 English irregular verbs that the students had to make into sentences. However, it was not a must for them to finish all. They had 60 minutes to write as many sentences as possible. The researcher came directly to the location of the research and collected the data. In analyzing the data, the researcher analyzed errors in irregular verbs only. Therefore, other errors that the students made in their sentences were not analyzed.

2.1 Identify Subsections

The participants had been experienced in English. English had been taught to the students since they were at Junior High School and English irregular verb was one of topics taught to them during the time. In conducting this research, the researcher followed some procedures: (a) constructing the task, (b) determining the samples, (c) collecting the data, (d) selecting the data, and (e) analyzing the data. Since the research was focused on students' errors in using irregular verbs, the data collecting instrument was constructed to measure students' ability in using irregular verbs. After the data collecting instruments had been constructed, the researcher came to the location of the research to collect the data. When the data had been collected, the data were selected and only errors in using irregular verbs were taken. Finally, errors in using irregular verbs were analyzed to find out how undergraduates' awareness of English irregular verbs was and what errors that they made in using English irregular verbs in sentences which told about past events.

2.2 Participant Characteristics

The participants were S1 English literature students. They had studied English when they were at Junior High Schools and Senior High Schools, so they had had basics in English. They continued to higher school and took S1 English Literature at University Teknokrat Indonesia. They were all in the first semester when this research was being conducted. The eligible participants were the first semester students of S1 English Literature. Students with higher semesters were exclusion criteria. There were no restrictions on demographic characteristics. Therefore, the participants varied in age, marital status, or the number of birth.

2.3 Sampling Procedures

The sampling method which was used in this research was purposive sampling. A systematic plan was used. The samples were chosen purposefully with criteria; they were first semester students and they came from the same study program. From the population, 30 students were chosen as the samples with further consideration, such as they were willing to cooperate and the data collection schedule did not conflict with their schedules at campus. The location where the data were collected was University Teknokrat Indonesia. There were no payments made to the participants and it was monitored directly by the researcher.

2.3.1 Sample Size, Power, and Precision

The intended size of the sample was 30 students and there were no separate conditions used in this research. The target population of the sample was completely achieved.

2.3.2 Measures and Covariates

The method used to collect data was documentation in form of a written task measuring the students' ability in using English irregular verbs to tell about past events through sentences. There were 140 irregular verbs tested to the students. Before doing the task, the students were given a direction and asked to make sentences about past events by using the provided verbs. In doing the task, they were not allowed to open any dictionary and had one hour to finish the task. Furthermore, in analyzing undergraduates' awareness of English irregular verbs, the researcher used the following formula;

0 – 35	%	of the samples made errors: Good,
36 – 70	%	of the samples made errors: Fair,
71 – 100	%	of the samples made errors: Low.

If the number of students who made errors in using English irregular verbs achieved 71 to 100%, it meant undergraduates' awareness of English irregular verbs was low. If the number of students who made errors in using English irregular verbs achieved 36 to 70%, it meant undergraduates' awareness of English irregular verbs was fair. If the number of students who made errors in using English irregular verbs achieved 0 to 35%, it meant undergraduates' awareness of English irregular verbs was good. Hence, in relation with what errors that undergraduates made when they used English irregular verbs, it would be determined after the data had already been analyzed.

2.3.3 Research Design

The samples were not put into conditions that were manipulated. They fully realized that they were being observed. The researcher met the students directly. They were gathered in a class and told what the researcher was going to do. The task was also given directly by the researcher to the students. The researcher gave the students directions and then asked them to do the task. There were no multiple conditions. The students were assigned to do the same task and had the same time limit to finish it.

2.3.4 Experimental Manipulations or Interventions

This research was intended to find out undergraduates' awareness of English irregular verbs and what errors that they made in using English irregular verbs in their sentences. Therefore, there were no interventions or manipulations used in this research. There were also no control groups and experimental groups.

Discussion

Having analyzed the data, the researcher found that 22 out of 30 samples involved in this research made errors in using English irregular verbs. The following table shows the overall errors that the students made in using irregular verbs in their sentences.

