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**SPEECH ERRORS:
A CASE STUDY OF LECTURERS
OF UNTIRTA**

ERROR ANALYSIS THEORY



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Preface

This book is intended as a reference book for use in research and teaching & learning. The author explore the speech errors in a case study of lecturers of Untirta. Further, the analysis is conducted through analysis theory.

I hope this book will useful for many people.

Serang, 23 September 2015

Author

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CHAPTER I

THE DIVERSITY OF ERROR

The way of delivering subjects or materials has improved due to continuous development in exposing both lecturers and students to various techniques and methods. Duderstadt (2000) states clearly that universities have ventured further and set goals for more far-reaching change to meet the challenge of the twenty first century, one of which is to communicate in English. Universities in particular, have increasingly paid attention to develop lecturers' English competence in order to enable them to teach in English. Therefore, some efforts have been done, such as in conducting English development training, short courses, and Test of English as a Foreign Language for English lecturers. Lecturers are obligated to follow the programs and apply the knowledge and skills they get when they finish. Most probably the materials ideally include the four skills of English such as listening, speaking, reading, and writing.

In universities, the lecturers are required to have good speaking ability in English language in delivering the materials. Brown states that speaking is an absolute activity that cannot be separated from the whole activities. Even some universities really insisted to have more attention to function the language toward the development of spoken

language. Speaking ability is a basic competence that all the people involve in the academic affairs such as researchers and lecturers should have. Realizing the ability of speaking is an obligatory; the writer believes that the lecturers must fulfill the requirement such as having good grammar and rich of vocabularies..

More over building and using appropriate grammar makes possible for speakers to communicate types of meaning successfully. English lecturers will give clear statements when they teach the materials. And the writer believes it will be one of the solutions to minimize students' difficulty in understanding English as language production.

English lecturers should perform in real classroom professionally. They have to make sure that they develop well so students will get motivated. More importantly, lecturers should be competent in English.

Based on the writers' observation on conducting several trainings in university, sometimes some lecturers get clumsy or are even afraid to communicate in English due to their lack of knowledge, English competence and self confidence. They face problems, particularly in using English grammar.

Language errors and mistakes at the university level cannot be avoided by all the professionals including lecturers who involve in the daily communication among the lecturers, students, staff, etc. Astika states that the mistakes which naturally occur in such situation can be considered as a part of the process of learning.

Moreover, this idea is also supported by Littlewood who states that the majority of intralingua errors are instances of the same process of overgeneralization that has been observed in the first language. In this case, a learner of foreign language sometimes cannot avoid the mistakes or errors that are done consciously or unconsciously.

English lecturers are supposed to use English appropriately in their communication, particularly during their teaching. The emphasis is usually on the language functions, not really on language structures or

forms. However, Hughes mentions that speaking activity cannot be easily separated from other principles such as the organization and behavior, structure, and sound. The language which is being produced tends to be not in order, although it still carries meaning. That meaning becomes the target of teaching is indeed something undisputable in our community; nevertheless academic situation is not only limited to that.

The ability of both being meaningful and structured has not yet been achieved properly by many lecturers. Some complaints about low capability of using and understanding the rules in English language, which is seen clearly in our society, particularly among academic members in universities. Some researches have discovered students' errors in grammar form. According to Gethin and Gunnemark, someone who makes mistakes in grammar sometimes lead to confusion and misunderstanding to the same extent as flaws in ones' pronunciation or wrong choice of words. Henry said that even though you understand because of the sound you hear, but you will be seen as separated from the academic situation where you teach. Hence, in this case it is not only the matter of knowing the meaning of the sentences when people speak, but also what is supposed to be in order in speech. As such, one cannot avoid the importance of using the grammar when they are communicating in their daily life.

Mistakes is regarding with speakers' performance in using the language such as, arranging the sentences, ordering words, etc. It is originally derived from the speakers themselves. While Errors closes to ones' competence in producing the language.

Another research has likewise been conducted by Johnson and Newport which studied 46 Chinese and Korean. A grammatical judgment task that tested twelve rules of English morphology and syntax (verb tenses, noun pluralization, verb agreement, word order, question formation, use of articles, and use of pronoun was given). It is conducted through the sentences they heard from the tape and they had to indicate whether they use correct grammar or not.

Learners who use English tend to have some errors that will cause direct result of misunderstanding caused by faulty teaching or material. It is because of learners who might have risk of being trapped into making into mistakes. There are two possible consequences if we do not pay attention to this. Firstly, the students would absorb the mistakes or errors as something normal. Secondly, the students might think that their lecturer has no capability in appropriately using English language. Therefore, lectures should have a capability in grammatical rules.

CHAPTER II

SPEAKING INSIDE

2.1. Speakers' Activity in Communication

As members of society, people can not live without using their essential tool of communication for any purposes. They communicate as they run their activities, such as bargaining, selling, buying and etc. In this case, speaking becomes the major subject or the primary form of language over the writing skill. Hughes argues that most of people improve the capacity of how to speak to have their literate society better.

Speaking is a skill which cannot be separated from areas of structure, grammar of speech, linguistic of discourse etc. Ibid said that speaking is the integrated, not a discrete skill. It means that every part of speaking components will support those factors.

In relating with one of the aspects above, the speakers frequently do the communication through various patterns of language, for example progressive aspect verbs where simple aspect verbs are more than 20 times more common in use.

In conducting speaking activity, Hughes highlights two tendencies of speaker from the production and social aspects. This reality of having both tendencies influence the speaking behavior, such

as the initial aim in speaking in what aspect is really concerned based on their motivation achievement.

Moreover, she emphasizes the three levels of language fields. First, organization and behavior which consist of psycho and sociolinguistics, pragmatics, kinesics, discourse and conversational analysis. The second structure which consists of syntax and grammar, morphology, lexical/vocabulary studies, phonology and the last sound which consists of phonetics, phonemics and prosody or intonation studies.

The above statement means and affects to the existence of speaking process. Those key words open the form of language or learning language through speaking. The speaker in this case should achieve the notion of how spoken genres are structured because of the effects of it will really handle the situation of speaking activities.

In terms of learning speaking in a foreign language, it needs more than knowing its grammatical and semantics rules but even they should requires requirements. One of the requirement, Richards mentions the knowledge of how native speakers use the language in the context of structured interpersonal exchange. It means that the learners of speaking should have the understanding of how the language works and deals with.

In the reality speaking takes major concerns in dealing with the frequency of applying and socializing the language which is uttered by the speaker. In this fact the speaker is forced to be able to reduplicate all the ability of transferring through the speaking. Thus Richards states that speaking is the ability of using the language appropriately in social interactions.

As it is mentioned above, speaking a language is difficult for the learners because it involves not only the verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. In additions, nonlinguistic elements needs the gestures or the body language, facial expressions and soon.

As a consequence, speaker of English should have fluency, control of idiomatic expression and understanding of cultural aspects.

The fluency will affect the learners' production, of language while control of idiomatic expression will describe the ability of speaker in using the appropriate situational language use. And cultural aspects will have benefit of understanding language contexts and negotiating the meanings.

Ability of speaking means the holistic competence of speaking in which speaker involves in the interaction. In this case, the writer believes that ability becomes the root of speakers' competence when learning the language.

Richard et al underlines the three components of speaking effectiveness. First, it is grammatical competence which means the basic concept of grammar, vocabulary and mechanics. Second, it is discourse competence which relates to formal or nonformula, rules of cohesion and coherence. This also helps give meaning to the communication process. . And third, it is sociolinguistic competence which refers to the knowledge of social and culture through the users of language. And finally, it is strategic competence which means way of manipulating language in order to meet the communicative goals.

2.2. Error Analysis on Speaking

Error is something unavoidable in the speaking activity due to the consequence of a gift of language for all human being in this world. This statement is stated clearly by Carl James, "if you try to better your self, you're bound to make the odd mistake ". There are many views about the second language learner from the point of the error analysis perspective. According to Little Wood error has a significant meaning to encounter and adapt the rules in leading them to the mastery target language through constructing the data. It means that the mistakes found in the community such as during speaking are to some extents helpful because they are a part of learning process. Learners and lecturers could classify the (EA) then analyze and take some corrections on it. The paradigm of the error meaning has been shifted gradually as the children speech is no longer seen as just a

faulty version. Making errors not to be willingly tolerated but the attitude toward the errors now force us to see them as a clearest evidence for the developing systems. That is why in some cases of the study of EA, the classification is needed to get the beneficial inputs for further study. In real communication, the learner of second language tends to transfer their native language to the target language directly without cautiously considering many points of grammatical rules. This statement is supported by William Little Wood who argues that transferring rules from their first language would arouse their incorrect notions to be explicable by direct reference to the target language itself.

In order to analyze learners' errors in a positive perspective, Hery differentiate errors from mistakes. Errors mean a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. Native people are having the capability of recognizing and correcting such as mistakes which is not due to the implication of deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. An error is deviation from the adult grammar of a native speaker, reflecting the interlingua competence of the learner.

From the above explanation we could say that mistakes are the deviation that is not systematic which depends on the performance. Errors mean the deviation that is systematic which depends on the competence.

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. In other words, error analysis means a technique of identifying errors which is done by the learner of second language. The nature because the error is considered as something inevitable that is done by the learners, causes means something happen because there is the basic root come up during the process of learning and consequences means the side effect in the positive term toward the learning process itself.

From the above explanation, we can take a simple conclusion that

the meaning of error is deviation on the grammatical that is systematic and relates to the competence.

Ubol distinguished the meaning of lapses or mistakes and errors. The former, common to native speakers, are the failure to utilize a known system correctly; they are unsystematic, resulting from; memory lapses, physical states, such as tiredness, and physiological conditions such as strong emotion. They are of no pedagogical relevance. The latter (errors are typically produced by apprentice language learners who do not yet have a full command of a language system): they tend to be systematic and reveal the learners underlying knowledge of the language to date. It means that all of what is being achieved by the learners is regarded as a process of learning. Furthermore, he states that mistakes or lapses refer to performance errors which are caused by the failure to utilize a known system correctly.

Chapter III

CONCEPT OF ERROR

3.1 Error and the Taxomy of Errors

There is much taxonomy of errors based on different view of experts. William Little Wood categorizes errors into the followings

3.1.1. Overgeneralization

Generalization is a basic learning strategy in all domains, not only in language. In order to make sense of our world, we put items to categorize; we construct rules that predict how different items will behave. Sometimes, our predictions are, based on particular reasons. For example we may allocate group of animals to category bird and learn that they share various features of behavior, including habits of flying. When we encounter a new kind of bird, our rule enables us to assume that it will have the same habit. If the bird happens to be a penguin, this assumption will be an error. This means we have overgeneralised our rule and must now learn an exception. On other occasion, we encounter a bat. Because the bat flies, we allocate it to the category bird. On this basis, we predict other forms of bird like behavior, such as the ability to lay eggs. Again, we have made an error of overgeneralization.

3.1.2. Transfer

Transfer and overgeneralization are not distinct process. Indeed, they represent new experience in aspects of the same underlying strategy. Both result from the learner's use and knowledge about language in order to make sense of new experience. In the case of overgeneralization, it was his previous knowledge of the second language that the learner uses. In case of transfer, the learner uses his previous mother tongue experience as a means of organizing the second language data. It is a significant that Taylor found transfer errors to be more frequent with beginners than with intermediate students. The beginner has less previous second language knowledge to draw on in making hypothesis about rules, and might therefore be expected to make correspondingly more use of his first language knowledge.

3.1.3. Implication by Omission

Finally we can see that both overgeneralization and transfer as experiences of the same underlying strategy of applying previous knowledge to the second language learning task. They can also both be seen as forms of simplification. Through them, the confusing variety of linguistic data is made more manageable, by fitting into a framework of categories and rules that the learner already possesses. There is another form of simplification which seems to be less productive in this sense. This is the kind of simplification which we saw in children's' telegraphic speech. The omission of inflections and other morphemes seems to be more to limitations in capacity than to the construction of the rules. Rules are being developed, of course, but these govern relationship between words rather than the process of omission. The latter served mainly an indirect function, by releasing capacity which the learner can devote to other aspects of the learning process. This kind of simplification is sometimes called redundancy reduction because it eliminates many items which are redundant

to conveying the intended message. For example, the omission of the verb inflection and the article in daddy want chair does not prevent the meaning from being understood. Provided that the situation supplies the missing elements of the meaning, much greater reduction can take place, as we saw with utterances such as mommy sock. Redundancy reduction makes production easier but may, of course make comprehension difficult or even impossible.

Based on Dulay, Burt and Krashen there are five categories of taxonomy which concludes as follows:

A. Omission (O)

This is to be distinguished from ellipses (E), and from zero (Z), elements which are allowed by the grammar, whereas omission is ungrammatical. For example:

He'll pass his exam but I won't (pass my exam). Ellipses

He'll pass his exam and I'll (O) too. Omission.

A high omission rate leads to truncated IL with features similar to those found in pidgin languages, and is typical of untutored learners or learners in the early stages of learning. Moreover, the focus of stressing is on the effect of function words then the content words for the first time. The adult learners tend to have the ability of contents words or in other words they have the strategies of how to compensate in the conversation when they express their ideas.

B. Addition

The side effect of what is being done by the speakers is manifested through the errors or errors are considered as a part of manifestation in learning. In this case there are three subtypes. First, regulation that involves an overall look to the exceptions and spreading rules to domains where they do not apply for example buyed for bought; the converse of it is irregularities which

means something over inclusion. This happens due to the affixation in the production that is not done, for example dove for dived. The second one, double marking which is defined as failure to delete certain items which are required in some linguistic constructions but not in others, for example he does not know*s me contains a redundant third person –s on the main verb know. So in this someone did the error when he or she has an assumption to have another rule which is actually done through the first time of the process s/he does. Something which is not important to be repeated and finally he or she is trapped into making mistakes. The last category is called as simple addition. It means that all addition is not describable as double markings or regularizations.

C. Misformation

Dulay, et al defines it as use of the wrong form of a structure or morpheme, the examples as the followings: I*seen her yesterday. He hurt*himself. I read that book*s

From the example above it is clear this is what we call misformation. The learner who produced this error is not misformed, thus this is called misselection error. Another type is archiform which means the selection (sic) of one member of a class of forms to represent others in the class, for example out of the set this that those these the learner might use only one: that. Levenston referred to as overrepresentation which is not considered the case that these four demonstratives happen with equal frequency of use by native speakers of the target language, but learners do and over represent this form and at the same time, as a consequence, underrepresent the other three. The second one is called regularization, for example they give-**runned*, **gooses**-seem to have the same origin as **bitted*, **womans*, which were given to exemplify regularization as a subtype of overinclusion. The third one is called alternative forms which is defined as fairly free alternation of various members of a class which each other. For

example, when it is in the early negation of second English learner, where *I don't play* and *I no play* is the alternately well formed, it is not considered as an error but only such as deviant form of an error analysis.

D. Misordering

The form of how a language is uttered has various view of perspective depending on what language that is produced. In this case, the writer highlights that misordering is seen from the perspective of word order regulation. Take for example how Russian is freer than English. English language focuses on word classes that tend to be sensitive to misordering for the point of adverbials, interrogative and adjective. Corner emphasized on how the syntactic feature is ordering from different view of linguistic cultural group for to be the right way order someone uses in their writing or other activities. Similarly, Dulay, Burt and Krashen paid their attention on what is called by Target Modification Taxonomy that is basically a comparison of the forms the learner used with the forms that a native speaker would have used in the same situation.

E. Blends

The blend error is sometimes called the contamination or cross-association or hybridization error. Blending is occurred when two alternative grammatical forms are combined to produce an ungrammatical blend. Other experts emphasize on a sentence to prison results from a combination of the two following noun phrases: a prison sentence and being sent to prison. This is different from the argument proposed by Hockett and later baars that sees the blends as competing plans hypothesis that is derived from the co-temporal availability of two alternate syntax. It means that the speaker or writer has activated two structures that are semantically related, either of which could serve his present

purpose. In other words, they fail to make a good choice, and instead combine a part of each to produce a structure with characteristics of both. The following are the types of outcome:

1. Deletion

There is total mutual inhibition of each potential target, so the result is a deletion for example: *I just wanted to O that.*

2. Addition or Overinclusion

The conflict of choice is not resolved: the speaker selects options, for example:

- a.) the only thing I want
- b.) the one thing I want
- c. Standard blend

Part of each target is inhibited and part is used which has resulted in a blend of the intended and unintended. For example, in a word rank a simultaneous accessing of stops and starts results in straps. For examples:

- a.) the question is easy to answer
- b.) the question is easily answered
- c.) the question is easy to be answered

3.2 Grammar

It is clearly stated that grammar is a set of complicated facts governed, it has no end, it has no shape, it rules which are full of exceptions. It is the universe: it has no beginning, it has no end, it has no shape, it just exists and there is lot of it, many grammar books and indeed, lecturers do nothing to demystify grammar. The statements describe about how complex the rules or regulations of language stated, and it is depending on how grammarians function the language it self.

Cook defines grammar as a set of rules by which people speak and write. Rules of language are not always understood and applied consciously, but probably it is indefinable at all. In other words, we can say that a grammar is a written description of the rules of a

language. Grammatical classes are classified into six parts: nouns, verbs, adjectives, adverbs, prepositions, and coordinating conjunctions.

In the level of applying the grammar, Palmer mentions that there are two kinds of persons, person who deals with a good grammar and one who deals with no grammar or bad grammar. In this case, people will be regarded to be competent in producing language. Furthermore, he says that knowing the grammar of a language means having an explicit knowledge of it.

McCarthy also mentions grammar is very crucial point through our simple assumption that if grammar has been constructed for written texts, it is equally valid for spoken texts. The arguments above describe about the importance of studying and identifying grammar in terms of speaking level. Consequently, when one is concerned with grammar in writing, one also should consider the same thing in speaking activity. According to him, there are at least some types of areas of grammatical speaking to be considered: subject pronouns, auxiliary verbs, articles, initial elements of fixed (expressions), the occurrence of pre and post posed items in conversation.

Furthermore, Winkler and McCuen state that grammar is concerned with how the speaker uses correct grammar which follows the explanations of grammar, punctuation, mechanics, and styles. They believe that every sentence uttered through speaking would be performed in particular functions. There are eight functions which are called parts of speech. The writer underlines eight parts of speech as the followings; verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. These aspects would give significant meaning to the achievement of speaking ability.

Hendrickson warns that the selections of the error would be effective for technique than all out corrections. Hence, taking into consideration the whole arguments above, the writer regards that frequency errors have top priority In order to see the complexities of the speaking ability and the major problem he states above, he decides not to take all the divisions of grammatical categories, but consider

the appropriateness of the problems he brings in the research. As such, the writer would finally analyze the errors based on the eight categories from Winkler and McCuen.

Chapter IV

ERROR ANALYSIS

PHENOMENA

4.1 Phenomena of Errors on Lecturers' Speaking Ability

There were fifteen lecturers from English Department of lecturers' training and education which filled the criteria. To participate in the data collecting there were only 7 (seven) lecturers randomly chosen. All the data were transcribed and classified based on taxonomy of errors developed by Burt, Anthony C. Winkler and McCuen. Each speaking activities in the classroom was entered into a record in the data base and analyzed according to whether or not it was grammatical. The errors of speakers are identified in the data based on language component.

The errors were classified and identified as the following.

No	KINDS OF ERRORS	TOTAL ERRORS
1.	Article misuse	53
2.	Article overuse	17
3.	Article omission	111
4.	Choice of words	67
5.	Indonesian equivalent	7
6.	Equivalent utterances	558
7.	Errors in pronouns	47
8.	Errors in english clause structure	14

9.	Errors in english structure	7
10.	Error in conjunctions	50
11.	Errors in tenses	136
12.	Errors in questions words	77
13.	Error in verb forms (subjectless and objectless)	51
14.	Subject redundancy	3
15.	Errors in subject verb agreement	13
16.	Error in verb forms	460
17.	Errors in word order	3
18.	Errors in preposition	39
19.	Commonly confused words/statement	52
20.	Miscellaneous errors	6
21.	Code mixing	257
22.	Error in plural forms	1
23.	Errors in diction	45
24.	Error in verb tenses	21
25.	Error in mismatches in plural and singular	3
26.	Error in idiomatic	8
27.	Error in adjective in the place of adverb	6
28.	Verb confussion	2
29.	Error in possession form	1
30.	Errors in verbs forms	1
31.	Verbless	2
32.	Error in objects in the place of subject	1
33.	Error in adjective in the place of noun	2
34.	Error in noun (omission)	1
35.	Errors in auxiliaries	51
TOTAL OF ERRORS		2173

The above data show the following things. First, most of lecturers were having some problems with interference of their first language. They tend to translate Bahasa into English directly. This happened due to the ignorance of rules or grammar of English. The number of errors was 558 utterances showed that the lecturers still could not avoid making the error. There are some examples

(4) OK, I hope you still feeling a high spirited.
(5) OK, before we start ee I want you <i>to do fill</i> the attendant list, OK.
(6) OK, how are you today? [fine]
(7) OK, come in
(8) Hah, not yet?
(9) OK, I will ask you first.
(752) [...] uhm? Hah? A...? [ajeg] ah ajeg, ajeg, ajeg,

Second, lecturers tend to have error in determining certain verbs or error in verb forms. The understanding of using verbs is under the conditioned of the focalized, the facts can be seen clearly in the data. Frequent errors reflect the problems of focalization process. The following examples are verb forms errors which consist of 460.

(1097) (you) (are going) to be aa lecturers ok, could (can) you understand??
(1618) what organ do (we) use? [tongue] tongue yah tongue.
(1915) (you) can not saw (see) the bad thing (over) here...../laughing/
(1923) (you) (will) be more involve in the next program <discussion>

The third, the lecturers were having some problems in expressing some words. To say something exactly with what they actually need, sometimes cancelled or delayed because of having no words to say, as consequent, the speakers express and mix with Bahasa Indonesia. Most of lecturers still use Indonesia language therefore the writer mentioned as code mixing.

(73) Rome is Romawi in Indonesia [ok]. OK?
(456) Morphemes membentuk kata, ok. Ada morpheme?
(457) There is morpheme...? Free morphemes and there is? [bound] Bound morphemes.
(465) for example radar, anda pasti hanya mendengar ini apa?
(466) Radar. Radar itu apa sih, gitu kan? Apa radar dalam Bahasa Indonesia? [noise] Radar?!
(467) But Radar is derived from Radio Detecting And Ranging.

Fourth, lecturers can not differentiate the used of time signals. The cause of error is because of ignorance of an existing rule in English. The effect of ignorance has brought significant to lecturers' language. The errors indicated that the speaker denied some sentences which were actually having different tenses. Here is the following example:

(16) OK. Then, he *killed* this animal is killed by Beowulf, >>(the use of simple present tense in place of simple past tense)<<

Basically, most of the lectures concerned very much on the use of grammar when they were speaking in the classroom. They thought that grammar aspect was the essential in language productions. Moreover, they believed that grammar was the description of someone's competence. While others thought that grammar was not important because it was the inclusive aspect in students' expressions.

The lecturers admitted that they really concerned on the functions of grammar when they are teaching in the classroom. They believed that grammar helps them to send the messages to students easily. Hence, it was stated that they realized while they were making errors. They could not predict the number of mistakes exactly they made. Further, the lectures made a mistake in the area of grammar due to concentration, lacks of preparation, slip of the tongue. They sometimes forgot the appropriate grammatical pattern when they spoke.

Based on the phenomena above, it can be concluded that:

1. Most of the lectures concerned on the grammar when they spoke in the classroom
2. Most of the lectures used grammar mostly due to the importance of teaching English in formal situation
3. Most of lecturers believed that grammar was an important thing in speaking; if they spoke in good pattern of grammar they would help their students improving their ability.
4. Some lectures realized when they sometimes made mistakes in grammatical aspect.

5. There were many reasons of why they made mistakes in grammar, such as; lacks of concentration, slip of the tongue.
6. Some of the lectures stated that they used bilingual language (English-Indonesian) in order to make easier for them to explain the material.

4.2 Errors on Speaking

The errors were classified into 13 groups. They were errors in articles, auxiliaries, conjunction, prepositions, pronouns, plural and singular mismatches, English clause structures, subject-verb agreement, tenses, question words, verb forms, idiomaticity, and miscellaneous.