Table 1. Errors that the students made when they used English irregular verbs

No	Students' Sentences	Simple Form	Simple Past	Past Participle
1	The dog <u>catch</u> the ball on the air.	catch	Caught	caught
2	I <u>clinged</u> with my comimend yesterday.	cling	clung	clung
3	I <u>come</u> to school in the last morning.	come	came	come
4	I buy a apple with <u>costed</u> is Rp. 5000 yesterday.	cost	cost	cost
5	Rida <u>creeped</u> on the floor in the morning.	creep	crept	crept
6	I <u>dealed</u> a money with you yesterday.	deal	dealt	dealt
7	I <u>diged</u> Rina as my teacher yesterday.	dig	dug	dug
8	I <u>drowed</u> a doll in the last morning.	draw	drew	drawn
9	I <u>aet</u> a meatball in the last night.	eat	ate	eaten
10	He <u>falled</u> from the car yesterday.	fall	fell	fallen
11	Fridechicken <u>feed</u> the famous in the world last years.	feed	fed	fed
12	Some people <u>fighted</u> with the students last mounth.	fight	fought	fought
13	She <u>flee</u> from the prison.	flee	fled	fled
14	Retno <u>fling</u> stone in my house a minutes ago.	fling	flung	flung
15	My father <u>forbident</u> me go to watch movie.	forbid	forbade	forbidden
16	My mother <u>fosaked</u> the cake yesterday morning.	forsake	forsook	forsaken
17	My ice cream is <u>freezed</u> in refrigerator.	freeze	froze	frozen
18	She <u>gaves</u> money to her friend one minutes ago.	give	gave	given
19	I <u>grinded</u> clothes yesterday.	grind	ground	ground
20	My father <u>lead</u> this project.	lead	led	led
21	She <u>lets</u> me me go from her house yesterday.	let	let	let
22	They <u>loses</u> their key last day.	lose	lost	lost
23	Mr Harist was <u>teached</u> structure class 1 this morning.	teach	taught	taught
24	You should <u>thrusted</u> my promise.	thrust	thrust	thrust
25	I <u>wake</u> up at 5 o'clock yesterday.	wake	woke	woken
26	My brother <u>winded</u> his clothes cause the rain two day ago.	wind	wound	wound

The number of students who made errors in using English irregular verbs achieves 22 students or 73.3% of the overall students involved in this research. Based on the formulation that the researcher had previously described, it can be concluded that undergraduates' awareness of English irregular verbs is low. This finding indicates that students who have graduated from Senior High Schools do not have sufficient English vocabulary when they enter higher schools. Furthermore, all samples involved in this research came from English Literature study program. It means that a worse condition might happen to students whose study programs are not specified to English. However, further research to reveal that condition needs to be conducted as what other researchers have conducted, such as: Gunjal (2012: 23) who finds that the students of 9th Std. of Ahwa Taluka has Moderate English Vocabulary Achievement.

Undergraduates' low awareness of English irregular verbs can be caused by many factors; both internal factors which come from the students themselves and external factors which come from teachers, curriculums, tests, etc. Being seen from the internal factors, it might happen because the students are not interested in learning English. They choose English study program because of other factors, not because of their genuine interest. As Yufrizal (2008: 113) explains, another major dispute about motivations and second language learning is whether it is better to say that motivation predict success (Gardner's position) or that success predicts motivation (a contrary position more popular in psychology), in that the more successful one has been in language learning, the more motivated one will be to learn more. Furthermore, external factors might come from teaching strategies which do not drive the students to learn better, tests that do not measure what should be measured, curriculum that does not answer the students' needs, etc. As Alqahtani (2015: 31) suggests that before presenting the meaning or form of vocabulary

items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency ...etc may affect their learning, so teachers need to be aware of these differences when applying their teaching techniques. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

Having differentiated the students' errors in using English irregular verbs, the researcher found that there were three types of errors in using English irregular verbs. The highest proportion of errors was occupied by using the rule of regular verbs for irregular verbs. The following table shows errors that the students made by applying English regular verb rule for English irregular verb. As known, to change English regular verbs to their simple past form, it is done only by giving ending *-ed*.

Table 2. Errors of applying English regular verb rule to English irregular verb

No	Students' Sentences
1	I <u>clinged</u> with my comimend yesterday.
2	I buy a apple with <u>costed</u> is Rp. 5000 yesterday.
3	Rida <u>creeped</u> on the floor in the morning.
4	I <u>dealed</u> a money with you yesterday.
5	I <u>diged</u> Rina as my teacher yesterday.
6	I <u>drowed</u> a doll in the last morning.
7	He <u>falled</u> from the car yesterday.
8	Some people <u>fighted</u> with the students last mounth.
9	My mother <u>fosaked</u> the cake yesterday morning.
10	My ice cream is <u>freezed</u> in refrigerator.
11	I <u>grinded</u> clothes yesterday.
12	Mr Harist was <u>teached</u> structure class 1 this morning.
13	You should <u>thrusted</u> my promise.
14	My brother <u>winded</u> his clothes cause the rain two days ago.

Students who applied English regular verb rule to English irregular verb might have realized that they had to use verbs in simple past forms to tell about past events. However, the students didn't know the simple past forms of verbs that they used. As time was limited to finish the task, they took the risk by adding ending *-ed* to verbs that they used to make the verbs in their simple past forms. In fact, all verbs that they used were English irregular verbs. Furthermore, the researcher found that the second highest proportion of errors that the students made when they used English irregular verbs was using simple form verbs to tell about past events. As known, English simple form verbs are used to express about present time, habitual actions, or facts. Thus, using English simple form verbs in sentences telling about past events is not appropriate. The following table shows the sentences that used English simple form verbs though the students had previously been instructed to write sentences telling about past events.

Table 3. Errors of using English simple form verbs to tell about past events

No	Students' Sentences
1	The dog <u>catch</u> the ball on the air.
2	I <u>come</u> to school in the last morning.
3	Fridechicken <u>feed</u> the famous in the world last years.
4	She <u>flee</u> from the prison.
5	Retno <u>fling</u> stone in my house a minutes ago.
6	My father <u>lead</u> this project.
7	She <u>lets</u> me me go from her house.
8	They <u>loses</u> their key last day.
9	I <u>wake</u> up at 5 o'clock yesterday.

This kind of errors might have happened because the students did not know that they had to modify English simple form verbs into English simple past form verbs when they told about past events. As the result, they kept using English simple form verbs though having been previously instructed to write sentences telling about past events. This finding also implied that students who came to higher schools and chose English study program had not certainly had a good mastery of simple present tense and simple past tense. The last type of errors that the

researcher found, and also the smallest proportion among the other errors, was creating new forms of verbs which did not exist in English vocabulary. The following table shows errors that that the students made when they modified English irregular verbs into new forms of verbs that did not exist in English vocabulary.

Table 4. Errors of modifying English irregular verbs into new forms of verbs which do not exist

No	Students' Sentences
1	I <u>aet</u> a meatball in the last night.
2	My father <u>forbident</u> me go to watch movie.
3	She <u>gaves</u> money to her friend one minutes ago.

Similar with the first type of errors that the researcher found, the third type of errors might have happened because the students realized that the verbs given to them must have been modified into simple past forms in sentences telling about past events. However, the student did not know the simple past forms of verbs that they used. Since they knew that the verbs were not English irregular verbs, they decided not to give ending *-ed*. They then constructed new forms of verbs that actually did not exist in English vocabulary. In relation with error analysis, Dulay (1982:146) classifies errors based on Surface Strategy Taxonomy into four types; *Omission*, *Addition*, *Misformation*, and *Misordering*. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. However, the researcher found a new type of errors which cannot be categorized into errors based on Surface Strategy Taxonomy. The researcher calls the error *creating new words which do not exist*. It can be seen from the third type of errors where the students wrote *aet*, *forbident*, and *gaves*. The words do not exist in English vocabulary.

Conclusion

The result of this research shows that undergraduates' awareness of English irregular verbs is low. It can be seen from the total number of students who made errors in using English irregular verbs which achieves 73.3%. It implies that students who have graduated from Senior High Schools do not have sufficient English vocabulary when they come to higher schools and future research about students' English vocabulary achievement when they enter higher schools should be conducted to discover more facts. Furthermore, errors that the students made when they used English irregular verbs can be classified into three types: (a) the use of regular verb rule for irregular verb, (b) the use of simple form verb for past event, and (c) creating new words which do not exist. The third type of errors, *creating new words which do not exist*, cannot be categorized into any of error categorizations based on *Surface Strategy Taxonomy* by Dulay. It implies that research on error analysis should be done further to discover things that have not been discovered in the past.

Here, some suggestions given by the researcher in relation with the result of the research are: (a) different from regular verbs, irregular verbs do not have any pattern that can easily be learnt. Therefore, the students have to memorize them, (b) when making sentences about past events, the verbs in the sentences must be in the past form. Therefore, the students also need to learn about the use of simple form, simple past, and past participle, (c) learning vocabulary needs time. The students cannot acquire thousand words in a day. Therefore, they should learn it gradually by memorizing a number of word every day.