4.2.1. Errors in Articles

From the findings, the researcher identified some errors in articles in the data are categorized into three types, omissions, misuses and overuses, some examples of these errors are presented below:

a. Article Omission

(22)our lecture will be focusing on poetry (a)
(23) OK, now as I have mentioned earlier that our lecture will be focusing on poetry
(39) OK, actually there are some other periods from Modern English until now; (a)

b Article misuse

(1) (a) Good afternoon ladies and gentlemen.
(24) yah, mainly on the poetry.(a)
(25) Now, before we continue our lesson to talk about poetry ya.

c. Article Overuses

(10) OK, aa have you got <i>the..the</i> syllabi? [no, not yet].
(30) Later, I will give you <i>the</i> copy of this material, but a now I will give you just <i>an the</i> outline ya. Only the outline...
(93) <i>a the</i> person or <i>the</i> people who use that language is from Germanic,

The main problems in using articles in English for lecturers were that Indonesian had articles, but they were not obligatory. This however the cause of each particular erroneous utterance was different. In the cause of article omission like in (22), (23), (29), it was clear that interference from Indonesia hindered them from using an article in their utterances.

Besides the equivalent utterances showed that article was not mandatory in Indonesia. Furthermore, this was not caused by ignorance of rulerestrictions. The article misuse in (1), (24), and (25) is due to overgeneralization and simplification.

Interestingly, in all cases of article misuses, the definite article was used instead of the indefinite article a or an. No cases were found the other way around. One possible explanation for this phenomenon was that the learners 'play is safe' by using the definite article when they were not sure whether an indefinites or a definite article was needed.

Another explanation for this phenomenon was the influence of determiners-nya. The determiner which functioned like an article, the definite article the in particular, was transferred when the learner needed to use an article.

Errors in article overuse include both definite and indefinite articles. The causes were varied. False concept hypothesis was one possible cause of the errors.

4.2.2. Errors in Auxiliaries

Omission and overuse were two types of the errors in auxiliaries. No cases were found of auxiliary misuse. The following examples showed some errors

(43) It called Renaissance. Renaissance and then, Renaissance is from 16 th century until 17 th century. (is)
(97) <i>Can you</i> understand so far? [a little bit] (do you)
(134) he <i>defeated</i> and <i>killed</i> a terrible creature which <i>has</i> name Grendel, yah Grendel.

Although they were in the same error category, the source of each error was different. Lecturers' tense is not grammatical, so auxiliary verbs cannot be used to indicate it. The following two sentences explained this case.

saya mengendarai sepeda motor besok hari

I drive a motorcycle tomorrow

I will drive a motorcycle tomorrow

In the sentences, adverbs of time indicated the actions will take place in future. In contrast, Indonesian structures do not have progressive aspectual marker will so that the verb becomes will drive.

The explanation above shows that English sentences can be much more complex compared to Indonesian sentences.

4.2.3. Error in conjunctions

The errors of conjunctions are classified as the following utterance:

(14) Because today ee we'll discuss about the history of English literature yah, the history. (And)
(31) the first one is Old English ... <i>and then</i> , we have Middle English ... the third one is Modern English. (and)
(36) or maybe some other ee researchers prefer to say 5 th century until 11 th century, just the same.

The cause of this kind of error cannot be explained by interference from the native language of the learner. Even in Indonesian, to say a sentence which conveys the same meaning a conjunction *ketika* is needed.

(vii) *ketika* mereka tidur, mereka tidak pernah

When they sleep they not ever

When they sleep, they never

In colloquial Indonesia, people usually also say this utterance

(viii) *kalo* mereka tidur, mereka tidak pernah.....

If they sleep they have never

When they sleep, they never

This shows that Indonesian also need at least a conjunction in making a complex structure of a statement. The cause of this kind of error is ignorance of the role in making complex sentence. Although this utterance is not commonly used in Indonesia, it is still considered acceptable in non formal situation. The more common utterance uses the same conjunctions as English, i.e. 'sejak' which means since or abis means after

4.2.4. Errors in Prepositions

Errors in prepositions, like those in articles can be classified into there types: omission, misuse and overuse. But here the writer cannot find the overuse error. So in this case, the writer will explore only two kinds of errors in prepositions. Some of the xamples of each type can be seen below.

a. preposition omission

(32) Old English is <i>from</i> 50 /fifty/ A D. (in the) >>omission<<
(42) Can you <i>write</i> Renaissance? Renaissance? (down) >>omission<<
(80) And <i>in</i> this ee Old English Period or Anglo Saxon period,
(126) <i>The last hour of lecturer</i> yah, I'm afraid that you will fall asleep (at)
(127) I ee talk about a kind of fairy tale,

b. preposition misuse

(174) Because <i>in</i> the Old English poetry, (at)
(252) OK but, after the end of the Old English period, (at)
(255) This time it is the beginning of prose ee literature, a kind of literature. (at)

Different systems of preposition between Indonesian and English are shown to cause problem for Indonesian. The prepositions *di*, for instances, has at least to equivalent in English, *in* and *at*. Therefore it can be predicted that errors in misuse of preposition are likely to occur. More frequently than overuse or omission. It is proved in the data that errors of omissions and overuse are less than those of misuse.

Due to different prepositions of Indonesians and English, in some cases, the learners simply procedure a word for word translation

- (xii) maka hampir semua aspek
So almost all aspects

Another possible cause of errors in preposition use is ignorance of rule restrictions. In utterance (255) this time it is the beginning of proses literature, a kind of literature. For instance, the preposition at is uses of in one of the general rules of using preposition, due to interference from Indonesia.

4.2.5. Errors in Pronouns

The errors in pronouns can be divided into two, i.e. personal pronouns and relative pronouns. Some examples of errors in pronouns are presented below.

(11) I've send it to one of you and he said that he will ee he give ee the rest of the class, (you)
(56) Now, lets talk about the 1 st ee period of English literature, (us)
(57) It is the Old English. (omission)

The confusion in using personal pronouns in English could be predicted because the pronominal systems of Indonesian and English are different. Indonesia does not have the categories of number and gender. English uses different kinds of personal pronouns depending upon the number and gender of the referent(s). In addition, semantic categories, in this case either human or non human, are also taken into accounts in outing pronouns in English. Problem in using personal pronoun are evidenced in the data. There is no special pattern where the learners consistently a particular personal pronoun to replace another one in cases.

In relation to number, example (11) shows that the learners has problem in using pronouns which are different in number. Both they and it refer to third person.

4.2.6. Plural and singular mismatches

Some utterances in which singular forms are used to represent plural referents are shown below.

(211) it can be ... someone, it can be something OK. (they)
(212) Yah someone can lose <i>their</i> families, <i>their</i> beloved one, or maybe <i>their</i> houses, <i>their</i> wealth ... <i>their</i> belonging etcetera, (his)
(378) You can say <i>they</i> (<i>you</i>) are idealistic, romantic or fool.

Like other errors which have been discussed, this kind of error is also due to interference from Indonesian, which does not differentiate both plural and singular forms. Therefore, when learners produce English nouns, especially plural ones, they do not anticipate using the plural forms, but using singular ones.

From the point of view of the learners' mother tongue, these errors are not supposed to occur because Indonesian does not have plural noun forms. In this case, the most possible explanation for those errors is the learners play it safe by using plural forms to refer to plural referents.

In addition, the learners are perhaps influenced by other plural nouns they were talking about. In (39), for instance, the learners talked about several aspects which make people like Asian shows and when he turned his opinion to another aspect. He wrongly used plural form for singular referent.

4.2.7. Error in English clause structures.

Errors in English clause structures are grouped into three, namely subject less clause, verb less clause and objectless clause. Some examples of errors in subject less clause are represented below:

(18) About [literature..] about literary, about literature in [broad sense and narrow sense] broad sense and in narrow sense, (it is) >>subject less clause<<
(587) So, it is (derived) form from...noun [noun] and noun [noun],
(699) Uh (okey) how many (nouns)?

The subject less errors cover personal pronouns such as in (18), (587) and (699).

It should be noted that almost all of the verbless sentences presented above are those which require a copula (is and are) after the subject like in (587) and (699). The data shows that there is only one erroneous sentence that requires a “real” verb, i.e. utterance (48). An Indonesian predicate is not necessarily a verb. The sentences I’m hungry and I work are *saya lapar* ‘I hungry’ and *saya kerja* ‘I work’ in Indonesian. There is no auxiliary which shows that *lapar* and *kerja* are two different parts of speech. In other words, Indonesian has the same similar simple sentence construction for both a sentence with a verb as a predicate and a sentence with an adjective as a predicate.

4.2.8. Errors in subject-verb Agreement

There are two kinds of agreement, person agreement and number agreement. The examples of errors in person agreement are shown in (53), (55), (166) and those in number agreement are in (167) and (168) presented below.

(53) it is from 1960’s and 1970’s, OK? (they are)
(55)the most important thing that happen in that age.
(166) <i>that</i> dear lord in the middle, then on the hill the war man began to light the greatest of funeral fire.
(167) The wood <i>smoke</i> rose black above the flame, (smokes)
(168) the noisy fire <i>make</i> with sorrowful cries. (makes)

The cause of errors in subject-verb agreement is again the interference from Indonesian. Indonesian does not utilize special markers in verbs or auxiliaries. In English, the first person singular, second person and third person plural subjects require a base form of verb when it is used in simple present tense while a third person singular subject needs a verb with an –s or –es inflection afterwards. When a present copula is needed, the second person (both plural and singular) and the third person plural

subjects always have are while the third person singular subjects always have is.

These discrepancies puzzle the speakers. Having observed the nature of the subject-verb agreement systems in English, especially in present tense, errors in subject agreement are likely to occur in utterances which have third person singular subjects such as in examples. This is apparent because utterances which have third person singular subjects need additional morphological processes which are not needed in utterances which have other subjects.

4.2.9. Errors in Tenses

(16) OK. Then, he <i>killed</i> this animal is killed by Beowulf, >>(the use of simple present tense in place of simple past tense)<<
(61) OK, now you heard yah [yes] OK Celtic tribes [Celtic tribes]O, now you heard yah [yes] OK Celtic tribes [Celtic tribes] >>(the use of present future tense in place of simple past tense)<<
(69) and they gave them, gave the Celtic tribes a civilization,
(96) so, the language <i>became</i> what <i>is</i> called Anglo Saxon [ooh]. OK? >>(simple past tense in place of simple present tense)<<

From the point of view of the learners' mother tongue, it is clear that tense is not grammaticalized in Indonesian. Tense is marked by time signals such as *sekarang* 'now', *kemarin* 'yesterday' and *besok* 'tomorrow'. In English, Marcella mentioned three kinds of absolute tenses, i.e. present, past, and future. Although Comrie argues that the term absolute tense is a misleading term, these three tenses are the basic tenses in English. This fact makes tense cause problem to Indonesians learning English. However, from the non-contrastive approach, the types and causes of errors in using tense very and are discussed in more detail below.

Errors in using tense include the misuse of tense. First is the use of simple

Present tense in place of simple past tense

The use of simple present tense in place of simple past tense

The following sentence is an example:

OK. Then, he *killed* this animal which is killed by Beowulf

The cause of this error is ignorance of an existing rule in English. The rule is that a present tense to show some actions in frequent times. The speaker denied the sentence that is actually past. The speaker had already highlighted his or her speech before to tell something in the past. However, the error is perhaps caused by the use of past tense in the place of simple present tense.

4.2.10. Errors in Question Words.

The next discussion goes to the error in using question words. Although there are only two errors in question words found in all the data. It is worth to discussing them, the two utterances which contain these errors are in sentences (65) and (66) below.

(187) Can you imagine? (what)
(203) And then what else? (what do the people feels when they are in the war?)
(209) Lose? Lost (do they lose?)
(229) ... yup it is from the 8 th century and the work is ...? (what)

The cause of error in using the question word in (187) is that the learner just translated from her mother tongue into English. In Indonesian the expressions is as follow.

Siapa namamu?

Who is your name?

What is your name?

It express why the learner used how which is from the word *siapa* instead of 'what'. Meanwhile, the error in (187) cannot be traced from Indonesian. Like English, Indonesian has *siapa* 'who' to ask about person.

English has very clear distinction in using WH-questions. Therefore, controlling the learners' dvanced students in English, the errors in utterances (203) and (229) are the result of ignorance of the existing rules.

4.2.11. Errors in Verb Forms

The following two sentences contain another type of error found in this study, i.e. errors in verb forms.

(682) (I) (have) finished yaa all right, do it with your friends!
(698) (you) Find (them)...
(699) Uh (okey) how many (nouns)?
(700) (there are) [five, three] hah fifteen?

The mother tongue of the learners might have caused the problems in verb forms. Bahasa Indonesia does not have different verb forms when they are used to express something in different time signals. In Indonesian, a verb pergi ‘to go’ is go when it is used to say that someone is going. It also remain *go* when it is used to say that someone escape.

4.2.12. Errors in Idiomaticity

The next discussion of errors is under what so-called errors in idiomaticity. Sometimes a word or construction may be grammatical, but still not acceptable to Standart English or Formal English language. This is the concept conveyed by the term ‘idiomaticity.’ The following utterances, (71) to (74), contain errors in diction.

(211) Come on write down, (Please write down!)
(212) Jot down the instructions (write the instructions down!)
(213) Write down the instructions!
(214) Find (out) words from, eeh new words,

The errors in choice of words are due to the find that many words in Indonesian do not only have one-to-one equivalent words in English and the other way around. Like sentences [(211), (212) (213) and (214)] the words are not appropriate with the idiomaticity. Some of words are missing due to the natural translation of words and directly goes to the speakers’ frame of minds.

In Indonesian, Translated into English in different ways such as movie, show, and film. Similarly, the word *tulis* can have a few meanings in English such as, jot down, write down, and write and

the word *temukan* can be find it as well as appearance in English. All of these are puzzling the learners in choosing the correct words.

4.2.13. Miscellaneous errors

In addition to all errors discussed above, errors cannot be classified in only of those groups, they are called miscellaneous errors in this study. Miscellaneous errors are further classified into two types, i.e. errors in misuse of morphemes and errors in discourse particles. The following utterances contain error in misuse of morpheme

Errors in misuse of morphemes are not tractable from the

(74) <i>Germany tribes</i> yah, they were uhm they were coming from German, North German.
(82) in the end of 6 th century ee <i>Christian</i> enter <i>England</i> [<i>Christian</i>] <i>Christian</i> ... <i>Christian</i> enter England and... (Christians)
(215) ... OK and then we talk about the poet, the English poets.(an England poet)

learner’s mother tongue. The possible cause of these errors is overgeneralized of the learned words. The learner has learned that people from some countries such as Japan, China and Java are called Japanese, Chinese, and Javanese, respectively.

4.3 Grammatical Rules in Speaking

There are sixth functions which is called parts of speech not included errors of adverb and interjection. So writer underlines sixth parts of speech as the followings; verbs, nouns, pronouns, adjectives, prepositions, and conjunctions. These aspects would give significant meaning to the achievement of speaking ability.

Number		Transcript	Types of Errors						Analysis	
Response	Utterances		A	B	C	D	E	F		
Total										

Number			Types of choice of words				Analysis
Response	Utterance	Transcript	A	B	C	D	

The Idiomatic Expressions

In this case, since the errors of idiomatic can not be identified based on the taxonomy, so the writer analyze based on idiomatic as a whole.

Number			Idiomatic Expression	Analysis
Response	Utterance	Transcript		

CHAPTER V

CASE OF SPEAKING ANALYSIS ERRORS

THE LECTURES' UTTERANCES:

5.1 ARTICLE MISUSE:

No.	Utterances
1.	(1) (a) Good afternoon ladies and gentlemen.
2.	(24) yah, mainly on the poetry.(a)
3.	(25) Now, before we continue our lesson to talk about (a) poetry ya.
4.	(26) How is ee to appreciate a poetry and how to read them yah.
5.	(27) We'll discuss first about the history, the history of English literature...
6.	(28) OK...OK before we continue, please one of you clean the board for me...
7.	(29) Do you have an eraser? {Then somebody's cleaning the board}
8.	(54) So, I will give you just the outline,
9.	(62) it is the ... native primitive English people.(a)
10.	(63) The 1 st ee English ee inhabitant is Celtic tribes
11.	(89) OK.OK! Maybe there is a a relationship between <i>the</i> Germanic tribes here and <i>the</i> ... <i>the</i> Anglo Saxon language
12.	(90) yah, Anglo Saxon language is <i>the</i> ... <i>the</i> Old English language.
13.	(91) It is called Anglo Saxon
14.	(101) And then in <i>the</i> poetry yah, it's important, in poetry ... (a)

15.	(110) it is a kind of epic. It is <i>the</i> 1 st English epic.
16.	(148) another creature which has a kind of fire in the mouth.
17.	(149) He has to defend his country against a fire ee breathing creature,
18.	(164) But there is <i>the</i> ... translation here, (a)
19.	(249) <i>The</i> English literature were destroyed,
20.	(270) he was <i>the</i> Duke of Normandy from France. (a)
21.	(295) No, it is not (a) Normandy language
22.	(296) and also it is not (an) English language but it is a kind of mixer between French and English
23.	(297) and it is called (the) Anglo Normandy ok, from Anglo Saxon and Normandy ...
24.	(298) and ... this (the) situations ee last until 14 th century,
25.	(303) A quarrel between (among) the royal family, the ... the royal family of Norman
26.	(304) ee people in English and Norman people in Norman.
27.	(309) and this (the) romance usually have themes such as love, ee about love.
28.	(374) that (the)... thing is not possible at that time.
29.	(395) the most popular form is (a)romance.
30.	(405) Maybe, (they are) the (a) round table, King Arthur and the (a) round table?
31.	(413) That was (a) kind of fairy tale or folk tale,
32.	(414) and the (a) greatest poet of this (that) time was ... Geoffrey Chaucer.
33.	(461) So, uhm (it is) something like (a) computer,
34.	(462) in the past there was (were) no any computer(s),
35.	(463) but then, uuh (the) technology uuh change...so, (the) computer become a new word.
36.	(653) The meaning of (a) compound is not always the (a) sum of the meaning of its parts.
37.	(654) We cannot say like uhm [...] (a) daughter-in-law for example,
38.	(655) the meaning of (a) daughter is?
39.	(826) Let us find the meaning of <i>aa the</i> ...(the) kinds of validity.
40.	(1126) So this is uh the (a) common ... reason,
41.	(1127) I mean the (a) common excuse(s) from ... among the ... the student(s) as a candidate of the lecturer <i>having a</i> training.
42.	(1296) you have <i>aa</i> (an) <i>education introduction</i> before, (educational introduction)
43.	(1297) you have <i>aa</i> (a) curriculum and material development

44.	(1298) yah, you have uhm (an) evaluation learning planning...
45.	(1434) How to face a <15> or <14> students
46.	(1435) and also how to face around a 5 to 10 student among each group that would be different.
47.	(1452) This is <i>the</i> (a) skill also which is forgotten by all <i>the</i> participant(s) later
48.	(1453) Uhm the last one, that <i>would be</i> (is) <i>the</i> (a) skill in closing the class yah.
49.	(1508) today we're going to talk about <i>aa</i> (an) introduction someone's to other
50.	(1509) or introduction yourself
51.	(1921) So, I hope for <i>the</i> next week...
52.	(1922) or the next meeting <i>it</i> will be more cheerful,
53.	(2062) What do (will) you say (do)? Do (Will) you say it loudly?

5.2 ARTICLE OVERUSE

No.	Utterances
1.	(10) OK, <i>aa</i> have you got <i>the..the</i> syllabi? [no, not yet].
2.	(30) Later, I will give you <i>the</i> copy of this material, but a now I will give you just <i>a the</i> outline ya. Only the outline...
3.	(93) <i>a the</i> person or <i>the</i> people who use that language is from Germanic,
4.	(109) Beowulf actually is <i>ee a</i> title ... <i>a</i> title of poetry, <i>an</i> epic,
5.	(235) in <i>the</i> of <i>the</i> 8 th century.....
6.	(256) It is <i>the the</i> first time or <i>the</i> born of prose time, prose age.
7.	(286) <i>the ... the.....the</i> language which is used by the royal family was French ok,
8.	(287) more specific from Normans.
9.	(1023) <i>the the the</i> picture we can say good if ...
10.	(1024) if it is appropriate with the truth experience of course.
11.	(1351) You have to enhance the process and also (it is) <i>the the</i> (the) reasons of lecturer.
12.	(1352) So that's why, you have to be able also become such kind of <i>aaa</i> (a)good observer,
13.	(1353) in term of <i>aaa</i> (a) research, yah.
14.	(1989) transfer of meaning (it) means ?
15.	(2029) that <i>aa</i> appear in (the) one language
16.	(2058) they (they) have a very close communication ...
17.	(2071) let's say I (I) just mention the name, Budi and Wati right,

5.3 ARTICLE OMISSION

No.	Utterances
1.	(22)our lecture will be focusing on poetry (a)
2.	(23) OK, now as I have mentioned earlier that our lecture will be focusing on poetry
3.	(39) OK, actually there are some other periods from Modern English until now; (a)
4.	(49) and then after that, there is modernism.(a)
5.	(50) Modernism is from the 1 st until 2 nd World War ... the 1 st until 2 nd World War
6.	(51) yah, it is called Modernism. (a)
7.	(181) that time when the work was written OK,(at)
8.	(237) Scandinavian soldiers who attacked England resource and destroyed Northumbria. (the)
9.	(238) At that time, the England was called Northumbria, is not England but Northumbria. (is)
10.	(339) it has something to do with (the) idealistic situation.
11.	(346) Beyond (the) reality.....
12.	(363) Maybe (it is) (a) short story, (a) drama or anything ... yes?
13.	(371) Until (the) deaths do us part yah...that is the words.
14.	(437) (the) Renaissance is (was) from 16 th to 17 th and then...(the) Augustan age...(the) Augustan... age
15.	(438) (the) August is (was) from the name of the king, (the) king August ya.
16.	(439) Ouh ... so the ... the age was called (the) Augustan age
17.	(440) because (the) king at that time is August, king August.
18.	(455) We have discussed about (a) morpheme, morphemes, phones, words right?
19.	(517) it is (a) singular but it is thought (a) plural. But then, they find the (a) singular form of pease
20.	(577) (over) Here, (the) words are compound(ed), for example, (an) adjective and (an) adjective, (an) adjective and (a) noun, (an) adjective and (a) verb, or (a) noun and (an) adjective, (a) noun and (a) noun, (a) noun and (a) verb, or (a) verb and (an) adjective, (a) verb and (a) noun, (a) verb and (a) verb.

21.	(593) [compound word] (is it) (a) Compound word? (is it) (an) Ice man? (is it) (a) [noun] man? [adjective] (is it) (an) Adjective? [noun] (is it) (a) noun <not clear> powered...[noise] (is it) (a) power? [adjective] (is it) (a) power ? [adjective], (is it) Powerful? (is it) Powerless? (Is it) (a) Powerless noun? (is it) (a) powerful noun?
22.	(594) is this [adjective] but (it is) (a) power [noun]. (it is) (a) Spider man [noun noun] [noise], (is she) (a) wonder women? (it is) (an) [adjective].
23.	(610) So (and) , it will be (a) noun, (a) verb and (a) noun will be (a) noun, <not clear> will be?
24.	(620) (they are) (a) Pick pocket, (a) dare devil, (a) cut throat, (a) noun, it is in (a) noun <class>.
25.	(621) (it is) (a) Non-prepositional compounds formed with uh preposition for example (an) overtake,
26.	(625) there are more than (the) two words compounds.
27.	(626) (the) Two words is (are) uhm common,
28.	(633) (the) spelling doesn't tell us what (a) sequence of words constitutes a (the) compound,
29.	(636) For example in (a) blackboard, (a) silver-eye, and (a) smoke screen.
30.	(637) Do you know whether it is separated like this (the) smoke...(a) screen or using (a) hyphen?
31.	(638) (the) Silver-eye or it is aah in like in uhm <what a kind of word?> like in (the) blackboard?
32.	(660) The (a) man is not (like) a bat kan?
33.	(690) eeh (over) here by (an) acronym, (an) abbreviation, (a) blending, (a) back formation, (a) clipping [yaaah] or..by (a) compounding word, OK
34.	(695) for (the) proper names find three only, by (a) compounding,
35.	(709) .(collect) the Assignment please,
36.	(761) So you... you have to... make (a) test yah ... according to (the)reading text,
37.	(768) Because, it uh,, relate (s) uh with yah,
38.	(769) (an) instructional objective, (a) teaching learning process, and (an) evaluation, (that) is related.
39.	(770) This (thing) that we can measure and we can see (if) is it (it is) valid or not ya,
40.	(852) There are (a) cognitive, (an) affective, and then (a) psychomotor... (the) three aspects yah this... what?
41.	(853) (the) taxonomy rules) are those (the) three Aspect...
42.	(871) we can measure in (the) construct validity,

43.	(872) in (the) construct validity (it) measure (s) aa (the) three aspects,
44.	(880) what is the meaning? (what does it mean?)
45.	(882) What validity is it? (what is validity?)
46.	(895) And the last is predictive validity, aah for example (the) SPMB test,
47.	(910) (the) material that (is) learned]
48.	(911) eh [if for example the student]
49.	(912) students [...] students, could you like to express your question with English aa in English, ok.
50.	(944) from (the) syllabus is not (a) problem,
51.	(945) (the) sentence you may not same, not same with the question in (the) exercise,
52.	(960) That's (will be) the first, and then ... (the) experience
53.	(986) so I think we can learn (from) (the) experience,
54.	(1014) And the fourth is (a) product (not clear) [....]
55.	(1030) the first is (a) content validity, the second is (a) valid(a) construct validity,
56.	(1035) According to <i>what is it</i> (the) content, our material,
57.	(1046) The fourth is (a) predictive validity (a) Predictive ok
58.	(1047) We can estimate what will happen in the future, (a) predictive.
59.	(1065) ok, (the) conclusion is ee (a) test,
60.	(1081) And... actually uh we are going to begin our material about (a) micro teaching yah.
61.	(1082) but, I remind you... <i>in attending</i> (to attend)this... this... uhm class ...
62.	(1087) I mean just (only) (a) common class but ah pretending you are going to teach in the class.
63.	(1150) So, what is your reason because (when) you have (a) second micro teaching,
64.	(1151) or you have (a) training at that uh SMU or SMP.
65.	(1152) So please, this is (a) commonly happen, yah...
66.	(1184) so that you may just easily in ...(the) second PPLK.
67.	(1185) So, is not (a) bother you anymore later.
68.	(1250) (do) you mean (a)professionalism competence?
69.	(1251) Yah and then (a) social competence, and then ... (a) personal competence,
70.	(1255) (it is) (a) pedagogical competence, (a) social competence, (a) personal competence, <gravis> (a) professionalism competence,
71.	(1264) and how could you deliver by using your language (what do you speak?)