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Maintenance of Lampung Language in Padang Cermin District

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Abstract

The aim of this study is to know how far the maintenance and the shift of Lampung language in Padang Cermin district are. Most of Padang Cermin society uses their mother tongue which is Lampung language while their second language is Indonesia Language. Most of them establish the kinship or directly interact with Lampung ethnic so that they can speak Lampung language. A qualitative method was applied in this study and involves 30 respondents from five villages in Padang Cermin district which are Tanjung Mas, Paya, Sanggi, Pal Satu, and Durian based on gender, ages, marriage status, education, occupation and place of birth by observing, interviewing and giving questionnaire. The result shows that there are still many of them uses the dominant language which is Lampung language and the language attitudes towards them tend to be positive. It also found that the language shift occurs from several factors; education development, social, government, behavior, and economic development.

Key Words: *Language attitude, language maintenance, language shift, Padang Cermin*

Introduction

Language is a dominant communication tool for humans to communicate between two or more human beings. Based on region of use, language is distinguished into foreign languages, national languages and regional languages. Based on the state of use, language is differentiated into three, namely language maintenance, language shift and language death (Sumarsono, 2012: 231). Indonesia is a country which consists of thousands of islands with different tribes. The diversity makes Indonesia become the laboratory language. However, within the development, local language is increasingly marginalized. It is because of the parents' tendency who do not leave the regional language to their children due to some factors, such as the development of education, association, assimilation and others. As a result, it can cause the language shift which is marked by the language changes of minority groups into languages majority group. Group which has more dominant language reluctant to adopt the language of minority groups (Holmes, 2001: 56). If there is no revitalization action, this fact may lead to language death. Even though, Crystal states that language death is a tragedy because when every single language is dead, the world lost philosophers, anthropologists, storytellers, psychologists, linguists, and author (Crystal, 2000: 53). Language maintenance and language shift is closely related to the human behavior, is closely related to change both psychological and socio-cultural, especially in the bilingual and multilingual community. In the bilingual and multilingual community, language contact mostly occurs so that there will be language competition among them. Language contact can occur because there is immigration, cultural relations which is close also education (Mesthrie, et al., 2000).

One of the local languages in Indonesia is Lampung language. The word Lampung comes from the word "Anjak Lampung" which means comes from height. This is because Lampung Puyang nation first settled in the plateau of Sekak Brak in the slope of Mount Pesagi. Lampung language based on the classification formulated by Van Royen is divided into two dialects namely dialect A and dialect O. Lampung ethnic community based on the division consists of the Saibatin community and Papadun which is divided into several regions. Papadun community lives in inland area that consists of Abung Siwo Mego (Unyai, Unyi, Subing, Uban, Anak Tuba, Kunang, Belinyuk, Selagai, Nyerupa. Masyarakat Abung mendiami 7 wilayah adat: Kotabumi, Seputih Timur, Sukada, Labuhan Maringgai, Jabung, Gunung Sugih, and Terbanggi while Saibatin is often called as Coastal Lampung because most of them are domiciled along east, south, and west coast of Lampung consisting of Paksi Pak Sekala Brak (Lampung Barat) - Bandar Lima Way Lima (Pesawaran) - Marga Lima Way Lima (Lampung Timur) - Keratuan Melinting (Lampung Timur) - Keratuan Darah Putih (Lampung Selatan) - Keratuan Komerling (provinsi Sumatera Selatan). Still in the same references source, Dr. Van Royen classifies the clump of Lampung language into Subdialect, namely the Belalau Dialect, or Api Dialect and Abung or Nyow Dialect.

Related to contact and language competition, Padang Cermin region is also an area with bilingual society. Most of Padang Cermin society uses their mother tongue which is Lampung language while their second language is Indonesia language. Most of them establish the kinship or directly interact with Lampung ethnic so that they can speak Lampung language. Bahasa Indonesia (BI) as the language of instruction dominates all aspects of life, such as politics, economic, educational, social, and culture. As a result, the role of Indonesian language indirectly replaces the role of regional languages in the public sphere. Some of the case of language shift in Padang Cermin area is firstly because there are many immigrants who live in this area, moreover in Padang Cermin there is a Marines area that has majority outside Lampung such as people from Java, Palembang, Kalimantan and any other regions. Most of them only speak Lampung language if they talk with the Lampungese while Bahasa is for those who cannot speak Lampung language. According to Aitchison, environmental changes give a great influence on the language situation in a particular speech (Aitchison, 2001: 3-4). Some of old assumptions said the language changes run slowly so that it is difficult to observe. As a result, the occurrence of language change is often not realized.

From the explanation above, the aim of this study is to know how far the maintenance and the shift of Lampung language in Padang Cermin are. The next raises some research questions related to (1) the domains Lampung language is used by Padang Cermin society, (2) factors leading to Language maintenance and language shift, and (3) the attitude of Padang Cermin society towards Lampung language.

Literary Review

Bilingualism

Edwards (2008: 10) states that the concept of bilingualism refers to the level of someone's mastery over the second language inside the lowest level to that highest stage, which is mastering two languages that equally well. At a certain level, bilingualism can create multilingual or multilingual societies, referring to a person or group of people who speak two or more languages. Despite the many views of experts on the concept of bilingualism, they agree that both arise because of a meeting between one speech community and another speech community with different languages (contact language).

Diglossia

The concept of diglossia initially refers to the dialect and the variety of languages in one speech community (eka bahasa). Fishman (1967) then developed the notion of diglossia by referring to a language situation in which each language or variety of languages, whether in an ecumenical, bilingual, or multilingual society have different roles and functions. In other words, diglossia is a state in which society has two variations of language from one language used side by side. Each language has its own roles and functions. Furthermore, according to Fishman, the interaction between diglossia and bilingual forms four types of society: the society with bilingualism and diglossia, a society with diglossia without bilinguality, a society with diglossia without bilinguality, a society without diglossia and without bilingualism. (Fishman, 1972: 91-106; Mesthrhie et al., 2000: 42).

Domains

The essence of the understanding of Diglossia is that there are two variations of language used separately in accordance with its function. One variation is used under certain conditions, while other variations are used under other conditions. This kind of condition is called the domains. Fishman (1972) argues that the domain is related to the condition in which an individual is required to choose a specific language and topic of conversation in accordance with the sociocultural norms of the speech culture concerned.

For example, when a mother talks with her child at the dinner table, the conversation that comes up is a relaxed conversation. The relationship is also a relationship of parents and children. This is called the family domain. However, when at school, if by chance the mother is a teacher of the child, then the variety of language used is the formal language. The relationship is also the relationship between teachers and students. This situation is called as the domain of education.

Language Maintenance and Language Shift

According Fasold (1984: 213-214) language maintenance is the result of the process of language selection in a very long period of time. Language maintenance is more about how a particular speech community maintains its mother tongue. Language maintenance also relates to an attitude problem or judgment of a language to be used

in the midst of other languages. In a plural environment, speakers will tend to choose the language that is considered appropriate to understand the communication situation in where they live.

According to Fishman (1972), these communication activities depend on location, topic, and participants. (Fishman 1972, Hymes 1967). Surviving or not the language of a speech community led to the occurrence of language shift (language shift). Lieberson (1972) states that almost all cases of language shifting in society occur through intergenerational transitions in a bilingual society. However, there are also bilingual societies that can retain their language for centuries.

Fishman (1972) in his study states that language maintenance occurs not solely because of high loyalty or a strong sense of nationalism in a group. In rural communities, language maintenance tends to be high or not shifting due to other factors. In the case of language shifting, it does not mean that high prestige languages can replace languages with low prestige, whereas in terms of gender, the level of language shift, both in women and men can also be low or high due to certain factors. From the existing cases, Mesthrie quotes Giles et al. 1977; Appel and Muysken 1987: 32-45 summarize factors that cause language shifts, such as changes in economic conditions, status, demographics, and institutional support.

Language Attitude

The dynamics of language maintenance and language shift gave birth to the notion of language attitudes. Fishman (1972) says that the recognition of attitudes toward language is a very important topic for studying social behavior through language. Following the flow of Alport's thought cited by Suhardi (1996), attitudes are defined as "mental and nervous alert, structured through experiences that give dynamic direction or influence to a person's response to all objects and situations associated with that preparedness." Garvin and Mathiot, quoted by Chaer (2010) suggests some characteristics of language attitudes, namely language loyalty, language pride, and awareness of the norm.

First, language loyalty encourages the community to retain its language and prevent the influence of other languages. The lack of encouragement to maintain their language independence signifies that the speakers' loyalties are weak. It is categorized as a cognitive aspect, the aspect that humans use to think. Second, language pride encourages people to develop language and use it as a symbol of identity and community unity. This relates to the affective aspects associated with positive and negative attitudes, pleasant or unpleasant, proud or not proud. If a person diverts his or her pride to one language to another, it includes people who have negative language attitudes. For example, during the colonial period, precisely in the 1950s, many Indonesians are more proudly speaking Dutch than Indonesian because they are considered more prestigious. Third, the awareness of the norm that encourages people to use their language carefully and courteously; and is a very big factor influence on deed, that is activity use language (language use). In this section, explain connective or influential aspects of behavior. Thus, it can be concluded that language attitudes influence a person to use or choose a language. This study looks at whether or not people in the speech change the positive attitude or in other words be negative towards the language.