72.	(1273) so how could you teach such kind of material (what do you....?)
73.	(1310) So this this is aa what we have to do in... (the) micro teaching
74.	(1325) So that, you have to ...to be able to set such kind of uhm document (s), and you are going to be able become (a) good administrator.
75.	(1329) So, (the) teaching is not only delivering the material,
76.	(1336) So, also you have to be able <i>in having</i> (to have) (a) good reinforcement <at> toward your student,
77.	(1357) So, you have to be able to give such (a) kind of input for your learner,
78.	(1358) so this one we call as (a) key person yah.
79.	(1363) Because a... teaching is not ...only (a) learning,
80.	(1382) So, (a) teaching it's doesn't mean only <telling> your student,
81.	(1522) This (these) is (are) (what) <called> we called as (an) opening,
82.	(1621) Yah, this is (an) organ or (a) part of body?
83.	(1622) Uhm (it is) (an) organ or (a) part of body?
84.	(1623) [part of body] (a) part of body or (an) organ?
85.	(1625) ! (the) Tongue...(is) (a) part of body,
86.	(1627) (A) Part of body, (a) body or /body/?
87.	(1632) (the)... smell we use ... we use (a) nose,
88.	(1648) (it is) (a) Blue film... [laughing] ...why...why do you laugh? (at)
89.	(1683) (A) verb of perception?
90.	(1684) verb which are(is) use to explain about the <knowledge> acquisition
91.	(1720) you can compare between (the) two sentences,
92.	(1834) (A) Home sick? (a) Home sick?
93.	(1866) (A) point of view means... abstract, because (a) point of view is in our brain but you can see... by... someone saying yah.
94.	(1869) (the) verb of perception(s) are see, hear,... smell, taste, and [feel] feel,
95.	(1870) but still there are the <i>other</i> verb(s) of perception like notice, observe, watch,
96.	(1889) Do you have synonym for (the) word feel?
97.	(1907) that is (the) ^{1st}
98.	(1933) You Ok, (do) you have your opinion about this word,
99.	(1934) The meaning of translation (is),
100.	(2008) Ok can you translate (it) please, this definition?
101.	(2022) this theory (is) in Indonesian language,

102.	(2023) ok now we have to translate (it) in our into English of course.
103.	(2026) May be we can change (it) into English,
104.	(2028) (is) (the) process of ... changing ... (the) meaning,
105.	(2102) Which (one is) up stair, this is up stair, this is down stair.
106.	(2136) uhm please collect all (of it) in the disc,
107.	(2137) because we're going to make oh (a) collection of book from this class (discussion),
108.	(2138) so please collect (it) in the form of aa disc ok, is it...
109.	(2139) ok you just collect (it) to the chief of the class, so (it should be the) data from the first group until today,
110.	(2152) Noun and (an) adjective (over) here (an) adjective and (a) noun it become (a) noun,
111.	(2153) (a) letter (of) permissions that declare you were(are) sick,

5.4 CHOICE OF WORDS

No.	Utterances
1.	(2) Ladies and gentlemen = students
2.	(3) OK, before we start ee I want you <i>to do fill</i> the attendant list, OK. = to fulfill
3.	(42) They are <i>said to be</i> Modern English. (called)
4.	(127) <i>The last hour of lecturer</i> yah, I'm afraid that you will fall asleep (last sessions)
5.	(331) Uhm regarding the word truth or reality yah,
6.	(332) is there any relationships with romance? (what is the relationship with romance?)
7.	(833) (you) (cannot) don't say valid or invalid yah
8.	(843) According to (based on) content validity, ok.
9.	(864) it means in the next question, in the next test, you also have <i>to give out</i> the question, (ask)
10.	(906) Before we <i>got to</i> the next material, (come to, discuss about)
11.	(957) We may(can) (do) (the) standardized,
12.	(986) so how (can) we handle (solve) the students with the background
13.	(1005) in this case yaa I <i>decided (to sum up)</i> the experience from the theory
14.	(1006) I don't think so if the construct (one) [not clear] for example (click)
15.	(1020) as we say uh as we say uh before uh (okay)

16.	(1034) So, let us uh know (identify) the meaning one by one ok.
17.	(1059) You can compare by (through) applied pattern like this ...
18.	(1081) and I delivered (gave) some material(s) and <i>also...</i> a book to be copied,
19.	(1088) I mean just(only) common class but ah pretending you are going to teach in the class.
20.	(1093) So uhm (the problem is) because I haven't <i>attends(ed)</i> (yet) your class....(come)
21.	(1104) because uh if I may .. uh account.. (consider)
22.	(1106) there are.. three skill(s) that you should remind (remember) in having (studying) uhm at.. at in lecturer training experience
23.	(1145) and then (it is) only three day(s) you should (can) come to the campus <i>to have</i> subject,(to learn)
24.	(1158) Could you get my point? (do you understand?)
25.	(1171) so please, uh remind it, (remember it?)OK? OK,
26.	(1176) Or you couldn't (cannot) uh <i>provide</i> yourself by having uh shoes, (wear)
27.	(1204) so you may(have to) prepare.
28.	(1205) You may (will) prove what I have told you before, right,
29.	(1214) uh (it is) quite tide (press) but isn't so,
30.	(1219) But, have (take) a look (at) the fifth one ...
31.	(1239) you are going to be a lecturer yah <i>later consequently</i> (next time)
32.	(1243) do you still remember (know) about that?
33.	(1258) the fifth one, do you still remember? (know)
34.	(1259) Hmm? What's that? What's?
35.	(1270) and have a look (take a look at) the... the third... the third page (over) there, the third page,
36.	(1279) So, later you have to prepare such kind of a lesson plan also for <i>having</i> a teaching. (conducting)
37.	(1287) And the second one (is), of course you have to <i>master</i> about some technique (know)
38.	(1292) which <i>is</i> become(s) a requirement for <i>having</i> a second PPLK yah (conducting)
39.	(1293) or lecturers training experience at the SMP or SMU.
40.	(1295) <i>Let say</i> in English that would be TEFL, yah Teaching English as a Foreign Language, (for examples;)
41.	(1322) How... uhm you <i>may</i> set an appropriate administrative document later (have to)
42.	(1323) because you are not going to teach only one stut (students)...

43.	(1324) (the) second <i>time</i> , I mean twice or third times (one)
44.	(1345) and then the next one (is) you have to to apply or to organize your lass <i>process</i> , (progress)
45.	(1372) What I mean is, you have to be uhm <i>adopted</i> or imitated by your student. (modeled)
46.	(1374) you couldn't <tidy> your student aa cloth, (you cannot ask your students to be tidy, if.....)
47.	(1376) So, that's why, so you couldn't <i>suggest</i> (ask)
48.	(1380) This is aa very simple uhm sample that I <i>may</i> (will) uhm show you.
49.	(1382) The first, you <i>should</i> be able in opening the class. (must)
50.	(1389) So you <i>to... discuss</i> (discuss) <i>first at the first time</i> and asking (ask) or sharing (share) your information(s) (at the first time)
51.	(1392) but make sure that your student are <i>ready enough</i> to accept or to listen about your material, (well prepared)
52.	(1397) So you may ask them is not for <i>punish</i> the the person, (underestimate)
53.	(1409) yah, having... <i>strengthen</i> focus toward your learner, (enforcement)
54.	(1432) when you <i>have to aa formulate</i> your class become aa group and also (form)
55.	(1459) to close the class without having <i>any kind of</i> activities. (some)
56.	(1471) that you have already passed before <i>by having</i> a question (through)
57.	(1472) or also <i>by having</i> they comprehension, telling or giving their command directly, (thought)
58.	(1509) you <i>may</i> (can) talk to your student, 'student,
59.	(1528) what) I mean (is) the way how ...to remind them (in order) to be ready <i>having</i> the class. (to face)
60.	(1548) <i>hallo, loud... loud... aloud</i> (speak up!)
61.	(1555) OK next the other please, (next turn, please!)
62.	(1556) come on the other... come on {several tap} (hurry up)
63.	(1616) no question! <of course> later on you <i>may</i> (can) make aan example.
64.	(1641) you <i>may</i> (can) change with your own name(s) <i>yah [yes]</i> (Okay!)
65.	(1906) ok, please come forward. (come on the stages!)
66.	(1914) and <i>have</i> , (ask) ee audience will concentrate on this program
67.	(1916) and then you must be active when you have a <i>question time</i> . (a question section)

5.5 INDONESIAN EQUIVALENT

No.	Utterances
1.	(4) OK, I hope you still feeling a high spirited.
2.	(5) OK, before we start ee I want you <i>to do fill</i> the attendant list, OK.
3.	(6) OK, how are you today? [fine]
4.	(7) OK, come in
5.	(8) Hah, not yet?
6.	(9) OK, I will ask you first.
7.	(752) [...] uhm? Hah? A...? [ajeg] ah ajeg, ajeg, ajeg,

5.6 EQUIVALENT UTTERANCES

1.	(60) I few talk about ee history of a nation yah,
2.	(61) The ... native yah the native which is ee usually a primitive ones ... a primitive tribes.
3.	(66) and then in the year of 50 ee after century yah,
4.	(67) in the year of 50 here they come ee Rome's, the Rome's, Rome then conquered England. Rome,
5.	(68) the Rome's already have a kind of high civilize ee culture yah.
6.	(69) So, when they come to ... England,
7.	(70) they conquered the native tribes ya, which is called Celtic,
8.	(100) Only a little? [yeah] OK, (you haven't understood yet?)
9.	(106) OK you have already know about Beowulf? (ok, you know about Beowulf) >>equivalent transfer<<
10.	(120) Should I tell you the content of the the poem? (I will tell you about.....)
11.	(124) OK, in Indonesian, <i>mendongeng</i> [laughing].
12.	(126) because it is the ... what is it?
13.	(134) in spoken language not in written, OK. Consists of 3000 lines of epic,
14.	(137) Not the handle of the door yah, the name is Grendel, OK.
15.	(145) so there is twice attack from that creature yah from the terrible creature.
16.	(154) What kind of creature like that?
17.	(163) I will give you some ... uh like from this epic ...
18.	(164) You can see here this is the real source ya.
19.	(172) A sad feeling ... a sad connotation like sorrowing shoulders, ya?
20.	(178) Most of them are sad ... sedih, what is it?
21.	(179) In blue ya feeling.

22.	(181) So, sadness ya quality is common in the Old English poetry. Why?
23.	(185) and at time in the ... the Old English period that was the time of aa what is it?
24.	(186) The time which were full of battle ya.
25.	(198) and then what else?
26.	(199) [fear] fear OK, make sense.
27.	(200) Fear we have fear, chaos,
28.	(201) and then [homeless] yup homeless OK homelessness ya.
29.	(209) anymore ee any other feeling that ... you will imagine?
30.	(210) Regarding to what war?
31.	(253) Because the works at that time were destroyed by the Scandinavian people
32.	(255) there is one other period which ee begin to ... what is it?
33.	(256) Which begin ya?
34.	(268) ee what is it? No prince ya?
35.	(269) There is no ... there is no one to ... continue the crown
36.	(270) there will be a dispute, a chaos, chaos again
37.	(275) After the die of King Edward the Confessor, the next king was William of Normandy.
38.	(276) He then being crowned as the king of England from 1066.
39.	(277) Why is it important?
40.	(278) Because ee William is from Norman, from France ya,
41.	(280) and you can imagine if someone from a certain country come into another country ya, and he has a kind of power, a kind of authority,
42.	(295) because the language they use ee was mix with the ... the English language of
43.	(296) uhm the mixer became a new kind of language which is called the Anglo Normandy.
44.	(301) in ee 14 th century English ee once again became the en ... the only language in England.
45.	(312) It can be about knight ya knight life,
46.	(313) not night like tonight,
47.	(314) ok with 'K', royal family about royal family, about love, about knight and about religion. What do you know about romance?
48.	(318) Yah it's usually telling what? (what is it about)
49.	(319) Telling about what? [love]
50.	(358) Ee ... which is the same with your imagination, which is ee what that you want yah,
51.	(385) Let say when ... at that time ...

52.	(386) when the work was written yah ...
53.	(387) when at that time the war was happening,
54.	(388) maybe the writer, in his mind ... he wants to ... uhm ... he wants to have something which is peaceful
55.	(389) because at that time, war happens everywhere ... everywhere yah.
56.	(394) which has uhm what is it?
57.	(413) and the sword that can't be drawn ... only ... by Arthur ya ...
58.	(414) the sword can be drawn only by Arthur ... who then ... later became the king of England.
59.	(424) they are from what age?
60.	(432) Renaissance from what age? (when was the renaissance period begun?)
61.	(433) From what century? (when the century began from?)
62.	(434) (They were) [15 th] 15 th ... to? [16 th] 16 th ?
63.	(443) [kapan?] (When)18 th century, is in 18 th century ... and then after that? [Romantic period] Romantic period ... ya ... Romantic period happen ...?
64.	(444) [in the 1 st half of ...] ok in the 1 st half of 19 th century.
65.	(460) There is morpheme...? Free morphemes and there is? [bound] Bound morphemes.
66.	(481) In Indonesia for example, like what?
67.	(586) The same grammatical categories like noun and noun here rainbow and verb and verb sleepwalk, noun and noun: girlfriend, fighter-bomber, paperclip, milkman,
68.	(587) what else? Batman? [noise] noun and noun..batman, and what else? X-man? Ice man? is ice is noun? Is ice noun? So noun and noun ice...man can we?
69.	(588) Can we say that that words aa new words? Ice man?
70.	(589) Yeah another? Yeah another?
71.	(609) When two words fall into different categories of class of the 2 nd
72.	(610) or final will be the grammatical category of the compound [oooh].
73.	(615) but then if in headstrong, noun head, adjective strong become...[adjective] adjective,
74.	(654) You can not always tell by this words it contains what the compound means, OK.
75.	(665) Only uh ..only the habit, batman itu behaviornya like bat?
76.	(666) The performance, the performance only like bat kan?
77.	(667) But he's not like a bat right? Like that.
78.	(668) The meaning is different to the words.
79.	(698) compounding uuh is up to you uuh about the grammatical category,
80.	(715) [yes] so far so good ?

81.	(716) so far so good ya ?
82.	(717) please get in touch aa...with evaluation ya.
83.	(718) Eeh..ok ee last week sorry, the last two weeks ya, ?
84.	(729) ya, in a group , ok in group, ok so ...
85.	(755) ok eh According to the ... what is it ?
86.	(756) the basic of evaluation in education, ...
87.	(757) the test is valid if ... [sound not clear] yak, like that, it measure what .. will measured,
88.	(758) valid.[...] (opening paper) what you said before?,
89.	(759) (sahih) yah sahih, in Indonesia sahih ya?
90.	(775) or as long as you teach,
91.	(776) (automatically it can be cancelled) like that ... [...]
92.	(777) please, the group which is eh translate,
93.	(778) the first ... the first ... uh (ladies) the front page of validity,
94.	(779) ok feris where is you ...translated, about validity,
95.	(788) According to my syllabus, please check, check it,
96.	(789) (come on) students to be able what?
97.	(804) We mix ya, that we have red.
98.	(805) In the principle is it possible ...
99.	(806) (only maybe words by wods its different ya,
100.	(808) its better like what ...
101.	(809) iya... in that definition is like what?
102.	(810) This book, that book, ya but, that I italic ya, italic [...]... (end cassette)
103.	(827) it has the theory ya, if its according to experiences, experiences ya ok.
104.	(829) Ehem (okey)
105.	(837) its only like that ya.
106.	(845) according to content validity is like that,
107.	(846) so suitable with the material that you have been learned. If you give the question that you have not given yet,
108.	(847) automatically it <i>have</i> (has) no validity or have low validity, low validity.
109.	(848) That content, suitable with the ma...learning material, like that.
110.	(849) Ok, the second is .. construct validity ..
111.	(862) So for example ah in my syllabus aa students,
112.	(877) so, yaa you have to remember those three aspects ...
113.	(879) it may before you Ya know the evaluation.
114.	(880) Actually like that, but it's ok yah The construct.
115.	(881) Then the third con ... concurrent
116.	(889) for the example maybe the last maybe the last test,... we... our test now,
117.	(890) (right after) we will compare, gitu ya.

118.	(891) We can measure from that, it can see,
119.	(892) such as eh for the example the first test,
120.	(901) Like that ya, hopefully ok, the students they can pass te test,
121.	(902) they can ... they can study in Univ ...university
122.	(908) Yak ... for example if you are going to be lecturer
123.	(909) don't in half!
124.	(915) [if aa''' aa the lecturer give assignment to the student with what will bla ...bla ... bla for example...]
125.	(918) (Please) make a question should suit with what we teach
126.	(919) or learned] iya [nah if you are lecturer and give a question like this;
127.	(920) eh how is your opinion about bla..bla..bla eh with the other words the lecturer,
128.	(921) hopely the students answer logically,
129.	(922) nah is it suitable with what have been learned?
130.	(923)] ...[not understand yet ya?
131.	(924) iya I have not got the point gitu, simplified, simples
132.	(927) ya, come to content ya sist and then
133.	(930) [is it suitable with] it depends on bla..bla..bla..bla.. bla..bla yah
134.	(931) [but should logic] ya, as long it related with material it's ok,
135.	(943) that's in economy ya.
136.	(944) Not to general for example until to politic,
137.	(945) ya like that, like that ya, as long that's not opposite from material,
138.	(948) so LKS for example, you make it the same, that's wrong,
139.	(951) Ah the test according to the material, our material, ok like that ya.
140.	(952) Ok, the other please?
141.	(953) Ya...ya [we have four validity content, concurrent, construct,
142.	(954) predictive why is divided into two turn ... and variant that's all] that's all?
143.	(955) Ok if it's Uh We have yah we have what is it?
144.	(956) ... standard ... our material and our instructional objective for example.
145.	(971) if... there is who got high score in the first semester
146.	(972) and then felt it means its not valid,
147.	(1007) [we what is the period]
148.	(1010) yak validity uhm ya my opinion of course based on the book,
149.	(1011) according to me (click) (could you mention validity)
150.	(1023) Evaluation uh it is like we take what is it picture in camera ok,
151.	(1024) the what is it?

152.	(1046) in this case, the lecturer has the last score before conduct the test now.
153.	(1047) So, he / she can compare two of them.
154.	(1050) So, the lecturer or the administrator, should have what is it?
155.	(1051) The standard or the test before
156.	(1055) ya you can uh at least if you have ten students
157.	(1056) ya, you can compare
158.	(1069) so you can uh explain or you can know by what is it?
159.	(1070) knowing the (four) kind of validity
160.	(1087) Formals cloth(es) and shoes also so it should like just ah common meeting,
161.	(1100) [yes] ya, and..before we come to our material, (okay)
162.	(1101) I would like to remind you also based on several experience(s)
163.	(1107) in the school yah.
164.	(1116) uh talking about your cloth,
165.	(1117) yah.. and also your attitude in term your manner being late,
166.	(1132) having a reason, <i>having</i> an excuse uh... <i>becoming</i> sick yah,
167.	(1133) sick or in such kind unwell condition.
168.	(1161) because <i>they</i> realize also that all of you still ah learning
169.	(1165) and then your institution and also your department also uhm they ...
170.	(1166) they will talk about that. I mean, 'oh this is your student Mr. John...from English department yah, and bla... bla ... bla ... bla and so on'.
171.	(1177) I mean fully shoes, is not a half of shoes
172.	(1178) or let say we we may <call on it> as a sandal.
173.	(1179) Please remind it, yah, no excuse for you,
174.	(1224) yah, OK, this is only one example...
175.	(1254) and the fifth one? What's that?
176.	(1255) Hmm? The rest one? [...]
177.	(1267) and you may now your students yah,
178.	(1268) exactly that would be in term of uh social
179.	(1269) and communication competence yah OK,
180.	(1281) What's that? Hmm? What's that? From CBC or KBK? Competence Based Curriculum become? [KTSP] KT ... KTSP, what's that KTSP? [...] Kurikulum Tingkat ... Satuan...Pendidikan.
181.	(1283) KTSP or kata siapa ya kata siapa.
182.	(1302) on(in) English language teaching you have ask that material?
183.	(1314) but, it (is) still in the planning.
184.	(1319) OK or evaluasi pembelajaran.