Lampung Language in Padang Cermin

Based on the population in Padang Cermin district, it obtains 65% in which they are originally Lampung ethnic and the rest is dominated by ethnic of Javanese, and then uniformly ethnic Sundanese, Padang, Batak, etc.

There are two dominant language used in this district, Lampung Language and Indonesia Language. The majority in Padang Cermin district work as farmer, fisher, traders, teacher, entrepreneurs, government employees and marines. For those who can speak Lampung language only those who are originally Lampungnese. But when they meet the immigrants, they speak Indonesia language. Especially for those who worked as Marines, the majority of marine are immigrants. They come from different province to serve the country in Marines Area in Padang Cermin. Javanese has more population towards marines, that is Javanese language become the other language occurs in Padang Cermin after Lampung language and Indonesia language. Children in this area are taught Lampung language as their mother tongue by their parents since they were childhood, based on the interview it is done to keep their ancestral language for the next generation. Meanwhile interaction or contact with speakers in the coastal areas of Lampung, in which became the main route of inter-island trade, making the Lampung language used by the people of Padang Cermin affected by other languages.

The language of Lampung consists of two dialects, namely dialect O and dialect A (Van der Tuuk distinguishes Abung dialect and Pubian dialect; Dr. J.W. Van Royen distinguishes over the Api dialect and Nyou dialect). The dialect of O dialect includes Abung and Menggala. The languages of Lampung A include Waikanan, Sungkai, Melinting, Pubian, Coastal, and Jelema Daya. In learning Lampung language in school, dialect O and

dialect A are taught side by side. This is one of the factors that caused the difficulties of the immigrant community to learn the language of Lampung.

Table 1. Example of sentences of the difference between A dialect and O dialect

No.	A Dialect	O Dialect	Indonesia Language
1.	Saya jeno tungga Pak Juned di pasakh	Nyak jenow tembuk Pak Juned di pasagh	Saya tadi bertemu dengan Pak Juned di Pasar
2.	Kapan niku mit haga liburan mit lamban ne tamong?	Kapan niku agow libugh adok pok nenek?	Kapan kamu mau berlibur ke rumah nenek?
3.	Emak khadu masak makung?	Emak kak masak lak wak?	Ibu sudah masak belum?

Method of Research

This study uses a sociolinguistic approach, an approach that examines language in relation to society, or group behavior, not individuals (Wardhaugh and Fuller, 2015: 2). The method used in this research is a method that combines quantitative and qualitative approaches to see the tendency of language choice to be used and to explain the facts that actually occur in the field.

The study was conducted in five villages in Padang Cermin district. The location of the selected study is based on the consideration that the five points are the area of the village that still has a lot of indigenous people, but with the characteristics that more interact with heterogeneous (urban) communities.

This study involves 30 respondents from five villages which are Tanjung Mas, Paya, Sanggi, Pal Satu, and Durian based on gender, ages, marriage status, education, occupation and place of birth by observing, interviewing and questionnaire.

Findings and Discussion

Pattern of Use and Language Choice

This study on language maintenance and language shift is related to patterns of use and choice of community language in interacting. Fishman (1966), says that patterns of use and choice of language related to language domains, a kind of election behavior and the use of language in bilingual or multilingual societies linked to the social context or setting of speech, participants, topics, and communication functions.

In relation to the choice of language, respondents were asked to fill out questionnaires about which language they were using, to whom (family members, neighbors, friends, worker, etc.), on what topics (education, economics, politics, day-to-day, etc.) and in any domain (the domains of the home, the domains of the outdoors, the neighborhood, the religion domain, the domains of government, the domain of transactions, the domains of education, the domains of work), and the situations when getting upset, angry, or offended, and unconsciousness (dreaming, counting in the heart). From 30 respondents who fill the questionnaire, it is known that the most dominant language used is Indonesia Language

Table 2. Language use in daily life, based on the age of respondents

No	Respondents' Age	Total	%	LL*	%	IL	%	ML	%
1	< 20 years old	8	26	1	7,6	4	15,3	3	11,5
2	20 – 40 years old	12	40	5	12,5	3	7,5	4	10
3	> 40years old	10	34	6	17,6	2	5,8	2	5,8
	Total	30	100	13		8		9	
	Percentage				43,3		26,7		30

* IL = Indonesia Language, ML = Mixed Language (Lampung – Indonesia), LL = Lampung Language

The table above shows that from 30 respondents, 43,3% used Lampung Language as the most commonly used language, followed by Indonesia Language for 26,7% and also 30% for mixed language. The category of oldster respondents had the highest Lampung Language level of language maintenance compare to adult, teenagers and children which were 12,5% and 7,6%. Nevertheless, the use of Indonesia Language and Mixed-Language on the respondents who are above 40 years old in the table, the number is balanced, each of them had 2 people as much as 5,8%. However, when the researcher interviewed the oldster respondents about what dominant language that they usually used in the domains of home, outdoor, neighborhood, religion, government, and education, they are more using Lampung Language as their dominant language compare to Indonesia Language and Mixed

Language. Many of them used Indonesia Language when they talk to their children but not with their parents. The reason why they are proposing Lampung Language is that it is their mother tongue that they have since childhood, so that the language is sticky and enduring.