185.	(1320) And the sixth one, uh... you are going to be a good administrator,
186.	(1326) that's would be... <who's tell that?> that would be around [laughing] 12, 12 or 15 meetings with the... final evaluation also.
187.	(1329) <i>yah</i> , you have to... remind,(okay)
188.	(1330) I mean you have to... to know deeper about your student.
189.	(1348) what we... what
190.	(1349) what does it mean?
191.	(1358) dealing with the material itself and also dealing with ...the the pro... process of educational.
192.	(1375) if your cloth I mean your cloth or your appearance is not so good.
193.	(1406) And the next one (is) that I have told you,
194.	(1407) you have to be able also to have give <main>...
195.	(1408) to have give such kind of reward and punishment, closing, touching
196.	(1419) your sound <i>yah</i> or your body movement also.
197.	(1424) So, your voice also should be ...louder enough <i>yah</i> especially for you ladies.
198.	(1425) So you have to manage yourself ...later,
199.	(1426) so you have to speak louder <i>yah</i> not just like whisper
200.	(1447) So your in your concentration also later
201.	(1448) you are not going to face in the left side also I mean only,
202.	(1449) but you have to face in the right side. <...coba...>
203.	(1453) in the front of you, but you have to be focus also in each corner there <i>yah</i> .
204.	(1456) when they have class in PPLK 2, you may see, later <i>yah</i> .
205.	(1466) So, in closing you have to be, eh you have to remind that in closing,
206.	(1473) and also you may have such kind of aa follow up in term of assignment or homework,
207.	(1474) <i>yah</i> . So, by having 2 activities there...
208.	(1477) and also having a follow up in term of assignment, question, or homework,
209.	(1483) / <i>yeah</i> / so uh the question is uh
210.	(1484) how we know uh that our student is ready to listen our material? /good... good/ thank you]
211.	(1498) But in term of your material, you may have such kind of free informations <i>yah</i> ,
212.	(1499) dealing with your material, before you come to your material exactly.
213.	(1512) aah this one, that what I mean as a entry behavioral activities in opening the class or having ...how to to... enhance their schemata.
214.	(1517) so you are not going to talk directly about how to introduce yourself,

215.	(1518) how to introduce someone to others,
216.	(1519) by write it write it down uhm aa patterns there or <have a look>
217.	(1520) directly toward your text books.
218.	(1521) <You are> probably you may guide them,
219.	(1522) having sharing discussion, asking about some information.
220.	(1525) but in very formally I mean situation also you may check student attendance,
221.	(1526) also this is one of the skill,
222.	(1532) so for those students present meaning that you have already done it yah.
223.	(1533) So, it doesn't mean 20 minutes you will spend your time for the only checking the attendance list yah.
224.	(1534) Because it mean(s) opening the class, <opening having greeting>,
225.	(1535) checking the attendance list,
226.	(1537) So, that's why, I mean that's we may conclude that your student has already ready enough to accept your material, <OK>.
227.	(1539) OK go on, give the example...
228.	(1541) father... just <i>relax</i> , (have a relaxt)
229.	(1545) Father is smelling mother cooking, mother's yah,
230.	(1546) before he decides to eat his cook, not cook, not cook mother cooking.
231.	(1547) Kalau yang itu udah cooking yang kedua cooking juga, the 1 st cook, the 2 nd cook, ya.
232.	(1550) kok feel, not feel ya,
233.	(1552) Kita pake smell dulu ya, masih mencium – cium.
234.	(1553) OK the... the expert of... kiss <Mr. Rizal>, {several tap}.
235.	(1554) Not... not feel... not feel but smell, smell a fish, smell ya, smell by nose, kiss by lips.
236.	(1557) Putra, hi how are you?
237.	(1558) [the smell of her body is stink] [laughing] Pardon?
238.	(1560) The... the [the smell of her body]
239.	(1561) the smell... the smell of [her body] her body [is stink]
240.	(1562) what? [stink] sting, stinky, what stinky? [stink]
241.	(1563) ok what is that?
242.	(1565) Bukan stinky tah? Hah?
243.	(1566) I think stinky ya, the smell,
244.	(1577) OK... ya lets go on to... the next verb...
245.	(1578) <to late, to let> eh sorry let not let [taste]
246.	(1579) ya... taste {several tap} the next verb is taste.
247.	(1583) so, it can be in progressive form...
248.	(1584) it can be in progressive form...
249.	(1585) ok... for example, you can see the example, taste, {there's a sound}

250.	(1586) Mrs. Ledy... Mrs. Ledy is..tasting... tasting... tasting.
251.	(1587) Mrs. Ledy is tasting... the dish, the dish,
252.	(1591) Mrs. Ledy is tasting the dish... whether it is delicious or not...
253.	(1592) whether, it is delicious or not... clear, do you clear?
254.	(1593) Clear or liar? {several tap}... clear or liar?
255.	(1594) Clear yah, you can see in the example, Mrs. Ledy is tasting the dish
256.	(1595) whether it is delicious or not.
257.	(1600) Acid...acid...A C I D, asam...asam atau cu...[ka] ka,
258.	(1601) the acid taste... taste? ... taste what?
259.	(1606) you can see in that sentence...verb taste, a function or for...
260.	(1607) eh sorry... <for> taste for, function for involuntary activity...
261.	(1608) ya, verb taste... function for... involuntary activity... {several tap}
262.	(1609) So, it cannot be in progressive form,
263.	(1610) it cannot be in... progressive,
264.	(1613) because, because what?
265.	(1614) Because...it explain, it explain ya...or ya <literal truth> ...
266.	(1617) And the last word is what? [feel... feel]
267.	(1618) feel... oh yah, ee for taste <there should be> should be remember ee organ,
268.	(1619) organ or part of body <you> use taste,
269.	(1630) [Body] ya now ah... hear we use ...ear.
270.	(1632) yah, feel? Kiss? Oh ya kiss... kiss... kiss... is verb or not?
271.	(1635) kiss we use [lips] lips, so is this different or not?
272.	(1636) Different or not? [<no>] but you may smell your boyfriend by nose [laughing].
273.	(1637) Even though it's different yah, isn't it?
274.	(1638) ... is it clear? ...ok, feel, we use feel for... voluntary activity... voluntary activity,
275.	(1639) for example, feel... feel... Mrs. Ledy...
276.	(1640) Mrs. Ledy ok [sudah miss] Mrs. Lie, Mrs. Lia,
277.	(1643) Lia is feeling... feeling what do you feel Ms. Lia?
278.	(1644) Feel... feel blue, feeling blue... blue!
279.	(1645) Mrs eh Mrs sorry, Mrs... Lia is feeling blue, blue.
280.	(1651) I ask you if there is aa word and <add it by> another,
281.	(1655) True blue do you not know? (do you know a true blue?)
282.	(1657) come on, Mrs. Lia is feeling blue? [<no, I'm not sad>]...
283.	(1658) yah so that's why I say Mrs. Ledy... [small laugh]
284.	(1659) <Mrs. Ledy> actually feeling blue [why?]
285.	(1660) because I wear blue [laugh] blue yah,
286.	(1661) ee in that sentence I think the meaning is clear,
287.	(1663) ok... because the feeling is tentative,
288.	(1664) can be change to happy, glad,

289.	(1665) and... the other feeling...
290.	(1668) it's ok, but it is not ee it is not... what's that?
291.	(1672) so it is absolute yah, ee is it possible that the fire feel (feels) cold?
292.	(1681) yah...(okey) (it is) involuntary activity... ..
293.	(1682) OK, ehem, <i>once more</i> I will... explain about ee verb of perception...
294.	(1687) we got from?
295.	(1691) so we use eyes to... [see] see,
296.	(1692) the verb see also have another synonym, notice, watch, recognize,
297.	(1693) and... [look] look yah.
298.	(1694) But there; there will be different yah between see and look,
299.	(1695) because see we can use for involuntary action, <whereas>
300.	(1696) look use for... eh sorry... we use see for involuntary action
301.	(1697) but [look] look for voluntary action...
302.	(1698) the other... verb is hear.
303.	(1699) Hear from the sense eyes eh sorry ear [ear].
304.	(1700) For verb hear, there is aa synonym that is listen yah.
305.	(1702) Because if you hear,
306.	(1703) it's mean we don't pay uh attention so much that ee, yah what? [...]
307.	(1704) yak not in... full concentration yah,
308.	(1708) We use... <verb> in progressive.
309.	(1709) So, verb see and hear, we can use in voluntary activity, so it can be in -ing form...
310.	(1710) Do you still remember?
311.	(1711) Yah... it's for listen.
312.	(1712) And next for smell, I think you get just now, smell we use,
313.	(1713) can be for, voluntary activity and also involuntary activity.
314.	(1714) So you can differentiate between voluntary... activity and involuntary activity,
315.	(1715) by looking at the form yah, the form of verb,
316.	(1716) if <there is> -ing form it mean the function is... [voluntary] yah voluntary activity
317.	(1717) or voluntary action but if there is no -ing form or progressive
318.	(1718) it mean [in] involuntary activity.
319.	(1720) Casablanca perfume... bla bla bla and smelling, smell, smell ya,
320.	(1721) Rafflesia Arnoldi smells bad,
321.	(1723) which one is voluntary and which one is involuntary, which one?
322.	(1724) Voluntary activity?
323.	(1725) [Mrs. Ledy is smelling] Mrs. Ledy is smelling,
324.	(1726) yak Casablanca perfume <spray> for example,

325.	(1727) and involuntary activity Rafflesia [Arnoldi] Arnoldi [smells] smells [bad] bad,
326.	(1728) because Rafflesia Arnoldi will smell bad until forever.
327.	(1732) we use in progressive yah, like example... Mrs. Ledy is tasting the dish ya, the dish,
328.	(1733) whether it is delicious or not.
329.	(1734) So in that sentence, the condition is tentative yah, can be change.
330.	(1735) The taste of... dish can be delicious can be not delicious.
331.	(1736) So it can be in progressive.
332.	(1741) Yah we use... for involuntary action,
333.	(1742) so it cannot in be in progressive form, for verb taste.
334.	(1744) Feel... feel, we feel by skin yah. aa... <our> part of body is skin...
335.	(1745) verb feel also we can use for voluntary activity,
336.	(1746) so it must be in... progressive?
337.	(1749) ... true blue? Yah, what is the meaning of blue?
338.	(1750) Mrs. Ledy is feeling blue, sad yah, feeling blue...
339.	(1751) we can compare with the second example...
340.	(1752) what is the second example?
341.	(1753) [the fire] hmm? [the fire feel hot] the fire feel hot, the fire feel hot,
342.	(1757) it means it is for voluntary, or tentative yah, tentative activity or action,
343.	(1759) Hello, maybe some of you want to have...ee question
344.	(1760) or <give> example?
345.	(1761) or <give> example?
346.	(1762) <that fine to ask> because in examination you may ask nothing.
347.	(1763) Or there's the time for you to ask
348.	(1764) or maybe you have another comment, another opinion?
349.	(1765) Maybe you find in reference about our topic verb of perception...
350.	(1766) perception...
351.	(1772) What is the relevance <i>or similar</i> of perception?
352.	(1773) what else? ...
353.	(1774) what else beside <faith>, <faith> is concrete ya,
354.	(1775) perception is quite abstract,
355.	(1776) what is the... the other synonym which is relevance?
356.	(1777) Hah? Assumption?
357.	(1778) Assumption yah that's right,
358.	(1779) assumption is quite similar to perception.
359.	(1783) like... like what?
360.	(1785) maybe you have question or comment?
361.	(1786) Why... why you must?
362.	(1787) Yak [(a student is delivering a question but it's not clear)]
363.	(1788) is feeling blue?

364.	(1791) Mrs. Ledy is feeling blue, we use... skin or not? [not]
365.	(1792) we use what?
366.	(1793) We use... we use hurt, heart.
367.	(1794) So is it ok or not?
368.	(1795) how, how it should be?
369.	(1796) Mrs. Ledy is feeling blue, so I cannot feel blue yah,
370.	(1797) I cannot feel blue. <So>
371.	(1799) Is ok, that your time to comment, so how it should be?
372.	(1801) Do you want? You may make... [my wound is feeling] my? [wound]
373.	(1802) wound? Ya ya [is feeling; feeling injured] my wound is feeling injured.
374.	(1811) Can you make the other please?
375.	(1812) Come on... you? ...
376.	(1813) feel, we talk about feel, feel?
377.	(1814) Feel... ah you maybe?
378.	(1815) Feel, help all of your friend.
379.	(1816) Hallo buang, is ok, or you want to ask more ya?
380.	(1817) Ya the taste is sweet but the taste is sweet and [delicious] yak
381.	(1818) but you know this sentence taste mean noun ya, function as noun,
382.	(1822) you should remember ya.
383.	(1823) You make the sentence...
384.	(1824) using taste using as verb not noun yah,
385.	(1827) yak, we go again to your topic...
386.	(1828) if you can find the other sentence ee...
387.	(1829) but it must be grammatically correct yah,
388.	(1837) Iya that's hard, ok you maybe?
389.	(1838) Hah once more? [...] pardon [...] hah?
390.	(1839) [they are] the [they are] self [...] salty <fish>
391.	(1840) oh yeah salty fish, [...] taste sweet...
392.	(1841) hah taste sweet?
393.	(1843) I think you, you haven't passed pronunciation.
394.	(1845) [...] taste, 's' double 's', long 's'. <the salty> fish taste <sealthy> or <salty>? <salty>
395.	(1846) ya the salty fish taste?
396.	(1847) Tastes salty... ya... impossible it if... it taste sweet
397.	(1848) ya, must be salty ya. Ok, anything else?
398.	(1849) ...is it? <you may turn on again after I go back> (a click)
399.	(1850) sorry to leave you for a moment.
400.	(1851) Yak, I think uh we should conclude our topic.
401.	(1852) We should stuck on your mind that verb of perception...
402.	(1853) <are back> on our fi; five senses ya.
403.	(1854) So whenever you want to make sentence,
404.	(1856) you should consider... either it is in... concrete one,
405.	(1857) for example... uh what we have ok?

406.	(1858) sight, sight and; and point of view, which one is concrete,
407.	(1859) which one is abstract?
408.	(1862) I see your point of view, I see your sight, you know sight?
409.	(1866) for example the sight in terminal, in... in front of our campus, that sight.
410.	(1867) But, if we say I see your point of view,
411.	(1870) And I repeat once more that the man,
412.	(1873) you know what? Recognize... that for see yah.
413.	(1874) and how about listen?
414.	(1876) that's why you get listening comprehension
415.	(1877) not hearing comprehension because if you listen it means you... pay attention fully yah,
416.	(1880) And for... ehem smell, smell, smell also there is the similar,
417.	(1881) similar verb which is ee <nearing> in meaning yah,
418.	(1882) that is kiss. But, if you say I smell it will be different if you say I kiss,
419.	(1883) because smell we use; use [nose] nose, but if we say I kiss we use... [lips] lips,
420.	(1884) is it only lips? [yes] yak may, you may use the other.
421.	(1885) <what is it? Taste> yak for... <verb> taste,
422.	(1889) There is no... other synonym for taste itself... taste yah only taste itself.
423.	(1890) And the last is... feel, uh for feel, how about feel.
424.	(1892) Feel? Just feel itself yah, yak so, for verb of perception there are five <main>
425.	(1893) but you can make it the other
426.	(1894) yah it's only to <keep> near in meaning and the function.
427.	(1895) You should stuck in your mind that the function can be for voluntary activity,
428.	(1896) can be... for... involuntary activity.
429.	(1898) but if we use for involuntary activity,
430.	(1899) it mean the verb cannot be in -ing form because it is for eternal verb.
431.	(1901) Yak, <if it's> no, I think that's all for today,
432.	(1902) I hope you... concentrate more or you... find by yourself
433.	(1903) the other reference yah.
434.	(1904) see you next time, wassalamu'alaikum.wr.wb
435.	(1905) 1 st group is coming up now is group7,ya,
436.	(1910) The group which is coming up
437.	(1911) or is coming forward that.
438.	(1918) Right, please start.....you come on.....
439.	(1919) Who will be the moderator?ya.....do the best.
440.	(1920) Eh right please sit down.
441.	(1921) Eh students let me ...give you some comment on this... implementation of this program.

442.	(1922) Something that I would like to say is best thing is not the <team handle the class> for us to... run this program.
443.	(1927) Eee like I told you,
444.	(1928) so last week that our topic for this week or for today,
445.	(1929) what is our topic? [definition of translation] hmmm, definition?
446.	(1932) hmm in short?
447.	(1933) the same message or Similar Meaning.
448.	(1938) and then the word equivalent, who know?
449.	(1939) The ya [similarity] similarity, right maybe from this word
450.	(1940) we have ee... from this word direct from the word ... equal,
451.	(1941) Same, equal, same can we say that it is the same with balance?
452.	(1942) the degree, you know the degree?
453.	(1945) such as word and then ee what else?
454.	(1946) Linguistic unit? Do you still remember?
455.	(1947) [phrase] phrase, what else? [...]
456.	(1948) aha, ok, semantic, structure, etc. ok, once again,
457.	(1949) translation equivalent ee meaning is ... degree of linguistic unit in,
458.	(1950) .. [....] degree of linguistic unit, in ... source ... language,
459.	(1951) or eh last week ... I told you that this word
460.	(1953) ok, I want to know what is or where is the first group?
461.	(1954) Please rise your hand, ok you,
462.	(1955) and the second, second, the third, fourth, and fifth.
463.	(1956) Ok I have something for you ... here for you ...
464.	(1957) Like this ok,
465.	(1958) Ok student look at here Paper
466.	(1959) ee we have we have several definition, yas may?
467.	(1960) Have your attention? [...]
468.	(1961) Thank you [....] one, two, three, four, and five, ok.
469.	(1962) ok we ten definitions of translation.
470.	(1963) Ok I want to ... I want to <apply> I want to read I mean,
471.	(1964) I want to read the first, so ...
472.	(1965) I want to read the first theory from Catford ...
473.	(1967) or we usually <call it> source language,
474.	(1968) by equivalent textual material in another language
475.	(1969) or ... target language, ok.
476.	(1970) Clear enough I think,
477.	(1971) because we have discuss about ,, last week, yah,
478.	(1972) aha, ok I want to know the meaning of the theory
479.	(1973) Please, rise your hand, come on ...
480.	(1995) It is a discuss(ion) session for us,
481.	(1994) Ok how about this third theory?
482.	(1995) <ok from your friend> come on,
483.	(2001) who know the meaning of competent view?
484.	(2002) are you sure, I want to know from you ,.....

485.	(2011) still numbers Come on
486.	(2012) receptor language, it is a new word for you ... receptor language,
487.	(2013) [...] have you finish? Is only a short sentence come on [.....]
488.	(2014) We have still second paper, look at ...
489.	(2015) second paper, it is for ee.... Next week.
490.	(2016) You have to bring that paper first,
491.	(2017) then we have to we must discuss about that.
492.	(2018) It is (you) are number nine...(so you the theory) [....]
493.	(2019) you can share, maybe you are the first sentence,
494.	(2020) the second, come on, it is a long sentences, a long destination,
495.	(2033) that is aa I think the meaning of widia's,
496.	(2034) widiyamartiyas theory about translation.
497.	(2035) Ok maybe you can make it,
498.	(2036) or make aa the sentence become, you know perfect.
499.	(2038) I think ... I think enough for today,
500.	(2039) ok and now it is ... it is important for us,
501.	(2040) ok. I think we have still aa time,
502.	(2041) ok look at nnumber nine,
503.	(2042) or messages, verbal or non verbal from uhm you know,
504.	(2043) Ok we have two definitions here.
505.	(2052) Ok ... ok ... yah, that's right, ok,
506.	(2053) I think we have, once again,
507.	(2054) or in the our language.
508.	(2056) Ok, fine....
509.	(2057) Ok I'm repeating we have to listen to the story, for the communication
510.	(2058) we may ... my story>
511.	(2059) uh two person let say uh they are friends,
512.	(2065) did you say loudly?[yes]
513.	(2066) did you scream?[yes] did you scream? [yes]
514.	(2067) Or may be aa please sign, please sign in the attendance list!
515.	(2068) So this is a... casual thing happen.
516.	(2069) "don't forget to put my name in the attendance list!"
517.	(2071) sometime [yes] sometime or never?
518.	(2072) ok. good boy and the... so one day uh
519.	(2076) it's not like uhm budi,
520.	(2077) I need a book uhm...like what uhm
521.	(2078) what I like to say that as last ... last two days
522.	(2079) and then uhm... and then wati really unders... understood
523.	(2080) what... what... what kind of the book that budi wanted actually
524.	(2082) ok. so listen, ok I have repeat again on the story.

525.	(2083) My god!
526.	(2085) but.. when let say let say when wati went back to to budi's house,
527.	(2089) but that the 1 st , that the 1 st statement.
528.	(2090) what kind of what kind of uh of words that budi say.[....]
529.	(2091) ok ok please, ok come on please buy some books for me
530.	(2092) And what happen after that?
531.	(2093) what happen to wati?
532.	(2094) So what what happen with the communication there?
533.	(2095) The instruction was not clear, the 2 nd one?
534.	(2097) So what what is the ideal instruction would be?
535.	(2098) What kind of instruct that budi actually should tell to wati? [...] yes
536.	(2099) yah ok,
537.	(2100) ok tell me, for example[just like the title of the book]
538.	(2101) ..Ok...and what about the...The..Ok and also the place....
539.	(2102) Ok... what is it?
540.	(2103) this is up stair, this is down stair.
541.	(2105) uh was also influence by how many uhm condition. (How many condition that influence it?)
542.	(2106) What what what do you think,
543.	(2110) Oh you haven't finish the ... uh the discussion yet?
544.	(2111) Ok you have to explain it [kan pertanyaannya sekarang]
545.	(2112) ok come forward is ok. ok please come forward... putrid, sylvia and devi,
546.	(2113) there were uh three persons.
547.	(2114) Ok come forward ... ok fine...(click).
548.	(2115) Of attention everybody should uh have the the paper
549.	(2116) and you look at the paper if you don't understand
550.	(2117) then you may directly discuss them today
551.	(2118) Last week, how many persons?
552.	(2119) Have a chance to ask?[three persons three persons]
553.	(2120) Uhm... did the 2 nd group finish?
554.	(2122) Because there are, there were two groups <i>right</i> ?
555.	(2123) This is the 1 st and what about the 2 nd ?
556.	(2124) This is aa is this different group?
557.	(2125) ok fine, so how many persons?
558.	(2128) ok you discuss much about this
559.	(2129) ok you can ask many many questions.
560.	(2130) Fine you can start.
561.	(2131) ok, you... you come to next question
562.	(2132) and this ahm <questioning>
563.	(2137) eh attention please, I ...I haven't told to your chief of the class,
547.	(2142) do you understand, next week, next week.
548.	(2143) So, when you, when you collect the book, so ok,

549.	(2144) It should be your... do not only copy but also you... understand?}
550.	(2145) ok ee just, just keep your own question till you are going to discus this next discussion next week, ok, all right>
551.	(2146) Now, see this uh simple <fine> that
552.	(2147) what ... you know this guy?
553.	(2148) you know this guy [yes] you now this guy,
554.	(2149) who is she, who is he? who is he?
555.	(2150) the handsome guy have faced,
556.	(2151) a spirit man who build the, the change of the African life.
557.	(2152) What kind of, what kind of change, Nelson change?
558.	(2153) What? Education? What is the most important thing?

5.7 ERRORS IN PRONOUNS

No.	Utterances
1.	(11) I've send it to one of you and <i>he</i> said that he will ee <i>he</i> give ee the rest of the class, (you)
2.	(56) Now, lets talk about the 1 st ee period of English literature, (us)
3.	(57)it is the Old English.
4.	(70) because ee the <i>Rome's</i> , they come ee from ee an already civilize people.
5.	(71) The <i>Rome's</i> ee conquered England until the year 410 /four hundred and ten/ yah.
6.	(72) So, from 50 until 410, Rome conquered England.
7.	(75) <i>They</i> came from North Germany yah and they were divided into some tribes.
8.	(76) The tribes were Jutes, Angles, and Saxons ... OK. The Germany tribes ...
9.	(77) so, they are from Jutes, Angles, and Saxons.
10.	(78) They came from North Germany, yah ... so, they called Germanic
11.	(79) because they come from German, Germany, OK?
12.	(81) there is something that you have to ee remember ya, that in the end of 6 th century ...
13.	(94) and they came from this tribes ya <i>it is</i> Anglo and Saxon (so they are)
14.	(104) Yes ... [not yet] yeah maybe <i>some of you</i> have already understood,
15.	(116) <i>the king</i> name <i>is</i> King Hrothgar ya ... King Hrothgar ya, (his)
16.	(131) And at the same time, <i>they</i> usually talk about <i>it</i> in spoken, (them)
17.	(136) <i>Grendel</i> is a terrible creature which ee live in a lake and <i>he</i> ... <i>not he</i> , <i>it</i> comes to kill ... kill the people of King Hrothgar.