Same with the oldster respondents that adult respondent mostly used Lampung Language as their dominant language as much as 17,6%. It is because the respondents that the writer interviewed are mostly a traders, so it is a possibility to use Lampung Language to interact with the Lampungnese or people who are not originally Lampungnese but able to speak Lampung Language. In balance, they also used Indonesia language (5,8%) and Mixed Language (5,8%) when in the domain of education, religion such as going to mosque meeting with new people and listening to the Ustadz's speech. Meanwhile the domain of transactions is a more plural domain, so most of the adult respondents use Indonesia Language mixed with Lampung Language.

Slightly different from adult respondents, the use of Indonesia Language in the children and adolescents respondents is very dominant as many as 4 people (15,3%), compared with respondents of oldster (7,5%) and adult (5,8%). If it is detailed in all domains, the respondents of children and adolescents more dominantly use Indonesia Language in all domains. Even if a small number of people use Lampung Language, they can only use Lampung Language in a standard. From interviews that have been done, there is one child that use Lampung Language as his dominant language because he was already taught how to speak Lampung Language first before Indonesia Language and children that use mixed – language depends on the situation, especially in education and their environment. Because they do not usually practice Lampung Language in their home.

The home domain is the last bastion of a person's language maintenance (Istimurti, 2009: 351). Research on respondents who have children indicates that most of them deliberately do not inherit the Lampung Language to their children. The table below shows the language choice categories of parents and adult age when talking to children in the home field.

Table 3. Language choice with children (in the category of adult and children respondents)

No.	Respondents' Age	Total	%	LL	%	IL	%	ML	%
1.	21-40 years old	12	54,5	5	41,6	4	33,4	3	25
2.	> 40years old	10	45,4	6	60	3	30	1	10
	Total	22	100	11		7		4	

From the table above, it shows that Lampung Language mostly used as a dominant language in Padang Cermin followed by Indonesia Language and Mixed Language. The writer interviewed all adults that have been married and have children as the source. There is only one parent of 10 parents (10%) who have chosen mixed language as their daily communication with their children, it is done because many of their family members still do not understand about Lampung Language. While 5 of 12 adults (54%) purely interact with their children using Lampung Language same as 6 of 10 parents (60%). In other words, Lampung Language has been used across two generations.

In the questionnaire, researchers also included questions about the language used by respondents to other family members, such as relatives and parents. Researchers found that the maintenance level of Lampung Language when talking to older or the peers tends to be high, but not to the younger ones. This indicates the occurrence of language shift because of the age of parents and adults who use more Indonesia Language when talking to children. Likewise, children who are much more dominant use Language Language to their parents.

Factors that led to Language Shift

Social

Based on the results of questionnaires and interviews that have been done, respondents admitted that the use of Indonesia Language which is done by children and teenagers more than Lampung Language due to social factors. Characteristics of a multilingual region make them use Indonesia Language as a bridge to interact with people from other tribes. Padang Cermin area is located in the urban area that has heterogeneous community characteristics, so the use of Indonesia Language makes it easier for them to communicate. Outdoor activities which is experienced by some teenagers respondents also make the level of the maintenance of Lampung Language decreased.

Economy Development

According to the interview with some respondents and informants, a heterogeneous environment or those which is visited by many migrants make them unwilling to speak Indonesia Language to facilitate them in interacting, running a business and get a job. In the domain of work with different tribes, they use Indonesia Language and some use Mixed Language with regional languages. Thus, the economic development in the area inhabited by the spokesman affects their maintenance of Lampung Language level.

Educational Development

The lack of strength in the maintenance of Lampung language can also be seen from the efforts of language and cultural heritage of their children. Based on the results of the study, it was found that teaching and learning activities in schools and interaction with inter-ethnic communities made the respondents reluctant to actively use Lampung Language in the family environment. The results showed that adult respondents when talking to children more dominant use Indonesia Language.

The results of the interviews with the respondents showed that the school greatly influenced their language choice. The respondents who have had children, speak Indonesia Language on the grounds that their children understand the lessons at school. They are aware that education is an escalator for worthy welfare, so children are directed to use Indonesia Language at home and outside the home in order to smooth out their education.

Language Attitude

The researchers also find out how the attitude of language among people who speak Lampung Language. The respondents were asked about several issues related to language attitudes. This is meant to find out whether there is a significant relationship between language attitudes and the level of language maintenance or not. Apparently, in all age categories, their language attitudes tend to be positive. This can be seen in the table below:

Statements:

- A. *Lampung language must be inherited as an ancestral heritage*
- B. *Lampung language is important to use*
- C. *Lampung language is a buffer of culture*
- D. *Lampung Language as a sign of identity*
- E. *Lampung language shows intimacy*
- F. *Glad to be invited to speak the language of Lampung outside the village*
- G. *Proudly mastering the language of Lampung*
- H. *It is necessary to improve the Lampung Language in the domain of family*
- I. *Lampung language needs to be taught in school*
- J. *The government needs to campaign the language of Lampung*

No	Statements	N	Mean	SD	Note
1	A	30	4,54	0,50	High
2	B	30	3,97	0,71	Medium
3	C	30	4,1	0,75	High
4	D	30	2,86	0,68	Low
5	E	30	4,23	0,67	High
6	F	30	4,06	0,63	High
7	G	30	4,5	0,50	High
8	H	30	3,96	0,71	Medium
9	I	30	4,13	0,73	High
10	J	30	3,06	0,70	Low

From the table above, it can be concluded that the attitude of adults respondents towards language attitude tend to be positive. Meanwhile the highest percentage goes to statements number one that is Lampung Language should be kept and inherited for the next generation. This high percentage indicates their acknowledgment of the existence of the Lampung language as a tool of cultural inheritance. If one's mind is already negative to the Lampung language, it could be that everything done related to its preservation will be considered as useless. Perception as a high culture will have an impact on behavioral aspects.

On the other hands, it appears that the majority have a positive attitude towards the Lampung language. Both adult and teenager respondents are generally proud of the language of Lampung. They believe in the Lampung language as the identity and buffer of culture, as the language of intimacy, and they also feel happy if they are invited to speak outside the village. In general, the results indicate positive attitudes of the respondents to the other case with adult respondents, the number children respondents who answered "neutral" when they are asked whether they are proud or not in mastering the Lampung language, and happy or not to speak Lampung language quite significant. In fact, the pride of language (language parole) in the younger generation can encourage the development and revitalization of language.

Some of adult respondents are eager to teach their children the language of Lampung. The rest, that answered not willing because of the importance of education and in order to communicate with the surrounding community. However, when the adults and teenagers respondents were asked about the government's efforts to report the language of Lampung, 8% answered agree, and 6% disagreed. Similarly, on the question of efforts to improve the language of Lampung in the domain of school and education, as much as 3% answered disagree. However, there is a tendency that a small percentage of young respondents will be apathetic to the effort of preservation of Lampung language.

Conclusion

From the analysis that has been done, the researcher formulated some conclusions that answer the problem and prove the hypothesis. Firstly, the maintenance of Lampung Language in Padang Cermin District depends on whom they are talking to, what topics which is being talked about, and the circumstances that lie behind them and also the situation when they are getting upset and angry consciously and unconsciously. The maintenance of Lampung language towards adult respondents is still strong because they apply it in the domain of home, religion, transaction, and education. While for children or teenagers respondents tend to use Indonesia Language when they are in the domain of education and social aspect. Thus, it is clear that the older the age of a person, the stronger the level of language maintenance. Conversely, to the younger generation is vice versa.

Secondly, it appears that there has been a shift in language from the oldster respondents in Padang Cermin population using Lampung Language to adult, children, and adolescents. The factors that led to language shift are: First, the social factor that allows the inhabitants of the Padang Cermin society to interact with the urban people who have heterogeneous characteristics; Secondly, the economic factor, which allows Padang Cermin society to use the Indonesian language to make it easier to run a business and get a job; Third, the educational factors that make parents reluctant to teach Lampung language to their children, or the dominant Indonesian language use in school so that children do not use the Lampung Language actively.

Thirdly, the language attitude influences the level of Lampung Language maintenance in Padang Cermin district. Respondents of both oldster and adult have positive language attitudes with strong language maintenance rates. However, in young respondents, it was found that positive language attitudes did not mean that the level of language maintenance is strong. Thus, the relationship of language maintenance with language attitudes, especially to young respondents, is interesting to be analyzed

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