18.	(142) So, ee attack began again yah, (they)
19.	(150) OK maybe ee ... have you ever seen ee in a movie? (it)
20.	(158) And then <i>he</i> died because of this wound. (it)
21.	(204) [suffer] yes? [suffered] suffered, (they are)
22.	(290) OK, so <i>they(it was)</i> use (d) French instead of (using) English.
23.	(390) OK, so <i>they(it was)</i> use (d) French instead of (using) English. >>OVERUSE<<
24.	(725) Whereas (if) its(you) only read, (you will at least be clear!) Whereas (if) its only read, [a little, just a little] [it clear]
25.	(801) Ya, let (us) we try....
26.	(883) in book validity that you learned now ..[...] (validity's book)
27.	(923) Maybe I (you) can understand if (I) using (use) English / laughing / [...]
28.	(978) if (it is) not, this should have the comparison, the score first after I (me), it means there was (is).....?
29.	(1042) so you can Ok you can see your instructional objective during your (our) teaching process
30.	(1056) For example as (it) is the score before and why (it) is their (your) recent score.
31.	(1083) uhm you should uh uhm you should uh prepare <i>you're</i> your uniform (your)
32.	(1089) it (they) should be very formal (clothes) yah.
33.	(1101) actually there are (were) many weaknesses, in term of your (their) attitude in teaching,
34.	(1155) lets we (us) change our attitude uh especially preparing about PPLK 2 (two) in this... PPLK 1 (one) yah.
35.	(1166) and also you (talk) about they... they (their) command
36.	(1333) and what's the matter with <i>their...</i> <i>theis</i> , <i>their</i> score when they have uh lower score, (his or her)
37.	(1375) So, that's why, so you couldn't <i>suggest</i> (ask)
38.	(1376) also <i>you</i> (your) student to have a shoes <i>not</i> (or) sandal if you yourself <i>using</i> (use) shoes or sandal.
39.	(1403) So, questioning also become(s) one of the skill(s) that you have ...to be <i>mastered it</i> . (master) (them)
40.	(1467) and you <i>may have</i> (have) to ask your student(s) about <i>they</i> (their) comprehension, <i>they</i> (their) <i>comprehending</i> (comprehension) about the... subject(s)
41.	(1468) or also <i>by having they</i> (their) comprehension, telling or giving their command directly, (thought)
42.	(1486) Let (us) see by having some questions or bringing some information

43.	(1502) or asking (ask) <i>them</i> (him or her) to to introduce <i>themselves</i> , (himself or herself)
44.	(1511) So <i>their</i> (his or her) knowledge that that (he or she) have already uhm reminds before you try to remind them,
45.	(1542) mother cooking, before he (she) decides.
46.	(1780) we use <i>it</i> (them) by five senses,
47.	(1853) we (you) should consider those five senses,

5.8 ERRORS IN ENGLISH CLAUSE STRUCTURE

No.	Utterances
1.	(12) why I ask you, that you already have the syllabi?
2.	(13) Because today ee we'll discuss about the history of English literature yah, the history.
3.	(33) Do you know what does it means, AD? Yes? [...] In English?
4.	(34) OK, AD here stands for Ano Dominy yah, from Latin words Ano Dominy, which mean after century. (subjectless)
5.	(35) 50 AD's to 1100 /one thousand and one hundred/ (subjectless)
6.	(159) So, there is the end of the story, the funeral of Beowulf ya. (its)
7.	(160) Maybe I ... I have the example ...
8.	(169) Or maybe <i>is</i> you observe, there are some words which have <i>an</i> which have what is it?
9.	(171) And then funeral, lihat sorrowing shoulders, funeral fire. (it is)
10.	(172) And then the bleed sweet sorrowful cry. (its)
11.	(173) OK sorrow, funeral, cry, why I mention this? (they are)
12.	(205) it can be, suffer yup? (Are they suffered, aren't they?)
13.	(206) OK tragedy uhm tragedy, chaos, fear ya, (its)
14.	(857) yah if (it is) construct, so the aim of instructional

5.9 ERRORS IN ENGLISH STRUCTURE

No.	Utterances
1.	(165) the translation is <i>the</i> following shoulders <i>then lay</i> the glorious king, (without the, laying)
2.	(175) most of the <i>work was ah were</i> written with a this kind of feeling, sad feeling ya.(works, were)
3.	(178) In Old English poetry, descriptions of sad event are true situations as someone else (it is)
4.	(192) [scared] scared, scary ya, [murder] murder OK, (its)
5.	(193) and then yes ... yes [crowded] crowded? (its)
6.	(194) Chaos? (Is it)
7.	(200) Homelessness, a situation of being homeless, (is)

5.10 ERROR IN CONJUNCTIONS

No.	Utterances
1.	(14) Because today ee we'll discuss about the history of English literature yah, the history. (And)
2.	(31) the first one is Old English ... <i>and then</i> , we have Middle English ... the third one is Modern English. (and)
3.	(36) or maybe some other ee researchers prefer to say 5 th century until 11 th century, just the same.
4.	(37) And then, Middle English is from [there's a knock on the door] please come in ... 1100 until 1500 /one thousand and five hundred/ ... or 12 th century until 15 th century and after 1500 until now yah, we call it Modern English ...
5.	(38) there are Renaissance and then Augustan age, Romantic period, Victorian age, Modernism and Post modernism.
6.	(45) <i>And then</i> , Romantic period ... romantic period ... romantic period! Is from the first
7.	(52) <i>And then</i> after the 2 nd World War, there is Post Modernism, Post Mod, Post Modernism means after Modernism, yah Post Modernism, it is from 1960's and 1970's ...
8.	(83) <i>because of</i> the entering of Christ Monasteries were build (due to)
9.	(85) <i>So</i> , it was the beginning of written English literature, (in conclusion that)
10.	(86) <i>OK</i> . It was marked as ... written English literature, (and)
11.	(87) <i>because before that, before</i> the Christian entering England, the literature in England is still ... mouth to mouth yah or still spoken form. (at the previous time)
12.	(105) <i>but maybe</i> some of you haven't even heard the name yah.
13.	(117) <i>and</i> the young hero name ... Beowulf ok.
14.	(144) <i>After that, uhm after</i> Beowulf succeed to kill his mother, (when)
15.	(146) the creature's mother, Beowulf ee was trained to be a king, he then became a king.
16.	(157) <i>but</i> in this fight Beowulf <i>is</i> badly wounding. (finally)
17.	(182) >>misuse<< that time when the work was written OK, (without when)
18.	(242) After the Scandinavian attacked ... Northumbria, all of the ... Old English lit ... literature were destroyed also yah. (because of)
19.	(257) <i>But</i> , we will not talk about this prose time yet, (and)
20.	(260) <i>And then, after</i> (and) the Old English here they come (s) (from) Middle English, Middle English is from around 1150 until 1500 ...

21.	(261) OK. It is marked ee in 1066 ...
22.	(284) (and) so the ... the language which is used by the royal family was French ok,
23.	(285) more specific from Normans.
24.	(291) >>overuse<< <i>And then after that, because of the ...</i> using of French,
25.	(292) >>overuse<< it became Anglo Normandy,
26.	(305) Because of this (therefore), once again English became the only (one) language in England.
27.	(377) or (and) either a fool <i>because</i> they are not realistic.
28.	(379) You can say <i>they (you)</i> are idealistic, romantic <i>or (and)</i> fool.
29.	(388) (finally) So, he wants something which is peaceful ...
30.	(397) (while) they were talking about something (which is) unreal ...
31.	(417) (if) So, you (have to) remember ... the father of English poetry.....
32.	(601) Yah when (if) two words fall into different categories the class of the 2 nd
33.	(602) or (so) final word will be the grammatical category of the compound.
34.	(609) So (and) , it will be noun, verb and noun will be noun, <not clear> will be?
35.	(697) whether it is noun and (or) noun or (and) adjective and (comma) noun or verb and noun, uh whatever.
36.	(724) Whereas (if) its only read, [a little, just a little] [it clear]
37.	(763) So(and) measure that will measured, the material that not you teach ...
38.	(812) is it (because of) <i>the effect of ..fasting</i> or ... what?
39.	(813) / laughing / wake up ... wake up ...
40.	(814) wake up
41.	(854) ok, (when) we apply ok, we may (can) take our instructional objective >>omission<<
42.	(1026) So (and) the photo or the picture should be like the true house.
43.	(1027) Ok for example evaluation,
44.	(1062) so (finally) you can put your result ok.
45.	(1064) (So) I think [what is the conclusion?]
46.	(1075) So (okay)... we meet again in our subject about micro teaching yah.
47.	(1132) So (finally), you always talk to the lecturers,
48.	(1149) So, what is your reason because (when) you have second micro teaching,
49.	(1377) <i>So</i> , your student will blame you. (finally)
50.	(1385) but, (and) you have to remind them, you have to enhance their schemata by having entry behavioral.

5.11 ERRORS IN TENSES

No.	Utterances
1.	(16) OK. Then, he <i>killed</i> this animal is killed by Beowulf, >>(the use of simple present tense in place of simple past tense)<<
2.	(61) OK, now you heard yah [yes] OK Celtic tribes [Celtic tribes]O, now you heard yah [yes] OK Celtic tribes [Celtic tribes] >>(the use of present future tense in place of simple past tense)<<
3.	(69) and they gave them, gave the Celtic tribes a civilization,
4.	(96) so, the language <i>became</i> what <i>is</i> called Anglo Saxon [ooh]. OK? >>(simple past tense in place of simple present tense)<<
5.	(44) And then, it is <i>follow</i> by Augustan age, August, August, Augustan age. It is in 18 th century ya ... the age is in 18 th century.(followed)
6.	(1301) All (of) (you)? [...] (are) (you) sure?
7.	(1302) Yah that's why this <i>is</i> become(s) uhm a basic skill for you to have a training later,
8.	(1303) yah so that's why you have to mastered (master) the... methods
9.	(1304) and the technique(s) in teaching.
10.	(1305) And the third one, is this (this is) that I have told you,
11.	(1306) you have to prepare such kind of aa ... lesson plan or instructional... in teaching later,
12.	(1307) and (it is) also how you may select an appropriate media
13.	(1308) or uhm (it is) supporting aid in helping... you in teaching.
14.	(1309) And the fourth one, you have to be able in ...manage (ing) the class.
15.	(1398) And also you have to be able to share their question
16.	(1399) if your student(s) couldn't (can not) answer the question.
17.	(1411) So why, the student didn't (do not) focus on your class also,
18.	(1412) you may find <any (some) clues>...
19.	(1425) and you write down some uhm sentence(s) in the ...whi... white board
20.	(1426) or you read some sentence(s) in the books
21.	(1427) (it is)only from your desk.
22.	(1428) The sixth one is how you <i>may</i> organize your class,
23.	(1433) also this is one of the strategy(ies) in organizing your class.
24.	(1436) and also how to face around a 5 to 10 student among each group that would be (will be) different.

25.	(1437) So you have to organize, you have to be able to select
26.	(1438) which technique(s) which <i>is</i> (are) appropriate with your student(s).
27.	(1439) And... the next one (is) you have to be able also to manage
28.	(1441) So, when you have a group in teaching,
29.	(1442) you <i>are not going to</i> (will) face or <i>to</i> focus on 1 or 2 group only,
30.	(1443) but you have... to observe all of the group(s).
31.	(1444) So, if you have... 4 or 5 group(s), you have <i>to be focus</i> (to focus) among all of the groups yah.
32.	(1448) we are not going to teach the women only but (it is) probably also the men,
33.	(1449) I mean (they are) the boys as aa your students yah.
34.	(1455) Uhm the last one, that <i>would be</i> (is) <i>the</i> (a) skill in closing the class yah.
35.	(1456) Closing the class <i>it</i> doesn't mean also just directly...
36.	(1458) So, (it is) probably in teaching later,
37.	(1459) you are going to have 3 steps, (they are) the 1 st that <i>would be</i> (is) pre-activities,
38.	(1460) the 2 nd (one) <i>it would be</i> (is) while activities,
39.	(1461) and the 3 rd (one) that <i>would be</i> (is) post activities.
40.	(1462) So, closing skill / (is) mean(t) closing ...
41.	(1463) the class is one of the skill(s) which is (are) required for you in teaching later.
42.	(1465) <i>meaning</i> (it means) that you have to sum up all of your subject(s) in general
43.	(1466) and you <i>may have</i> (have) to ask your student(s) about they comprehension,
44.	(1477) I think that's (are) 11 (eleven) strategies and also 8 skill(s) for you in teaching as aa... a first material for us today. {a click}
45.	(1478) [Before <i>we are</i> delivering our material in the class
46.	(1479) we have to make sure that student(s)
47.	(1480) or our student(s) (whether they) (have) (been) uh ready to receive our material
48.	(1483) Thank you, (it is) good question yah that's why I <i>told</i> (am telling) you,
49.	(1484) you have to be able to open the class,
50.	(1485) <i>meaning</i> (it means) that you <i>may</i> (will) conduct <i>such kind of</i> aa (many) entry behavioral activities.
51.	(1490) No, (it is) not really, (it is) not really,
52.	(1491) so you may also see the condition of your student if they have already (been) ready enough
53.	(1492) I mean they (will be) quite silence and they have already prepare(d) their books,

54.	(1493) this is also one of the indicator(s) that you may start or <i>beginning</i> (begin) your class.
55.	(1500) so let (us) see we <i>begin</i> (will begin) with introducing yourself
56.	(1506) So, (it is) exactly after that activities, you... you said,
57.	(1513) (what) I mean (is) <i>try</i> (ing) to guide them to think about the topic.
58.	(1514) This is also one (of) the skill(s) in teaching <i>in having opening</i> (to open) the class {click}
59.	(1521) This (these) is (are) (what) <called> we called as opening,
60.	(1525) (what) I mean (is) the way how ...to remind them (in order) to be ready having the class.
61.	(1527) But aa (it is) a very good lecturer (if they) do not <lost> (lose) the time
62.	(1528) only for check(ing) student uhm attendance list, right?
63.	(1534) try to <build> the students schemata also, (it is) very important for your <topic/open>.
64.	(1540) father is smelling, mother (is) cooking before, <i>he</i> (she) decides plus 's' ya,
65.	(1541) he decides to eat his food...
66.	(1549) we (are) still discus (sing) about smell.
67.	(1562) What's (does) the mean(ing) of stink?
68.	(1580) (it) can be use(d) for ...voluntary activity...
69.	(1586) (do) you know the dish?
70.	(1587) (they are) Dish, hidangan, masakan... D I S H...
71.	(1595) We can compare with the 2 nd example,
72.	(1596) (it is) using still the verb taste... taste... the acid... acid,
73.	(1597) (do) you know acid?
74.	(1609) (do) you know progressive,
75.	(1613) <are you confused?>(is there) any questions? ...
76.	(1619) what organ do (we) use? (it is) [tongue] tongue yah tongue.
77.	(1620) (it is) Tongue, (do) you know tongue?
78.	(1629) So, there are 5 verb(s) of perception yah, (they are) see from eyes, hear from... ear, smell from nose,... taste from... tongue,...
79.	(1631) (is it) Kiss? Do you still remember the different between kiss and smell?
80.	(1644) The color of my cloth is blue, (do) you know blue?
81.	(1645) What's the meaning of blue? E...? hah?
82.	(1646) (it is) Blue, what's the meaning of blue?
83.	(1647) (it is) (a) Blue film... [laughing] ...why...why do you laugh?
84.	(1650) it will change (d) the meaning yah.(okay!)

85.	(1651) (Is it) blue film or true blue?, (do) you know true blue?
86.	(1652) (is it) True blue?
87.	(1654) How about feeling blue, what (is) the meaning? [sad] (it is) sad,
88.	(1667) (it is) Not so clear, we can compare with the second example...
89.	(1668) (it is) the fire, (do) you know the fire?
90.	(1669) (is it) Fire? The fire feel(s) [hot] hot,
91.	(1671) (is it) Possible? The fire feel(s) hot,
92.	(1672) so you can say I feel blue,
93.	(1673) but (it is) not clear if you compare with the fire is hot.
94.	(1674) You can't compare the... the meaning(s).
95.	(1678) the second example (is) also explain (ed) that ee 'feel' (is) used for... eternal <true>
96.	(1681) <i>do</i> (did) you still remember our first discussion, last week?
97.	(1682) (they are) verb of perception... verb of perception... or verb which are use(d) to explain that... that... what? Verb of perception? [...] ya,
98.	(1686) (A) verb which are (is) use(d) to explain about the <knowledge> acquisition
99.	(1687) (they are) five senses
100.	(1688) <i>yah</i> , (okey) (they are) five senses as you know there are five... eh kind(s),
101.	(1699) ee (why) you get listening comprehension but not hearing comprehension, why?
102.	(1703) but if we say listen, <i>it is</i> (it will be) full concentration... for hear and... hear and see,
103.	(1704) they can (be) function(ned) also for... voluntary,
104.	(1717) We can see the example like... uhm Mrs. Ledy (is) smelling...
105.	(1728) And the <fourth/verb> (is) taste,
106.	(1729) the verb taste also can (be) function(ed) for... voluntary activity in condition
107.	(1735) And the second example...(is) 'taste the acid'... <it is> the acid... taste [sour] sour.
108.	(1736) Have you ever (been) tasted the acid?
109.	(1737) <i>The acid... is it sweet or sour or bit, bitter... [sour] sour ya, sour.</i>
110.	(1738) (is the acid sweet? Is it sour?)
111.	(1745) (it is) [form] form, right. <it is> example, Mrs. Ledy... is feeling blue,
112.	(1746) how about (the word) true blue, what (is) the meaning of true blue?
113.	(1752) <i>you never feel fire cold yah that <ice or...> (have you ever felt fire cold?)</i>

114.	(1753) so, it is clear that verb of perception actually cannot be use(d) <i>in</i> -ing form...
115.	(1754) but if we use it in -ing form,
116.	(1756) but... (it is) commonly (when) we use verb of perception for... involuntary activity.
117.	(1757) So it cannot be in progressive form... (is there) Any question?
118.	(1767) if we talk about perception,
119.	(1768) what (will be)come into your mind if you talk about verb of perception?
120.	(1769) (do) You know perception?
121.	(1778) So if we talk about verb of perception,
122.	(1779) So if we talk about verb of perception,
123.	(1782) Yak, you have... (already) <i>make a note</i> (taken a note) just now...
124.	(1796) do you have any ideas or <to give opinion>(s)?
125.	(1833) Home sick, what (is) the meaning of home sick?
126.	(1858) (it is) Sight, (do) you know sight?
127.	(1863) we can see what the form of sight (is)
128.	(1867) ok, someone saying (says) uh we get someone point of view by hearing his saying.
129.	(1877) <i>you don't</i> you <i>don't</i> (won't) pay attention fully, just at glance.
130.	(1884) taste (do) you know taste?
131.	(1885) Is there any other synonym for test; taste, (do) you know taste?
132.	(1895) If we use voluntary activity it's mean(s) the verb <i>is in</i> (will be) progressive form,
133.	(1898) (is there) Any question(s)?
134.	(1910) You have to show <i>or</i> (the) best (things) and....
135.	(1911) everything is totally spoken in English,
136.	(1913) and <i>have</i> , (ask) ee (the) audience(s) <i>will</i> concentrate on this program

5.12 ERRORS IN QUESTIONS WORDS

No.	Utterances
1.	(17) Last week, we have discussed about what?
2.	(19) Do you still remember how many genre of the literature?
3.	(92) because the ... the inventor ya or what is it? (is it because of the inventor?)
4.	(103) Have you ever known or have you ever heard about Beowulf? (do you know about Beowulf?)
5.	(107) < ... > OK, what you remember is a kind of creature ya, people creature OK.
6.	(108) (do you remember kind of creature?)

7.	(111) So, if you were asked, what is the first English epic? (if I ask you what will be the first Epic in English?)
8.	(112) The answer is Beowulf yah. Beowulf is actually a name of a person,
9.	(113) he is a young hero, a young hero name Beowulf.
10.	(118) Hrothgar is the king of Dent, do you know Dent? (do you know king of Dent?)
11.	(119) Denmark ... King of Dent.
12.	(153) Fire breathing creature? Like dragon ya? (Do you mean dragon? Fire breathing creature)
13.	(154) OK maybe it's like a dragon, dragon fly or another different story,
14.	(163) It is unlike our letters nowadays ya? (it is absolutely different with out letters today, isn't it?)
15.	(186) maybe you will ... have an imagination of what kind of situation that people feels when they have war in the country? (what will the people feel when they are in war?)
16.	(187) Can you imagine? (what)
17.	(203) And then what else? (what do the people feels when they are in the war?)
18.	(209) Lose? Lost (do they lose?)
19.	(229) ... yup it is from the 8 th century and the work is ...? (what)
20.	(230) The title, I mean the title ... yah? [Juliana]
21.	(231) OK not <krit> but Christ OK, mistyping
22.	(232) OK the titles are Juliana, the fates of the Apostles,
23.	(233) Christ un ... and Elene [Elaine] Elene. Juliana, the fates of the Apostles and Elene ...
24.	(234) OK and then
25.	(265) so you can imagine in a kingdom where there is no ... (can you....)
26.	(282) Because the William, the King William was from uhm what is it? (where wasfrom?)
27.	(340) The word ideal is it ee always same with reality? (does the words ideal the same with the reality?)
28.	(341) Does reality always have the same situation with your ideal?
29.	(342) No yah [sometime] (it is) sometimes yes sometimes no
30.	(403) Have you ever heard King Arthur and his 7 knights? (Do you know about....)
31.	(406) You haven't heard of them? (have you ever heard.....)
32.	(407) [no ... yes] yes?
33.	(408) Ok ... ee who remember the ... content of the story? (anyone remember about.....)
34.	(409) What ... what was the content of the story (about)?
35.	(424) they are from what age?

36.	(425) (what was the age of English Period)
37.	(426) Ya... (when was the Modern English begun)Modern English period is from? It was [around 1500]
38.	(452) how many groups in this class? (Can we divide into some groups?)
39.	(453) [nine...] ya? [nine ... nine]
40.	(563) So, the Washington D.C. is make for a place, ya kan? (is Washington D.C. included as a place?)
41.	(591) [compound word] (is it) Compound word? (is it) Ice man? (is it) [noun] man? [adjective] (is it) Adjective? [noun] (is it) noun <not clear> powered...[noise] (is it) power? [adjective] (is it) power ? [adjective], (is it) Powerful? (is it) Powerless? (Is it) Powerless noun? (is it) powerful noun?
42.	(661) the man is not (like) a bat kan? (isn't he?)
43.	(662) the man is not like a bat? (isn't he?)
44.	(679) (is there) (any) Questions? [...] (have) (you) finish(ed)?
45.	(681) (is there any) Other questions? [noise]
46.	(720) so, of course you have already red ya correct, red? ((okey Have already read finished reading?))
47.	(784) ooo (what do) you know (about) the objective or the aim of our material today?
48.	(794) you can apply depend (on) how to what is it ? (what it is)
49.	(796) counting validity is like what? (what is counting validity like?)
50.	(849) measure what? (what do we measure?)
51.	(856) it measure everything ya? (does it measure everything?)
52.	(857) Every teaching we measure what should we measure? (what will we measure in teaching?)
53.	(873) you applied in what is it ? (where did you apply it?)
54.	(874) instructional objective, like that. (is it in?)
55.	(903) Ok now any suggestion? (is there any?)
56.	(987) how to evaluate students like this by what is it?
57.	(988) (in what device we can evaluate the students?)
58.	(1006) [what does it means validity based on variable]
59.	(1007) (What is Validity based on variable?)
60.	(1058) so (can) you get the point student!
61.	(1186) OK, no...no question? (is there any....?)
62.	(1187) You have copied my material before? (have you copied.....?) [yes]
63.	(1197) so how about other? (What about?)
64.	(1199) so why I deliver this book (what is the purpose of the book?)
65.	(1228) so how could eh we use such kind of this model for you, (what will we use for the model?)

66.	(1529) You may try to ask whose absent today only, (which students are absent today?)
67.	(1536) <...which one is our ...lecture> [laughing] (what is our topic today?)
68.	(1557) [the smell of her body is] is? (What.....)
69.	(1578) Taste can be use (d) for ...? (what.....?)
70.	(1624) Is it Tongue?(what about tongue!)
71.	(1626) <i>how</i> about eh the 1 st smell, noce, is it part of body or organ? (what)
72.	(1705) in condition we use...? (what?)
73.	(1840) what do you pronounce that? (How.....?)
74.	(1859) Which is your sight? (what)
75.	(1886) Is there any other synonym for test; taste, (what is.....?)
76.	(2053) I think enough for today, ok maybe you have any question student.(?)
77.	(2061) When do you say something. (?) >>possible question<<

5.13 ERROR IN VERB FORMS (SUBJECTLESS AND OBJECTLESS)

No.	Utterances
1.	(13) Because today ee we'll discuss about the history of English literature yah, the history.
2.	(18) About [literature..] about literary, about literature in [broad sense and narrow sense] broad sense and in narrow sense, (it is) >>subject less clause<<
3.	(21) [poem poetry, prose] and [drama]
4.	(34) OK, AD here stands for Ano Dominy yah, from Latin words Ano Dominy, which mean after century.
5.	(35) 50 AD's to 1100 /one thousand and one hundred/
6.	(137) That's why King Hrothgar ask for help to Beowulf, his friend. (the reason)
7.	(138) He asked Beowulf to murder the terrible creature.
8.	(139) Then Beowulf succeeded to kill the creature.
9.	(210) OK, losing something yah, (it is)
10.	(227) Maybe from 7 th semester? (it is)
11.	(228) Yah? [...] ... from 8 th century yes (it is)
12.	(418) (He is) ... [Geoffrey] Geoffrey? [Chaucer] (he is) Chaucer!
13.	(419) (It is)Not Chaucer (in Indonesia) ...
14.	(420) (he is) Geoffrey Chaucer <Chaucer> and his greatest work is Canterbury tales
15.	(429) (it) can be divided into Renaissance ...
16.	(680) (I have) [finished].

17.	(682) (I) (have) finished yaa all right, do it with your friends!
18.	(698) (you) Find (them)...
19.	(699) Uh (okey) how many (nouns)?
20.	(700) (there are) [five, three] hah fifteen?
21.	(701) Noo [laugh] (is it) five?
22.	(702) (it is) all right five. Now (begin) with your friend [now ms?]
23.	(703) yes of course now, [yaaah].
24.	(718) (I) ask(ed) you to (do)... <i>what to do</i> the ...assignment?
25.	(731) (What is) variability?
26.	(732) Ok aah Pito, what is validity?
27.	(733) (It is) about validity, what is validity?) [...]
28.	(858) (They are) About cognitive, affective and psychomotor,
29.	(863) (I) like (to) explain, explain, or describe or mention,.....
30.	(1029) we can (will) divide (it) into four kind of validity,
31.	(1076) so... uhm actually the... this (material) would be the 3 rd I think, the 3 rd meeting actually,
32.	(1090) So uhm (the problem is) because I haven't attends(ed) (yet) your class....
33.	(1093) so (you) (will) start from next week,
34.	(1097) (you) (are going) to be aa lecturers ok, could you understand??
35.	(1618) what organ do (we) use? [tongue] tongue yah tongue.
36.	(1915) (you) can not saw the bad thing (over) here...../laughing/
37.	(1923) (you) will be more involve in this program <discussion>
38.	(1988) (it) contain in one time of language,
39.	(2131) (This) activity should be spontaneously
40.	(375) So they can be called ...
41.	(396) Yah, and the (a) characteristic of romance is usually..... (talking about.....)
42.	(464) Here, we have,
43.	(490) we find OK, (kinderhood)
44.	(1084 also I mean, you should wear some uh formal (clothes)..)
45.	(1154) so, I would like to train you uhm so that,
46.	(1323) but you are going to teach (English) <in uhm> a semester, a half of semester...
47.	(1498) So let (us) see you are going to talk about <greeting> greeting in some <topics> or speaking <later> in... introducing uh someone to others or introducing yourself
48.	(1499) so let (us) see we begin with introducing yourself

49.	(1842) Ok, how do you pronounce? (them)
50.	(1876) but if you hear (something),
51.	(2134) You start at uhm... <...>

5.14 SUBJECT REDUNDENCY

No.	Utterances
1.	(46) And then, <i>Romantic period ... romantic period ... romantic period!</i> Is from the first
2.	(47) half of 19 th century, the first half ... yah ... it is called Romantic period, the first half of 19 th century.
3.	(48) And then, it is follow by what is called Victorian age, victory, yah Victorian ... age ... Victorian age is in second half of 19 th century ...

5.15 ERRORS IN SUBJECT VERB AGREEMENT

No.	Utterances
1.	(53) it is from 1960's and 1970's, OK? (they are)
2.	(55)the most important thing that happen in that age.
3.	(166) <i>that</i> dear lord in the middle, then on the hill the war man began to light the greatest of funeral fire.
4.	(167) The wood <i>smoke</i> rose black above the flame, (smokes)
5.	(168) the noisy fire <i>make</i> with sorrowful cries. (makes)
6.	(180) Because the ee work of literature usually <i>represent</i> the condition or situation of (represents)
7.	(195) OK get it chaos, OK (gets)
8.	(373) They are ee kind of person who believe (believes) in something ee although ...
9.	(624) Two words compounds (compound) are the most common in English,
10.	(1935) you <i>have</i> know about this, clearly I think, (Have you known about this? I think it's clear)
11.	(2007) or we have two new word(s), they are short language and reception of language.
12.	(2035) We can or we have to <i>thinking</i> about this for several time (have to think about)
13.	(2119) Are (Is) the 2 nd group finished also?

5.16 ERROR IN VERB FORMS

No.	Utterances
1.	(88) It <i>is</i> not until 6 th century <i>ee</i> the English literature <i>became</i> written English literature,
2.	(99) you will be <i>ee</i> having <i>ee</i> a clearer information after ... after reads the history by yourself OK. (have)
3.	(100) Don't worry I will give you the material OK?
4.	(114) At that time, Beowulf <i>was uhm invited</i> to a co ... to a co <i>ee</i> to a country by a king, (is)
5.	(247) Wessex is West Saxon <i>ya</i> , shorten into Wessex.(it is)
6.	(259) But prose will <i>be</i> discuss (ed) in the later semester, in the next semester, in prose lecture OK.
7.	(277) he enter(ed) into <i>ee</i> English into England <i>ya</i>
8.	(279) he <i>will have</i> (has) a kind of <i>uhm ... ya</i> a kind of power to ...
9.	(280) (it is) <i>ee</i> to maintain or to ... to erase the culture which definitely kept.
10.	(283) (it is from) Norman <i>ya</i> , (its from)France from France,
11.	(288) the ... the language which is (was) used by the royal family was French ok,
12.	(289) (it was) more specific from Normans.
13.	(300) It is cause (d) to the fact that <i>ee</i> between royal family of Normandy ..
14.	(301) in England and in Norman <i>ya ee</i> they have (had) a kind of dispute <i>ya</i> .
15.	(302) They have (had) a kind of <i>ee</i> what is it?
16.	(306) It reach (reached) <i>ee</i> its glorious time again
17.	(313) Maybe you <i>are already</i> (have been) familiar with the word romance.
18.	(314) What do you have in mind when you are <i>ee</i> ask (ed).....
19.	(315) Happy, sad? (do you feel happy)
20.	(318) yah (it is) love and ... it's not only about love [...]
21.	(319) (it is) about a kind of situation,
22.	(320) what kind of situation?
23.	(321) (is its about) People? [...] yes, people?
24.	(322) Ok it will have (has) something to do with love <i>ya ...</i>
25.	(323) (it is) still ... still about love,
26.	(324) <i>ee</i> what I ask (ed) you is (was) what kind of situations ... that usually <i>ee</i> created in romance?
27.	(325) <i>Ee</i> (it is) considering about the truth ...
28.	(326) <i>ya</i> (it is) relating with? [adventure]
29.	(327) (is it) Adventure?
30.	(328) Oh yeah, tell me [hunting].
31.	(331) (it is) (a) Sensitive feeling ... (a) romantic ... yes of course.
32.	(332) What (is) characteristic is (of) romantic?

33.	(333) What ... what characteristic(s) does romantic have?
34.	(334) (is it) Soft? (it is) Soft, smooth, it (is) just the same, ok what is it? [lovely]
35.	(335) lovely? (it is) Love, love, soft, smooth /laughing/
36.	(336) it's only different vocabulary [laughing].
37.	(343) but mostly yah if you are ee talking (talk) about romantic situation
38.	(344) you are talking (talk) about something which is (will it be?) uhm what is it?
39.	(345) Beyond reality, (it is) something which is in your imagination ...
40.	(347) let say when you are uhm trying (try) to make someone falling (fell) in love with you,
41.	(348) you are using (use) a romantic word.
42.	(349) Is it ee (a) true statement or ee a (the) true situation that you ... give her or him?
43.	(351) Maybe (is) it is the truth according to your feeling
44.	(352) but if it is ee ... uhm relating (related) ... it is related to the fact,
45.	(358) Can you understand this? [...] (do you....)
46.	(359) ok maybe you are still confuse (d) about romance yah?
47.	(360) Uhm have you ever read (do you read) (V3) about ee work of romance?
48.	(361) Maybe (it is) short story, drama or anything ... yes?
49.	(362) Can you (do you) mention the title of romance? [Romeo and Juliet]
50.	(364) (it is) Romeo and (it is) Juliet, ok ... (a) good example,
51.	(365) ok when you talk (ed) about ee Romeo and Juliet yah,
52.	(366) what (was) kind of person is Romeo and Juliet?
53.	(367) What kind of person (was he) or (were they)?
54.	(368) Yah? [...] (it is) in English ... [...] ok (he is) brave maybe?
55.	(369) What else ... yes? [to believe of true love]
56.	(370) (it is) to believe ... [true love] believe in love yah, (it is) (to) believe about true love, ok.
57.	(372) OK, (they are) Romeo and Juliet, they have ee (a) certain characteristics yah ... which is romance usually talk about. (illogical sentence)
58.	(380) But the thing(s) is (are) they are not realistic, they talk about something which is unreal.
59.	(382) That(those) is(are) the characteristics of romance, romance usually talking (talks) about something which is unreal.
60.	(389) (that's why) so, he wrote something which is ee representing (represented) his wants yah, his conditions or situations of peaceful.

61.	(393) (it is) A peaceful country maybe ... and his country has (been) freedom also ... ya ... (it is) something which is (not) unreal yah ...
62.	(394) ok, that is (was) what happen(ed) (was) (not) at that time yah ...
63.	(398) (it is) something which is made up ... to fulfill someone's hope, someone's wish, especially ee (it) usually (does) the author's wish.
64.	(399) And the most popular work is (about) King Arthur,
65.	(401) Ee the title of literature which has (had) uhm <i>which has</i> the content of King Arthur is (was) Sir Gawain and the Green Knight.
66.	(404) Maybe, (they are) the round table, King Arthur and the round table?
67.	(410) (they are) King Arthur and the round tables, and the 7 knights,
68.	(415) Geoffrey ... Chaucer ... he is (was) the most famous writer at that time, (he was) the greatest one.
69.	(416) Even, he is (was) called as the father of English poetry ya.
70.	(421) (it is) [Canterbury tales], that is the work of Geoffrey Chaucer ya ...
71.	(422) ok, we have discuss (ed) about Old English and then Middle English ...
72.	(423) the last is (was) modern ... modern English ...
73.	(427) ok (it was) around 1500 [until] up to ...now ... [up to now] until now ...
74.	(428) it is (was) called modern age ... modern age
75.	(433) Ok Renaissance is (was) from 16 th ... to ... 17 th yah? [...]
76.	(435) Renaissance is (was) from 16 th to 17 th and then ... Augustan age ... Augustan ... age,
77.	(436) August is (was) from the name of the king, king August ya.
78.	(443) How (was) (the Victorian age) about the 2 nd half of 19 th century? [Victorian age]
79.	(444) it is (was) called Victorian age, and then modernism? (what)
80.	(445) [...] (it was) from? (it was) From the 1 st to ... [the 2 nd] the 2 nd world war,
81.	(446) yak the last is (was) post modernism ya, (it was) from 1960's [until] and (it was) at 19..70's.
82.	(447) OK ... because it is impossible for us to talk about tall of this in only one meeting,
83.	(448) so ... SO ... why are (do) you smiling (smile)? [laughing]
84.	(449) ok ... (Do) you already know my uhm purpose, my intention yah?
85.	(454) We are going to discuss about how a new word (is) created.
86.	(459) Here, (it is) forming new words by coining a new word.

87.	(460) (it is) Coining of new words, (it) happens when speakers invent or coin new words to name(ing) previously non existent objects that result from technological changes.
88.	(523) OK, here (over) (it is) based on analogy with such pairs as act act?
89.	(524) Nounnya? Action,
90.	(575) OK another...(they are) new words related by compounding... New words maybe (it is) formed by stringing together other words to create compound words.
91.	(578) The same grammatical categories is (are) possible.
92.	(580) (over) Here, (they are) noun and noun
93.	(581) (do) we have rainbow, (haven't) we? right?
94.	(588) Oke(y) (over) here (let's) analyze <i>now analyze</i> [noun and noun].
95.	(592) is this [adjective] but (it is) power [noun]. (it is) Spider man [noun noun] [noise], (is she) wonder women? (it is) [adjective].
96.	(611) (It is) [Noun] whatever if the final or the 2 nd words is (are) noun so,
97.	(612) it will [noun] be...noun.
98.	(618) (they are) Pick pocket, dare devil, cut throat, noun, it is in noun <class>.
99.	(619) (it is) Non-prepositional compounds formed with uh preposition for example overtake,
100.	(622) (it is) hanger – on, (they are) undertake, afterbirth, down fall, uplett,
101.	(623) is it..using prepositional.
102.	(634) (it is) whether a compound <i>is</i> spelled with a space with a space between two words,
103.	(635) (it is) with a hyphen or with no separation at all that is idiosyncratic.
104.	(646) (it is) Not like blackboard or smoke...screen.
105.	(673) (they are) Falling star, magnifying glass, looking glass, eating apple, bla..bla..bla., egghead, aa alligator shoes, horse shoes, salt pile, shalt shaker.
106.	(684) [noise] No, I do not find words (tap..tap..tap..tap)
107.	(712) [fine] ok, (it is fine (good) ... are you fasting now ?
108.	(719) [translate] (I asked) you (to) Translate ya translate, translate
109.	(722) You didn't (haven't) do (done) it?
110.	(726) (it is) [a little, (its) just a little] [it clear]
111.	(734) (is there) anybody know (about) validity?
112.	(738) What (is it) ? (can you) Estimate (it) what?
113.	(739) (it is) Validity...what is valid validity?
114.	(740) (what is) Validity?
115.	(750) [...] it may (can) said (that) valid <i>if the test</i> have (has) a good validity,

116.	(758) Ya so (it is) really measure(d) what will (be) measured ya.
117.	(759) Ya if you want to .. measure.. how far..(your) students, yah,
118.	(760) Achieve (achieves) your... for example, reading test.
119.	(762) (it is) your material, of course.
120.	(764) So(and) (to) measure that will (be) measured, the material that (is) not you (are) teach (ing)...(about)
121.	(765) you (will) give it .. in.. your test that's not valid,
122.	(766) its not measure what will (be) measured... measured ya. [...] ok,,,
123.	(767) ok (let us) come back to ,, our material last week, about (the) evaluation.
124.	(778) what (is) the definition of validity?
125.	(779) [...] (the first) ok, please, one of the member ... stela
126.	(780) eh sorry, Ela .. [...] talking (talk about) it! ... (feris) (feris right)
127.	(781) coba (try it!...)
128.	(785) What (is) the aim ... that (of) founded validity?
129.	(788) [...] ok, you have to know ...the meaning of validity,
130.	(789) the first (is) you have to know the definition of valid ..
131.	(790) validity, ya and then kind of validity,
132.	(791) what (is) the kind of validity?
133.	(792) ok, and (it is) the last ok,
134.	(795) aah ... (it) count b(s) the validity,
135.	(797) So the first is you have to know what is validity (is)?
136.	(798) I've been[...] I use(d) this book,
137.	(805) you may (can) conclude your conclusion
138.	(810) ok, (there are) four types or four kinds of validity,
139.	(811) what is (are) the first (they)?
140.	(817) What is (will be) the first?
141.	(818) (firstly, it's) Content validity ... content validity, ok ...
142.	(819) What (is) the second (one), the second? [...]
143.	(820) what is the second? Ya ... (it is) construct [validity]
144.	(821) (I am) sorry the third .. is.. what is the third?
145.	(822) (it is) con,, current validity,
146.	(823) and the last, (it is) predictive validity.[...]
147.	(824) ok ... that (it is) based on theory,
148.	(828) Ehem what content is? (what is content ? [isi] what (is) this?
149.	(829) [materi] (it is a) material ya, and (it is) based on you what the definition (is)?
150.	(830) [...] iya, the test is valid, oh sorry ...
151.	(831) we can say (it is) not valid, oh (it is) high validity,
152.	(832) (its) moderate validity or (its) low validity,
153.	(834) Its more wise to use (ing) high validity, (than) (using) moderate validity or low validity,
154.	(839) it (is) suitable with the material that we have learned

155.	(840) or that you have <i>been teach</i> (taught) to your students ...
156.	(842) The first, the test (will) have a high validity if If (the test) measured (measures) (the material) according to our material ...
157.	(848) the test (will have) has a high validity if it's measure (measures)
158.	(861) students can ... can explain what is evaluation,(what Evaluation is)
159.	(868) (the) Instructional, (is) then teaching learning process and evaluation (which) is please related,
160.	(869) (it) makes the sentence with your own words.
161.	(870) Those (are) the aspects that (I) think thinking,
162.	(876) what (is) the usage?, (or) the aim of instructional,
163.	(881) (it is) concurrent validity,
164.	(884) please (do) come in (I don't know) [please]
165.	(885) ok, (it is) concurrent validity in term (of) we compare (ing)
166.	(886) for the example the score of our students
167.	(891) your students, one of your student get (s) six
168.	(892) and now he gets eh seven and excreta,
169.	(893) those (things) you compare. ... so there is comparison,
170.	(894) it compare (s) uh the last test and the recent test, ok.
171.	(896) it is the example of predictive validity yah (it is) predicting,
172.	(897) (it is) predicting about...
173.	(901) So (there are) four, four kind (s) of validity ,
174.	(902) the first is content validity, construct validity, concurrent validity, and the last is predictive validity
175.	(905) (it) is about the pattern of hoe to count validity.
176.	(908) Become (ing) a lecturer (one) should know the basics ..
177.	(909) That (is) suitable with what is it,(it is)
178.	(914) [from the score its means] ok, what (is) the point?
179.	(915) Fluently [I said (am saying) to you just now
180.	(924) wait, (it is) content validity, our material (is) about content validity
181.	(946) [... for example the lecturer (is) answering logically] opinion like that
182.	(930) (there is) no problem.
183.	(932) so (do) not make question the same, the same with in your book,
184.	(938) for example (it is) about bank for example (it is) like that,
185.	(939) it may <i>if</i> about economy may be,
186.	(947) (it is) also not valid, (if) process (of) the sentences ya(is) like what.
187.	(948) So the question the material is important
188.	(959) That's (will be) the first, and then ... experience
189.	(961) It have (has) the comparisation, there was(is) a test before,

190.	(965) If for example, for the example the score of aah (if the score improves.....)
191.	(966) students uhm who got yah got the high score, (the students will)
192.	(967) and in the first semester he / she has (had) low score in the process,
193.	(968) that's (was) not valid.
194.	(971) (it is) compared with the low score for example test score in that UMPTN ,
195.	(972) he (will) get the high score or low score that's not valid.
196.	(973) There is a fixity ya; there is experienced,
197.	(974) it may (is) said there was test before ...
198.	(975) it (is) used in experience if it has not, it (is)only use(d) in theory only,
199.	(976) it should (be) suit (able) with the material, it should (be) suit(able) with the instructional objective,
200.	(977) if this (is) suitable it (will) mean(s) valid , (I am) sorry high validity
201.	(979) the last test so its (is) divided into two,
202.	(980) so do you understand, why it (is)divided into two?
203.	(981) [.... I think it can be involve(d) to Experience
204.	(983) Because (over) here (there are) cognitive, affective, (and) psychomotor,
205.	(989) By look (ing) from their background (of) their characteristic
206.	(990) I mean] [(it is) about constructive, (it) can be ...] constructive ?
207.	(991) I don't think so, ya (it is) because ya in this case ya
208.	(992) that I've told you in applying (those) the three aspects in instructional objective, ya
209.	(993) The content has already (been) in or not, it has the theory ..
210.	(994) Oh it was(is) the test, before we can (do) now the test valid (valid test) or not valid, sorry ...
211.	(995) (they are) high validity, moderate or low, it can (be) compared with the last test
212.	(996) what (will) happen with the score
213.	(999) ok there are what is it three aspect
214.	(1000) it can be three aspects in the UMPTN question
215.	(1001) it can be the standard of cognitive then there is analysis,
216.	(1002) there are (is) like that, maybe you have perception(s) like that experience in that case,
217.	(1010) (if) you have the book, you can (will) read it
218.	(1011) You can (also) read in the basics of educational evaluation (click) (click)
219.	(1012) ok ... you should, you should know, from UNTIRTA right !
220.	(1013) (it is) (started) from (the) first semester (click)

221.	(1015) what have (did) you been translate (translated) yesterday?
222.	(1016) (click) (it is) from the relation before) (click)
223.	(1017) This idea (is about) the (a) validity,
224.	(1019) the relation (of) uh the result give(s) the appropriate (which)
225.	(1020) the question which is evaluated eee
226.	(1025) If we (will) take the house,
227.	(1028) so a test is (will be) valid if ... it measured (s) what to (the) purpose (of) the measure(ment) according to this book,
228.	(1031) the third (is) (a) concurrent validity and the fourth (is) (a) predictive validity.
229.	(1033) The test(s) (have) has high validity or (and) low validity,
230.	(1036) if ... you build the test out of the material,
231.	(1037) of course (you) may (will) (have) (low validity test) the test has low validity.
232.	(1038) The second (one) is construct validity,
233.	(1039) the test ee we can say it is (will be) a high
234.	(1040) or low validity if it has measured (s) measured ee the three aspects in constructional objective,
235.	(1041) in this case maybe I (will) take (taxonomy bloom)
236.	(1043) or your test. The third (one) is concurrent validity
237.	(1050) the last score (is) before conduct(ing) yah the test.
238.	(1051) So, they can(will) (be) compare(d) two of them, so they can(will) get ee the score or the point of validity
239.	(1052) Let us go to the pattern,
240.	(1055) For example as (it) is the score before and why (it) is their recent score.
241.	(1059) Ok, after you get your score of validity,
242.	(1060) you can(will) put in what category your test,
243.	(1061) for example there are five categories, 0, 0 – 0,2, is very low, 0,21 – 0,4 is low, 0,4 – 0,6 is moderate, 0,6 –0,8, is high and last, 0,8 – 1,00 is very high,
244.	(1066) a test is(will be) valid if it If it measure (s) what what is suppose(d) to (be) measure (d),
245.	(1069) And there are some category (ies), you can put (over) there,
246.	(1070) so you can determine your test, (whether they are) high very high, low, eh sorry moderate, low very low ...
247.	(1071) ok, that's all. I think (it is) enough for today
248.	(1072) Is there any question?
249.	(1073) Ok not, good,
250.	(1074) see you next week Assalamualaikum warrohmatullohi wabarokatu
251.	(1077) but ah because last week I couldn't (didn't) come
252.	(1078) and I delivered some material(s) and <i>also</i> ... a book to be copied,

253.	(1080) so I hope you <i>have already finished</i> your assignment.(finished)
254.	(1088) So begin(ning) with uh you your uniform your cloth I mean,
255.	(1092) So, this (is) actually the 1 st information for you,
256.	(1094) so (you) (will) start from next week,
257.	(1095) next meeting I mean, you should (will) change all the cloth(es) that...
258.	(1096) they are not ah <i>I think</i> appropriate for you... (<i>I think</i>)
259.	(1100) when your senior having (had) uhm micro teaching at that time ya...
260.	(1103) there are.. three skill(s) that you should remind in having uhm at.. at in lecturer training experience
261.	(1106) the 1 st (thing) that would be... ah your... your knowledge,
262.	(1107) and 2 nd (thing) would be your skill in teaching perhaps,
263.	(1108) and the 3 rd (thing) there would be your attitude.
264.	(1109) So, for those skill (s) , uh you have... to remind that the attitude is very important,
265.	(1110) yah.. your attitude become uh..
266.	(1111) lecturer can (be) <i>the date</i> (trained) (during) <i>having</i> a training experience in.. that school.
267.	(1112) (what) I mean, there are many... uh suggestions from the school
268.	(1113) and also (it is) from aa guide lecturer at that time
269.	(1116) (if) you <i>have uh to teach</i> (teach) at 7.15, about uhm...
270.	(1117) you (will) come at 8 or 9.
271.	(1118) so, before coming to the class also before entering the class..
272.	(1119) uh they (will) ask you, I mean the lecturer (s),
273.	(1120) the guide lecturer (will) ask you to prepare any (some) kind of material(s) and also about lesson plan(s),
274.	(1121) but ah you couldn't finish (ed)... it soon.
275.	(1123) and you will ask (her or him) "excuse me... sir",
276.	(1124) excuse me mam, I haven't finish yet, my lesson plan,
277.	(1125) so I couldn't (can not) teach now probably next .. next week.
278.	(1128) Yah, so I (will) remind you again and again about your attitude
279.	(1129) and the 3 rd one, is uhm all the... student yah,
280.	(1134) because (of) you was (are) sick, and then you ask uh such kind of doctor permissions,
281.	(1135) yah so, (if) all of you were sick aah, this is (would be) also common uh happen ah that time.
282.	(1136) And the 4 th one is, uhm because you still (are) have (ing) another subject

283.	(1137) When you have(are) (having) uh micro teaching later, I mean PPLK 2 (two),
284.	(1138) so you will talk to... the student (over) there or the guide lecturers there
285.	(1139) that you should attend your uh subject.
286.	(1140) And then you couldn't (won't) uh come six or five day,
287.	(1141) you only could come two day probably,
288.	(1142) and then (it is) only three day(s) you should (can) come to the campus to have subject,
289.	(1144) but unfortunately you didn't (do not) come in that (the) subject (s),
290.	(1145) and you talk to the lecture that you have a training for PPLK 2 (two)
291.	(1146) and then that's become(s) an excuse for you.
292.	(1147) So, you didn't (don't) again come at PPLK 2 (two) in that training at school
293.	(1148) so you didn't (don't) come also in the subject.
294.	(1157) and (it is) because (of) uhm some lecturers also said that, in term of skill and knowledge in teaching
295.	(1158) ahh I think, it doesn't mean (that) we have to be uh so perfect,
296.	(1160) and (you) (are) still enhancing your capability in teaching but in term of ...attitude,
297.	(1161) they they couldn't (won't) excuse you, uhm
298.	(1162) they couldn't (cannot) apologize you
299.	(1165) But eh when you (are) uh very kind
300.	(1167) and (it is) also what is uh the suggestion (is) from se...several guide lecturers (over) there,,
301.	(1168) even you (are) less your skill in teaching, probably they couldn't (willnot) apologize you,
302.	(1170) so is there any any question(s) or <i>some some</i> (any) suggestion(s) from you about this subject?
303.	(1171) For next coming meetings?
304.	(1172) Probably, eh yo,you couldn't(will) eh fulfill my requirement to have such kind of ah quite formal cloth, let (us) see.
305.	(1173) Or you couldn't (cannot) uh provide yourself by having uh shoes,
306.	(1178) (if) you (cannot) you just go out, go out
307.	(1179) and (you can) see me in another, another day, OK?
308.	(1180) (is it) OK students? (is there) Any excuses? No? No...
309.	(1181) OK (it is) good, so...
310.	(1182) Let's we (us) prove uh I mean your commitment later yah.
311.	(1183) So this (is the problem), that (is) why uh a I train you to be, uhm to be <i>having</i> a such kind of uh great commitment yah, in term of your cloth(es) also uhm
312.	(1188) Yes, (it is) good, have your read? (do you read it?)
313.	(1189) [not yet] (It is) Not yet, OK.

314.	(1190) How (is) about the guide books, (or) the guiding books for... PPLK...
315.	(1191) Two you have copied also? (have you copied it?) [yes]
316.	(1192) Yes, so where? Where is it?
317.	(1193) Raise your hand (please!),
318.	(1194) you have already copied the guide books...
319.	(1195) raise your hand.
320.	(1196) (it is) only 4 person(s), 4 person(s), 6 person(s),
321.	(1198) (they are) 7, 8, 9 oh come on, not all of you...
322.	(1200) actually (I want) <i>in order</i> to remind you about some ...
323.	(1201) some uh assessment(s) in term of PPLK 2 later,
324.	(1204) You may (will) prove what I have told you before, right,(tell)
325.	(1205) let (us) see about your cloth, I mean your ... your uniforms later,
326.	(1208) one of the component would be (is) about your appearance,
327.	(1209) so the first skill (is) one point uh that
328.	(1211) and then the second one (is) you <i>will</i> have a cloth ...
329.	(1213) (it) is not using I mean you are not using tie and etcetera.
330.	(1214) And the third (one),that <i>would be it's</i> (is) a very formal,
331.	(1215) the fourth one, that <i>would be</i> (is) very formal, tidy,
332.	(1216) and also (you) (are) using tie, and you (will) have uh a flexible appearance.
333.	(1218) you have (to wear) a very formal cloth, tidy and also dynamic, and energetic.
334.	(1219) So, this one that I have suggest(ed) you, yah.
335.	(1220) so you have to...I mean to fulfill or to achieve this condition
336.	(1221) uh I mean as <tid> as as possible,
337.	(1223) OK class, could (do you) understand me? [yes] yah, (that is) great ...
338.	(1224) uhm I <take/picks> one material from ... uh trainer that would be (is) Ms. Kim yah,
339.	(1225) (it is) about how to be a model in ... teaching yup.
340.	(1226) So, (it is) because you are the lecturers going to be,
341.	(1227) so you are a model also, uhm in teaching
342.	(1229) in enhancing your capability in teaching, yah.
343.	(1230) (you) Have (to a look (at) the ... the second page actually,
344.	(1231) (it is) the second page there, so...in term of a...a lecturer's training
345.	(1234) the institution that would be (is), lecturer training and education faculty,
346.	(1236) that <i>would be(is)</i> you (are) as a student (of) <i>having</i> a training, PPL,
347.	(1238) and (you) become a model.

348.	(1239) So, what you should prepare at that time beside(s) a skill, knowledge, probably
349.	(1240) and also your attitude, because (it is) based on uhm the ... 5 competence(s) of a lecturer,
350.	(1242) What is (are) the 5 competence (of) as a lecturer?
351.	(1243) Hmm... come on ...what is that?
352.	(1244) (it is) Based on the lecturers and lectures competences, president decisions,
353.	(1245) what's that? [...]
354.	(1246) yes, (that is) pedagogical competence. That (is) only the first,
355.	(1247) the second (one) ? [uh...] what's that?
356.	(1248) (it is) [skill] yah, which one(is) (the) first? (it is) Skill,
357.	(1249) (do) you mean professionalism competence?
358.	(1254) (it is) pedagogical competence, social competence, personal competence, <gravis> professionalism competence,
359.	(1258) (it is) (a) communication...competence yah probably.
360.	(1259) So, that's why I remind you in term(s) of your personal competence also (and) (it is) about your appearance,
361.	(1260) I mean your cloth(es) before,
362.	(1261) and (it is) also your attitude, yah, in terms of pedagogic competence.
363.	(1262) So how could you... delivers or you teach some... some material later,
364.	(1263) (and) (it is) also in term of teaching English,
365.	(1269) it's (it) talking (talks) about uhm some skill(s)
366.	(1272) (you) (are) As a candidate of lecturers later, the first one you have to master your material (s),
367.	(1274) before you read that material(s)
368.	(1275) or... you didn't (do not) read before your student read(s) that material
369.	(1276) so, (it is) impossible for you to master that material.
370.	(1278) And, now, we have already(are) adjusted (adjusting)
371.	(1280) So, (it is) based on the strengthen of a... a particular units, a curriculum (which is) based on the strengthen of particular units,
372.	(1282) So, we have to know also(more) about this... uh recent curriculum so...
373.	(1283) we are not talking about the... CBC or KBK anymore,
374.	(1284) but we have to knew (know) about the ...the formal k... of uh KTSP.
375.	(1286) And the second one (is), of course you have to <i>master</i> about some technique(s) (know) and methodology(ies) in teaching,

376.	(1287) so that (is) why actually our curriculum starts from the first semester,
377.	(1288) you...you have to finish or you have to pass some subject(s),
378.	(1289) which <i>is</i> become(s) a requirement for having a second PPLK yah
379.	(1292) So, (it is) impossible for you to have a micro teaching or PPLK 2 eh without finishing or without passing ah that subject(s).
380.	(1294) <i>Let say</i> in English that would be (is) TEFL, yah Teaching English as a Foreign Language, (for example;)
381.	(1311) but, it (is) still in the planning.
382.	(1313) I don't know exactly when it's begin (begins)
383.	(1314) And the fifth one (is) you have to be able <i>in having</i> (to have) assessment
384.	(1315) or in conducting such kind of... evaluation, yah after (it is) having a class or teaching.
385.	(1316) This is very important that you have to pass this... evaluation on English Language Teaching,
386.	(1319) I mean you have to be able <i>in</i> (to)...type your... your document(s) in teaching probably.
387.	(1326) And ...the seventh (one), you are going to be able (to) become uh as a good counselor,
388.	(1330) but aa (it is) probably in secondary high school you have to be able also to know about... your student different.
389.	(1332) So, you have to know also why they seems (seem to be) quite lazy to follow your subject (s),
390.	(1334) and what happen (s) also... (when) they didn't (do not) pay attention in your subject(s) or in your class later.
391.	(1335) So, also you have to be able <i>in having</i> (to have) good reinforcement <at> toward your student,
392.	(1337) (what) I mean (is) to give such kind of reward(s) and punishment(s) toward your student.
393.	(1338) So how <i>could</i> you (must) have uh <i>that's</i> the reinforcement,
394.	(1339) this is also uhm one of the component(s) to be succeed in teaching.
395.	(1340) And the next one that would be (is)... you have to be able <i>in conducting</i> (to conduct) such kind of research.
396.	(1341) Some experts say that, teaching is research, why?
397.	(1342) Because aa in teaching, you are going to have a such kind of a... aa planning in teaching,
398.	(1344) the third one also (is) you have to... assess or you have to evaluate <how's about> your process (is).
399.	(1345) So, (it is) among (the) three process(es) (over) here, teaching <i>is</i> become(s) a research,

400.	(1348) (it is) about aa become (ing) a rea... a researcher,
401.	(1349) in... in teaching actually, you have to be able to improve your process
402.	(1350) aa step by step or time by time.
403.	(1354) And the next one (is) you have to be able as a... as (to be) a key person in... in teaching,
404.	(1355) I mean aa (it is) probably you will face such kind of aa problem among your student(s)
405.	(1359) And... the next one (is) , you have to be able to become a good communicator,
406.	(1360) you have to be able uhm to communicate with your student later.
407.	(1361) So you have to know exactly how to educate them, (it) is not only dealing with the material(s),
408.	(1362) but (it is) also in term(s) of pedagogical <feel/fill> yah.
409.	(1364) but teaching and learning aa actually <i>it is aa a tempt(ation) to be educated yah.</i>
410.	(1365) How you <i>may educated</i> (educate) your student, (to) educate your student I mean.
411.	(1366) And... the next one (is) you have aa to be a good lecturer,
412.	(1367) I mean aa you have to be <i>uhm having a good personality.</i>
413.	(1368) So, (it is) impossible if you are going to be succeed in teaching especially in your class,
414.	(1369) if you have not ah such kind of good manner and attitude.
415.	(1371) So, if you suggest your student to have <i>such kind of aa... aa having uhm</i> good appearance, probably your appearance <i>should</i> (will) be uhm appropriate first yah.
416.	(1379) Uhm also (it talks) about some skill(s) in teaching, so we have eight skills in teaching.
417.	(1381) The first, you <i>should</i> be able <i>in opening</i> (to open) the class. (must)
418.	(1383) So, (a) teaching <i>it's doesn't</i> (doesn't) mean only telling your student(s),
419.	(1384) but (it is) also <i>you have to guide</i> (guiding) them in <delivered> (delivering) some material(s) also <i>is</i> (which are) not directly come to the material
420.	(1386) So you <i>to... discuss</i> (discuss) first at the first time and asking (ask) or sharing (share) your information(s)
421.	(1389) So that, you may guide your student <i>to think about</i> the material that you are going to deliver yah. So come (ing) to the class is not directly teach(ing) them
422.	(1391) OK? OK... the next one is...
423.	(1392) you have to be able also <i>in delivering</i> (to deliver) the question,
424.	(1393) having cross checks question so,

425.	(1394) probably you <i>may</i> (will be) <i>address</i> (addressed) some question(s) for (from) the student(s) which is(are) not so focus(sing) <i>for to</i> (in) your subject.
426.	(1396) So you may ask them (but) (it) is not (aimed) for (to) <i>punish</i> the the person, (underestimate)
427.	(1400) So you will not uhm answer or <i>giving</i> (give) the... the... the reasons
428.	(1401) or the answer(s) directly but you should <i>having</i> (have) cross checks question to another student.
429.	(1402) So, questioning also become(s) one of the skill(s) that you have ...to <i>be mastered</i> it. (master)
430.	(1408) asking (you ask) some question(s), <i>some some</i> reasoning (reasons)
431.	(1409) or background of <they/their> the student
432.	(1410) also (it) become(s) a reinforcement)... (it) become(s) one of the reinforcement for your teaching.
433.	(1414) also uhm (it is) one of the way <i>in having</i> (to have) the reinforcement, yah.
434.	(1415) And the next one, the fifth one I mean,
435.	(1416) you have to be able also <i>in manage</i> (to manage)
436.	(1419) but it is suggest(ed) that for you later, you have to <i>moving around</i> (to move around)... toward your class.
437.	(1420) You have to manage around 40 or 50 students,
438.	(1421) it's quite big class for you in ...secondary high school later.
439.	(1429) I mean <i>in facing</i> (to face) big class and small class is (will be) different,
440.	(1431) when you <i>have to aa formulate</i> (form) your class become aa group and also (form)
441.	(1432) when you <i>have to...</i> <i>to have</i> (have) a whole class in teaching,
442.	(1473) <i>meaning</i> (it means) that you (have) already <i>try</i> (tried) to close your class.
443.	(1474) So, summing up all the material(s) that you have (been) taught,
444.	(1476) this is how to close or <i>ending</i> (to end) your class.
445.	(1487) dealing with your topic that you are going to deliver.
446.	(1488) Probably you are going to teach about how to <i>introducing</i> , (to introduce)
447.	(1489) I mean how to introduce someone to others
448.	(1494) I mean they (will be) quite silence and they have already prepare(d) their books,
449.	(1495) this is also one of the indicator(s) that you may start or <i>beginning</i> (begin) your class.
450.	(1501) or asking (ask) them to to introduce themselves,
451.	(1503) they they have already conduct (ed) that activities.
452.	(1504) <i>Meaning</i> (it means) that you have already brought some information(s)

453.	(1505) or some input toward your subject or your material.
454.	(1512) So <i>their</i> (his or her) knowledge that that (he or she) <i>have</i> (has) already uhm <i>reminds</i> (reminded) before you <i>try</i> to remind them,
455.	(1538) [father is smelling, mother (is) cooking before he (she) decide(s) to eat...]
456.	(1906) I'd like to remind you all before you ah <i>starting</i> (start) with this program,
457.	(2068) Do(Have) you ever do(ne) this?[no]
458.	(2072) so you didn't have you didn't have follow(ed) ... in the story.
459.	(2073) Budi was up stair and wati uh was down stair and then uh budi say(s)
460.	(2154) letter (of) permissions that declare you were(are) sick,

5.17 ERRORS IN WORD ORDER

No.	Utterances
1.	(20) [three] three, and they are?
2.	(102) <i>poetry in Old</i> there is ee one greatest work of poetry in Old English period yah. >>confused statement<<
3.	(2079) whether he was I mean she understood with <i>the with</i> the statement coming from uh wati.

5.18 ERRORS IN PREPOSITION

No.	Utterances
4.	(32) Old English is <i>from</i> 50 /fifty/ A D. (in the) >>omission<<
5.	(42) Can you <i>write</i> Renaissance? Renaissance? (down) >>omission<<
6.	(80) And <i>in</i> this ee Old English Period or Anglo Saxon period,
7.	(126) <i>The last hour of lecturer</i> yah, I'm afraid that you will fall asleep (at)
8.	(127) I ee talk about a kind of fairy tale,
9.	(151) OK maybe ee ... have you ever seen ee <i>in</i> a movie? (at) >>misuse<<
10.	(174) Because <i>in</i> the Old English poetry, (at)
11.	(252) OK but, after the end of the Old English period, (at)
12.	(255) This time it is the beginning of prose ee literature, a kind of literature. (at)
13.	(258) yah we will focus our discussion only on the poetry. (on) >>omission<<
14.	(262) 1066 (in) the King Edward the Confessor was died yah.
15.	(281) in this case, the ... Old English literature of course uhm did not use <i>at</i> ... Norman family ya. (in)

16.	(307) and then in (at) this time in the Middle English,
17.	(308) the most popular form of literature is romance,
18.	(400) (in) at that time yah King Arthur was one of the most famous person in England.
19.	(489) Okay, here (over) we find new word like aaa, >>omission<<
20.	(521) OK, here (over) based on analogy with such pairs as act act?
21.	(522) Nounnya (And the noun)? Action,
22.	(576) (over) Here, words are compound, for example, adjective and adjective, adjective and noun, adjective and verb, or noun and adjective, noun and noun, noun and verb, or verb and adjective, verb and noun, verb and verb. >>omission<<
23.	(579) (over) Here, noun and noun we have rainbow, right?
24.	(605) (in) The final?? OK, (over) here <not clear> noun, you have this verb and noun,
25.	(606) so? Verb <i>and</i> noun so...noun.
26.	(689) eeh (over) here by acronym, abbreviation, blending, back formation, clipping [yaaah] or .by compounding words, OK.
27.	(730) [...] I will take you (at) random(ly), I will ask you (at) random(ly), (student) please,
28.	(793) you can apply depend (on) how to what is it?
29.	(799) for (at) yesterday for the others English language ya?
30.	(898) eh what kind of students that will pass (from) the SPMB examination with the scores that have been prepared.
31.	(936) In my material, the material, in material for example >>over use<<
32.	(982) Because (over) here cognitive, affective, psychomotor, >>omission<<
33.	(985) so I think we can learn (from) experience, >>omission<<
34.	(1232) (it is) (in) the second page (over) there, so...in term of a...a lecturer's training >>omission<<
35.	(1233) yah (the) lecturers' training experience later in certain particular ee SMP and SMU... >>omission<<
36.	(1299) on(in) English language teaching you have ask that material?
37.	(1388) (in) dealing with your topics or your material. >>omission<<
38.	(1397) but to enhance their their concentration <i>to</i> (in) your subject.
39.	(1905) (sound)ya...(sound)you can move <i>here</i> (over here)...

5.19 COMMONLY CONFUSED WORDS/STATEMENT

No.	Utterances
1.	(41) OK, Modern English consists of ... or ... begin ... begin with Renaissance ...
2.	(102) <i>poetry in Old</i> there is ee one greatest work of poetry in Old English period yah.
3.	(128) OK but it's OK if you fall asleep, then I will leave you [laughing] OK?
4.	(216) If the work it called poem or poetry, the one who write poem is called poet ya.
5.	(248) East Saxon into Essex yah so, when the the what is it?
6.	(269) Because the crown was empty, and that time William yah, there is one person which is called William,
7.	(603) If you if you make like this, Adjective, noun right, this one noun noun right?
8.	(604) So, it is noun noun, but here it will be?
9.	(645) when you said blackboard and smoke screen if it is <not clear> it will be the same.
10.	(691) Abbreviation for abbreviation find...three, three words, [in English ms?]
11.	(692) in English of course. Blending, three only three saja.
12.	(693) Back formation, back formation it will be easier...find five, clipping three words,
13.	(694) proper names in Indonesia uuh was OK,
14.	(771) If you giving (give) <i>out</i> the essays that's not, for example,
15.	(772) that's not learned, have not learned yet or its too far with the material that you given before,
16.	(782) after you translated the material, about validity ... please...
17.	(783) or you done nothing ? [...] hah? [...]
18.	(800) for (at) yesterday for the others English language ya?
19.	(836) Ok, content validities ah if the test yah measured, measure.
20.	(837) Ok... the capability of our students, capability our students, according to ... what?
21.	(838) To our Material during teaching, learning process,
22.	(850) If in ... you had ... have you learn about (taxonomy group)
23.	(851) ya not yet.
24.	(864) in principals of evaluation such as (I only copied it) (I)
25.	(865) measure it ya, what uhm cognitive side,
26.	(866) your memorizations like that.
27.	(867) Or analysis, related, relation for example three element in evaluation are?
28.	(931) Improve it called improve,
29.	(935) so it will be the same, plek from book, that also wrong ya.
30.	(956) so if we make a test out of for example our material
31.	(957) or our instructional objective
32.	(958) maybe the test has a low validity.

33.	(962) predictive there was category before.
34.	(963) Before it include, which student that can pass to UNTIRTA in English department for example,
35.	(964) so it has the fixity.
36.	(997) aa the test before is like that, ...
37.	(998) the score form like, there is test questions,
38.	(1034) if the test measured what if it purpose to measure.
39.	(1122) So, when they ask uh mean the lecturer, guide lecturer ask you,
40.	(1133) the guide lecturers that you couldn't come... uh in that training
41.	(1235) they should prepare all of the lecturers going to be,
42.	(1440) that I've told you about uh the... peer groups.
43.	(1450) and you are not going to <awares> only half students which is uh which are sitting in ...
44.	(1547) [ice cream feel cold in my <mouth>] ice cream feel,
45.	(1610) what... continues... <... -ing form> progressive yah,
46.	(1727) Or use it for internal true, absolute true, internal or absolute true.
47.	(1758) Or you on scribe? [...]
48.	(2059) You ever do this at communication at your friend was up stair
49.	(2060) and you are in the down stair.
50.	(2084) and then budi ask for so,
51.	(2105) do you can you can also use this
52.	(2106) Because you don't understand some I are laughing at the back side,

5.20 MISCELLANEOUS ERRORS

No.	Utterances
1.	(74) <i>Germany tribes</i> yah, they were uhm they were coming from German, North German.
2.	(82) in the end of 6 th century ee <i>Christian</i> enter <i>England</i> [<i>Christian</i>] <i>Christian</i> ... <i>Christian</i> enter England and ... (Christians)
3.	(215) ... OK and then we talk about the poet, the English poets.(an England poet)
4.	(236) there was Scandinavian uh Scandinavian soldiers..... (Scandinavian soldiers)
5.	(250) it was the end of <i>the Old English or the Anglo Saxon period</i> (Anglo Saxon)
6.	(272) He conquered <i>England</i> ya. (English)

5.21 CODE MIXING

No.	Utterances
1.	(73) Rome is Romawi in Indonesia [ok]. OK?
2.	(456) Morphemes membentuk kata, ok. Ada morpheme?
3.	(457) There is morpheme...? Free morphemes and there is? [bound] Bound morphemes.
4.	(465) for example radar, anda pasti hanya mendengar ini apa?
5.	(466) Radar. Radar itu apa sih, gitu kan? Apa radar dalam Bahasa Indonesia? [noise] Radar?!
6.	(467) But Radar is derived from Radio Detecting And Ranging.
7.	(468) Ternyata ka..kata radar itu terbentuk dari radio...radio, detecting, and ranging untuk mendeteksi, ya kan?
8.	(469) ahh ja..jarak jauh dan dia itu mendeteksi jarak jauh.
9.	(470) And then uh laser ada sinar laser gitu kan?
10.	(471) di laser kemaren operasi, gitu kan? ada yang yang operasi yang di laser?
11.	(472) [iyaa] sunat di laser gitu kan? [iyaa]
12.	(473) naah ternyata laser itu bukan laser hanya sinar suing laser begitu bukan?
13.	(474) But, it is a Light Amplification by Stimulated Emission of Radiation,
14.	(475) nah itu singkatan sinar radiasi. Ya kan?
15.	(476) Nah kata-kata baru ini, new words ini derived from abbreviated.. words.
16.	(477) Meeenyingkat kata-kata menjadi new words, new words become ya kan like a name, like a new words but it is abbreviation of a words.
17.	(478) Singkatan dari kata-kata, seperti ada kata baru, tapi ternyata kata baru tersebut adalah singkatan dari kata-kata.
18.	(480) Singkatan dalam bahasa Indonesia apa? [...] ABRI, [puskesmas] nah Puskesmas.
19.	(481) ABRI misalnya, ternyata ABRI itu kan [Angkatan Bersenjata Republik Indonesia] aah...ah itu, atau ABCD...[laughing] ABRI Bukan Cepak Doang [ooh], itu juga kan ternyata [laugh] naah...itu abbreviation, abbreviation....
20.	(482) tapi yang disebut dengan acronym seperti radar dan laser ini
21.	(483) nah misalnya in Indonesia seperti tadi apa?
22.	(484) Puskesmas...itu kan seperti nama, puskesmas,
23.	(485) tapi ternyata itu singkatan dari Pusat Kesehatan Masyarakat [pusat kesehatan masyarakat]
24.	(486) but it is from words, dari kumpulan kata-kata, itu acronym.
25.	(487) Kemudian abbreviation, TV, TV kan?
26.	(488) television, and then ID? [...] OJ? [laugh] here Prof, Math? Jeans? Jeans from words? Jeans? [...] I don't know.
27.	(491) it is from Old Kinderhoox, dulu jaman baheula in the past,

28.	(492) Old Kinderhoox itu adalah a name of a democratic party organization supported president Van Buren in 1840.
29.	(493) Ternyata pada jaman dulu ada Old Kinderhoox , nah uh eh to support uhm Si Buren ini, eeh si..apa.. masanya, the party said OK...OK..
30.	(494) OK itu kan kalau dikita [baagus] good...gitu kan, baagus,
31.	(495) but Nah the name Oll Korreect eh Oll Korreect ini parodi dari All Correct
32.	(496) tapi kemudian di..di..di..dituliskan, harusnya kan A double L C O double R E C T,
33.	(497) all correct, but it's written O double L K O double R E C T.
34.	(498) Untuk menuliskan pronouncenya harus pronounce all correct itu,
35.	(499) kemudian diparodikan menjadi O ini oll korreect.
36.	(500) Kan all correct itu kan apa artinya? [semuanya benar] Naah semuanya benar, bagus kan?
37.	(501) baik-baik kan? everything is OK [ok] OK itu kan ternyata artinya all correct [oooh] oooh iya....
38.	(502) Abbreviation...acronym...kemudian blending.
39.	(503) Blending creating uhm a blend, here motel, selectric..select and electric...brunch..breakfast and lunch, this is the example, smog..smoke and fog.
40.	(504) The same with, apa tadi? Acronym ya?
41.	(505) Here, eh by back formation,
42.	(506) dengan uhm creating a new word by back formation,
43.	(507) makes use of a process called analogy to derive new words but in a rather backwards manner, dengan cara kebalikannya.
44.	(508) For example here, pea derives from a singular word <u>pease</u> .
45.	(509) Awalnya.. pease... by speaker who thought pease was a plural.
46.	(510) Ternyata tadinya pease itu singular,
47.	(511) but then it thought aaa di dalam plural, so the singular will be pea. Ya kan?
48.	(512) to state sing... aaa to state plural we..we use [peas], 's' ya kan?
49.	(513) untuk noun, yang menandakan eh apa tadi?
50.	(514) Jamak, apa? [s] using 's' right? Chair become? [chairs] chairs.
51.	(515) And then aa table become [tables] tables, dog become dogs [dogs], cat become [cats] cats, ketz? [cats] cats.. naah here pease it is peas is thought a singular eh sorry plural,
52.	(516) jamak menggunakan 's', knapa
53.	(518) eh sorry from pea so, it become peas, ya...dapet ga?
54.	(525) kita menggunakan eh...eh...pembentuk ee eh sorry naon sih pembentuk noun itu salah satunya adalah -ion right?
55.	(526) act...action, revise...revision, create...creation.

56.	(527) New wordsnya kemudian, resurrect, pre empt, and televise from formed from the existing words,
57.	(528) dari kata yang sudah ada...resurrection kata yang sudah ada yang terbentuk tuh
58.	(529) sebenarnya resurrection, pre empt, and television,
59.	(530) but then it is change, atau they try to find uhm resurrect,
60.	(531) kita uhm asumsinya apa resurrect?
61.	(532) Fungsi gramatikalnya apa?
62.	(533) Dia sebagai apa? Noun, adverb, adjective...resurrect?
63.	(534) [verb] It should be? [verb] verb..!
64.	(535) Kemudian pre empt and televise...
65.	(536) untuk menyatakan..., verbnya menggunakan -ise kan?
66.	(537) seperti analyse, nah itu.. televisi, television menjadi televise..
67.	(538) trus, dengan menggunakan back formation, jadi mencari padanannya apa?
68.	(539) Misalnya dari noun, kalau misalnya ditambahkan -ion
69.	(540) maka kata yang lain dari verb bisa menjadi noun, dengan ditambahkan -ion.
70.	(541) Seper..seperti itulah pikirannya, untuk membentuk, to create a new word.
71.	(542) And then, clipping, clipping shorten words.
72.	(543) Shorten words berarti meenyingkat atau membuat sedikit satu kata yang panjang, right? Exam...examination, nah dorm...dormitory, taxi, taximeter cabriolet nah ini taxi cab.
73.	(544) Di kita juga suka ada mata kuliah yang disingkat-singkat kan?
74.	(545) for example? [TEFL] TEFL! What else?
75.	(546) [CCU] daspen nah itu kan? atau morph.
76.	(547) Is it...is it possible to shorten our morphology kita morph? [...]
77.	(548) Why do, why using this uhm new words like this?
78.	(549) Like using blending, back...back formation, uh clipping, for what?
79.	(550) [to make it easy] to...to make...to make easy easier easier to pronounce,
80.	(551) like motel..motor hotel, because its too long so, we cut it or blend,
81.	(552) meenyatukan dua kata menjadi satu kata.
82.	(553) Proper names! Kata baru di..di..ditemukan dengan proper names.
83.	(554) Proper names here, kata yang sudah ada, existing words, used.
84.	(555) Many places, inventions, activities, etcetera are named for person somehow connected with them.
85.	(556) So, hal-hal baru, activities and then for example building, ya kan?
86.	(557) namanya, connected with someone, di..dihubungkan dengan seseorang.

87.	(558) Someoneanya ya entah eh leadernyalah atau apa?
88.	(559) yang membuatnya, membangunnya, yang build.
89.	(560) For example here, Washington D.C. for George Washington
90.	(561) and District of Columbia for Christopher Columbus,
91.	(562) it's too long right?
92.	(564) Washing..Washington D.C itu dibuat untuk dibuat satu nama tempat ternyata diambil dari George...Washington.
93.	(565) Nama? Nama siapa George Washington itu siapa? Who is George Washington? [presiden] pre..?
94.	(566) presiden or yah Ohm and Watt for George Simon Ohm and James Watt, or another example? [...] Pardon? [not clear] for [...] yes,
95.	(567) but for example like this, we named uhm...apa yang mau ditanya?
96.	(568) [gelora bung karno mam] aah gelora bung karno for example... ah gelora bung karno created or connected with pak Karno,
97.	(569) the one who maybe uhm what is it uhm made a building or like what?
98.	(570) Like...atau graha Udin because Udin is the one who build the graham the gedung itu, the building, for example like that.
99.	(571) Di Indonesia ada apa saja? [... UNTIRTA] apa? [UNTIRTA] UNTIRTA? [Universitas Sultan Ageng Tirtayasa] Tirtayasa?
100.	(572) Oh because Sultan Ageng Tirtayasa is here, is from Banten [yes] are you sure? [yes]
101.	(573) OK, Oya Pasti dong because he is here, so... Sultannya siapa sultan ageng tirtayasa.
102.	(574) Hasanudin siapa? Who is Hasanudin? [ayahnya] ooh bapak? Father? Pardon? Allright...[niose]
103.	(582) Adjective and adjective bitter..sweet
104.	(583) [manis] it is? [...] adjective and noun poor house adjective and verb high born, noun and adjective headstrong, noun and noun rainbow, noun and verb spoon feed, verb and adjective carry all, and then verb and noun pick pocket, and verb and verb sleepwalk.
105.	(590) ini apa? (what is it?)
106.	(595) Wonder why, I wonder why...apa? what is wonder? [adj]
107.	(596) Ok <not clear> eh wonder apa gitu? what is wonder? [adjective, verb] number?
108.	(597) OK we have here W A N D E R and W O N D E R, wander and wonder, what is wonder?
109.	(598) Here, the 1 st or the 2 nd one, the second is...wonder, wonder...these one verb.
110.	(599) Wonder? Verb? So, here verb apa verb? So, yah.. verb and noun gitu kan? Here [noun noun] noun noun. Sailor? [noun noun] What is sailor? [pelaut] candy man?

111.	(600) Ice cream? Ice cream? [noun noun] I scream? [noise] Ice...cream, I ... scream [noun noun, noun verb]
112.	(614) eh what of <time> life long jadi?
113.	(615) [adjective] adjective karena the 2 nd word is adjective.
114.	(616) Long life, life long? [long life]
115.	(617) Kalo long life? Still adjective or noun? [noun] noun.
116.	(627) uhm but more than two exist, ya kan?
117.	(628) ada dua dari dua saja sudah biasa dong, dua...dua more than two
118.	(629) there are uh a lot of compound words from more than two words, three-time loser, kalah tiga kali, gitu kan?
119.	(630) Four dimensional space-time, sergeant-attarms, daughter-in-law, father-in-law,
120.	(631) what else? Mother-in-law <not clear> in-law <not clear> right?
121.	(632) Andi Lau [laughing] Ok here,
122.	(639) Blackboard kan tidak separated, disatukan penulisannya.
123.	(640) Eeh jadi penulis eh what it is like blackboard
124.	(641) or smoke screen the spelling is the same or uh when you pronounce it,
125.	(642) the..the when you pronounce the words is the same,
126.	(643) karena sama saja me..melaporkannya,
127.	(644) entah apakah dipisahkan atau disatukan,
128.	(647) Egghead, ini kan word egghead, underdog, do you know the meaning of underdog?
129.	(648) [no] no know or [no] which one??[no]
130.	(649) Underdog, egghead, what else?
131.	(650) ada kata apa lagi sih? [...] hah? [pinhead] pinhead? Bisa kan? noun dan noun?
132.	(651) Nanti maknanya, the meaning will be naah here meaning of compounds, artinya.
133.	(656) Uh what is it? [anak perempuan] aah an then law?
134.	(657) [hukum] hukum, maknanya kan tidak bisa di...nah begitu or for example uhm cat woman,
135.	(658) or batman. Batman is eh manusia kelelawar ya [iyaa] but the..the what is it?
136.	(667) Maknanya itu ber..berbeda dengan tampilan katanya.
137.	(668) The compound is not always the sum of the meanings of its parts,
138.	(669) the blackboard maybe green or white, here blackboard, white board.
139.	(670) Berarti ini word barunya kan muncul, padahal dulunya kan black board.
140.	(671) Like in bahasa Indonesia, meja hijau, rumah sakit,
141.	(672) it doesn't mean rumahnya sakit kan?
142.	(674) The meaning will be partial uhm bagian-bagiannya saja
143.	(675) or the whole or maybe the parts of the words,

144.	(676) mungkin bisa sebagian atau mungkin uhm
145.	(677) keseluruhan maknanya dari kata yang tadinya disatukan.
146.	(678) Or...maybe far from the words itself, jauh dari kata-kata itu sendiri.
147.	(704) We still have twenty minutes...[noise]
148.	(705) Come on move, work with your friends.
149.	(706) Yah whatever tapi lebih baik dengan temanmu,
150.	(707) in the same group in the... final assignment? Iyah. [noise]
151.	(710) Assalammualakum warrohmatullohi wabarokatu [waalikum salam warroh matullohi wabarokatuh]
152.	(711) Eh... Good afternoon students [good afternoon] how are you today?
153.	(721) [belum, belum] of course....[not yet] are you sure?
154.	(735) Probably (tap/ scratch) (...) or in Indonesia validitas,
155.	(736) what is validitas?
156.	(737) [taksiran] Taksiran, in English? Hah? Estimate?
157.	(741) [r.s yang valid] ah the test is ...this test is...valid or the test is ,
158.	(742) or the test has high validity, (moderate) validity, or low validity,
159.	(743) so what is validity? [...]
160.	(744) what is validities? [menyamakan, menerima], (belive) [loughing] ...
161.	(745) error in question words
162.	(746) are (do) you read, the addition book?
163.	(748) (about?) [keabsahan], ya its lika that absah? [
164.	(749) (iya apa?)] the test that valid (abash) like what?
165.	(809) There are four, empat jenis (in English please)
166.	(1565) ya kalau smell di...situ artinya sebagai noun ya,
167.	(1566) it's must be a verb, jadi <smell yang... gini nantinya verb> kan <artinya> verb of perception,
168.	(1567) Kalau misalnya dalam konteks kalimat itu,
169.	(1568) smells mean noun, bau kan, aroma tubuhnya ya?
170.	(1569) Ya kan? aroma tubuhnya, Putra? [ya]
171.	(1570) disitu berarti noun bukan verb, atau her body smell,
172.	(1571) boleh her body smells [smell] stink or stingy?
173.	(1572) Stinky? [...] check... check please,
174.	(1573) check in <verb> uh what you call portable, portable... <radio>,
175.	(1574) portable calculator [alfa link] alfa link, ya alfa link... {several tap} ... {no exact voice for a moment}
176.	(1588) (they are) Dish, hidangan, masakan... D I S H...
177.	(1594) Tasting mean, artinya mencicipi ya, ya makanan.
178.	(1600) The acid taste... asam rasanya apa?
179.	(1601) The acid taste... <rasanya apa?> cuka? Ya apa tuh asam?

180.	(1602) The acid taste sour, sour, the acid taste sour.
181.	(1603) Sour yah, sour, sour...
182.	(1660) artinya jelas ya... Mrs. Ledy is feeling blue
183.	(1675) Jadi maksudnya, kalau menggunakan -ing itu sifatnya tentative masih bisa berubah, tapi kalau yang ee tidak menggunakan -ing,
184.	(1676) use feel, the fire feel hot itu sudah pasti.
185.	(1677) Api itu panas, tidak mungkin api itu dingin, berarti tidak ada apinya lagi kalau dingin, you get it? Can you compare between first sentence and the second sentence?...
186.	(1741) Any question? [...] yang mana?
187.	(1787) Kenapa? [...] uh huh [...] ya pake kulit? Ooo iya ya,
188.	(1788) you mean the original meaning yah...
189.	(1798) Uh the sentence is change, artinya berubah atau us there other example?
190.	(1801) Disitu yang merasa siapa
191.	(1802) if you say my wound is feeling injured?
192.	(1803) Luka saya merasa... I tjink is not ee grammatically ya...
193.	(1804) you; you should remember ya, I'm feeling,
194.	(1805) inget ya kalau I am feeling kita merasa,
195.	(1806) bukan luka kalau luka tidak merasa, kita ya,
196.	(1807) we as a human yah... yak I think ee <I can get your point>
197.	(1808) but you should make it, it clear <good> example.
198.	(1817) taste disana artinya rasa kan?
199.	(1818) but what we discuss is function as verb,
200.	(1819) taste yang berfungsi sebagai kata kerja, bukan sebagai noun,
201.	(1823) karena taste itu ada dua arti kan, bisa... mencicipi bisa rasa,
202.	(1824) inget inget what we discuss is as verb, men...cicipi atau merasai...
203.	(1828) <so the wound is feeling to, bukan yang merasa tidak merasa ya, kita yang merasa luka>
204.	(1829) I'm feeling wounded
205.	(1830) I'm feeling injured
206.	(1831) ok I'm feeling hurt but kalau luka merasa, bagaimana luka merasa?
207.	(1832) [iya] I'm feeling home sih iyah, home sick.
208.	(1861) [pandangan] iya pandangan, pandangan
209.	(1862) in... [concrete] concrete form yah
210.	(1873) Eh sorry hear, hear has... has synonym that is sorry bukan,
211.	(1929) It means padanan how bout you what's your name?
212.	(1941) Equal, balance? Ya, sam .. sama,
213.	(1942) [tingkatan] tingkatan, the degree of ee you know, linguistic unit,

214.	(1950) Basa ... what's the meaning of basa ? basa ? or... or <basu> basu
215.	(1951) and ...target language ...basa...
216.	(1974) Penerjemahan itu merupakan <replacement> dari theory catford
217.	(1975) kita bisa peroleh clue nya di sini, replacement He said replacement.
218.	(1976) [mengganti] mengganti... mengganti atau penggantian?
219.	(1977) Mengganti atau penggantian?
220.	(1978) [mengganti, penggantian] hah kok ada pengganti ada mengganti, gimana nih?
221.	(1979) Penggantian yah penggantian, textual, maksudnya tekstual material,
222.	(1980) text, [text] text in one language, source language dalam satu bahasa, ibu bahasa, sumber
223.	(1981) <apa tuh?> dengan teks yang equivalent,
224.	(1982) yang ... <sepadan> in another language,
225.	(1983) dalam bahasa lainnya yaitu bahasa target atau bahasa [sasaran] sasaran.
226.	(1984) [menerjemahkan] pardon? [menterjemahkan] menerjemahkan?
227.	(1985) Menyalin, ok, menyalin meaning of a text,
228.	(1986) makna dari suatu teks, into another language, kedalam bahasa lainnya,
229.	(1987) naah that is the... the meaning from Peter Newmark theory.
230.	(1990) Apa itu transfer of meaning? [...] Hello
231.	(1994) transfer of meaning, memindahkan makna, intend with the text
232.	(1995) Aha contain in one sets of language time,
233.	(1996) lainnya ... melalui ... <competency> of dictionary and grammar
234.	(1997) Penggunaan kamus, kemudian apa itu, grammar?
235.	(1998) [tata bahasa] ok tata bahasa, competence?
236.	(2001) Melibatkan juga keseluruhan set of extra linguistic criteria also,
237.	(2002) Yah Criteria also?
238.	(2003) [according to Translation In another language] it means?
239.	(2004) to translate changing speech on writing into language apa itu tadi?
240.	(2005) Proses pengubahan speech on writing, apa tadi speech on writing?
241.	(2006) Ya ... only on speech Bahasa lis ... bahasa lisan,
242.	(2019) [....] ya ... ya Sekarang Anak – anak nya sudah belum, finish?
243.	(2020) Finish yet? Five minutes<menunggu siapa?>

244.	(2021) he said that translation or penejemahan, ee ok widiamartayas,
245.	(2024) He said that translation or penerjemahan,
246.	(2025) yang satu menjadi equivalent yang sedekat –dekatnya
247.	(2027) that the translation is aa you know process memindahkan makna?
248.	(2030) and aa equivalent and the sewajarnya, sewajarnya
249.	(2042) and then bahasa target sebagai bahasa sasaran.
250.	(2043) or message in aa antar budaya,
251.	(2044) what is the meaning of antar budaya ya?
252.	(2045) Antar budaya, intercultural, do you agree with me?
253.	(2046) and or interlingua and the ... you know tataran grammatical,
254.	(2047) or unit dengan maksud, effect atau wujud yang sedapat mungkin tetap di pertahankan.
255.	(2048) tetap dipertahankan, can you give opinion about this word? [.....]
256.	(2049) what is the meaning of tetap di pertahankan in our language?
257.	(2094) hello! Yah... ya ya (Yes, of course) I agree with you,

5.22 ERROR IN PLURAL FORMS

No.	Utterances
1.	(84) and <i>this</i> monasteries became the center of knowledges in England. (these)

5.23 ERRORS IN DICTION

No.	Utterances
1.	(121) Because I have to ee <i>to do retelling</i> story yah, (to tell)
2.	(123) I'm afraid that you will <i>fall asleep</i> , <laugh> OK [laughing], (be sleepy)
3.	(129) Ee Beowulf contains of 3000 lines ... 3000 lines of epic, OK. (without of)
4.	(130) Can you imagine? 3000 lines?
5.	(133) it is told about a young hero name Beowulf, (discussed about)
6.	(188) OK, what is war? (do you know)
7.	(189) What is the connotation of war?
8.	(190) In your mind? (what do you think?)
9.	(191) Yah? (okey)
10.	(201) OK because their <i>home</i> were uhm being destroyed or destroyed by the war ya. (living)

11.	(244) Only some of them, they were kept in translation (stored)
12.	(245) and this translation were made by the scholars of King Alfred ... (transformed)
13.	(263) 1066 (in) the King Edward the Confessor was died (killed) yah.
14.	(264) At that time, the king was die (killed) and the king has (had) no child,
15.	(337) Ok, Ok, what I tried to uhm,
16.	(338) what I tried to direct (to show) you is about the situations in which uhm in (the) romance usually uhm...
17.	(353) maybe it's not the same as (with) the fact yah.
18.	(376) so they can be <i>said</i> as an idealistic person (mentioned)
19.	(381) But the thing(s) is (are) they are not realistic, they talk about something which is unreal. (not real)
20.	(391) Maybe he will ... <i>make</i> a kind of ee ... story (tell)
21.	(402) It talks (tells) about King Arthur and his knights.
22.	(450) ok ... ee ... I will ask you to uhm <i>make</i> (write) a kind of summary ...
23.	(451) and it will be <i>done</i> (shared) in (to) groups ya ...
24.	(683) now,...make (divide) into a group which consists of three, right, three..three okay, find!
25.	(723) (click) automatically ya? (no meaning)
26.	(728) ok before...we <i>got of our</i> (<i>meeting</i>)(discuss about) validity ok
27.	(729) I'd like to know (ask) a little bit, (about) what you red (read), aa (in) the last two weeks?
28.	(751) like what? (give me example!)
29.	(815) get in touch with evaluation,
30.	(816) get in touch.
31.	(937) you <i>give about</i> reading economy (talk about)
32.	(1063) I think (it is) enough for today for (to discuss about) validity,
33.	(1206) /opening later/ uh (okay) let (us) see in (on) page 24
34.	(1207) yah have a look (look at) (over) there
35.	(1418) So, you are not going to sit... <i>behind</i> (on) the desk until your subject finish
36.	(1579) you may (can) <i>make a note</i> , (take a note)
37.	(1640) you may <i>write with</i> (write down) your own name, Mrs. Lie, Mrs. Lie is ...feeling, Mrs.
38.	(1924) I want to ee know so this is <i>our forth times</i> [yes] do you still remember? (So this is the fourth meeting)

39.	(1928) in Indonesia, in our language? (In Indonesian?)
40.	(1932) Ok all right how about you <i>neng</i> ? (miss)
41.	(1966) Catford say (opinion) about this ee subject,
42.	(2085) what's <i>wrong</i> with the communication <i>there</i> (between Budi and Wati)?[....]
43.	(2124) So this (group) is the role of interaction and then you...?[...]
44.	(2125) you discuss about approaches and this (one) about?
45.	(2133) So you... you can <i>call</i> (repeat) the question ok.

5.24 ERROR IN VERB TENSES

No.	Utterances
1.	(140) This creature ee and then this creature <i>is died</i> in the lake
2.	(213) and it <i>create</i> a sad atmosphere ya. (creates)
3.	(214) That's why, the ... the work of English literature mostly <i>were</i> written in sad feeling (was)
4.	(217) So <i>it</i> poem or we can call it poetry and the writer is poet not put, poet [poet]. (it is)
5.	(218) The Old English poets are <i>among others</i> Cadmon and Cynewulf,
6.	(219) OK nice name. Cadmon, Cynewulf ... (it is)
7.	(220) the work of Cadmon is paraphrase, the title is Paraphrase ya,
8.	(221) the work from Cadmon ... (is)
9.	(222) and paraphrase consists of Genesis, Exodus and a part of Daniel.
10.	(223) And then Cynewulf, what is the works of Cynewulf? (it is)
11.	(224) Do you have any idea? (s)
12.	(225) Yah maybe ... you have ever read(V3) about the work? (do you read?)
13.	(226) Yah? Is there anyone of you who know about the work of Cynewulf? (do you know?)
14.	(239) <i>is</i> not England but Northumbria. (it)
15.	(240) It's still a kind of province yah not yet a country but only a province, (it is)
16.	(241) and it's called Northumbria, a kind of kingdom Northumbria. (it is)
17.	(243) So, there <i>are</i> only some fragments of the works which <i>were</i> still kept in the monastery. (was)
18.	(271) He was from France, William, the Duke of Normandy, (he is)
19.	(354) So, when we are talking (talk) about romance dealing with romantic situation which is not always the same with the real situation yah.
20.	(355) It has a certain situation which is uhm what is it?
21.	(357) it's (it) talking (talks) about what you want, (it is) not what you have.

5.25 ERROR IN MISMATCHES IN PLURAL AND SINGULAR

No.	Utterances
1.	(211) it can be ... someone, it can be something OK. (they)
2.	(212) Yah someone can lose <i>their</i> families, <i>their</i> beloved one, or maybe <i>their</i> houses, <i>their</i> wealth ... <i>their</i> belonging etcetera, (his)
3.	(378) You can say <i>they</i> (<i>you</i>) are idealistic, romantic or fool.

5.26 ERROR IN IDIOMATIC

No.	Utterances
1.	(211) come on write down, (Please write down!)
2.	(212) jot down the instructions..(write the instructions down!)
3.	(213) write down the instructions!
4.	(214) find (out) words from, eeh new words,
5.	(246) maybe you have or heard about Wessex? (do you know)
6.	(434) ok you have to <i>look back</i> your notes ok. (look at)
7.	(519) Can you catch the words? (do you understand?)
8.	(520) Hello! Can you catch the words? [yeeess].

5.27 ERROR IN ADJECTIVE IN THE PLACE OF ADVERB

No.	Utterances
1.	(931) so (do) not make question the same
2.	(932) the same with in your book
3.	(940) you may choose the bank that popular syariah bank
4.	(1151) So please, this is (a) commonly happen, yah... (a common happen)
5.	(1210) you will have a cloth uh just usual, (usual cloth)
6.	(1329) about... your <i>student different</i> . (different student)

5.28 VERB CONFUSION

No.	Utterances
1.	(2086) was the instruction (<i>instruction</i>) delivered by budi (<i>clear uh</i>) clearly?
2.	(2132) because we didn't uh listen (to) your last question last time.

5.29 ERROR IN POSSESSION FORM

No.	Utterances
1.	(141) but after that the <i>creature mothers</i> yah, come after Beowulf to take revenge. (creature's)

5.30 ERRORS IN VERBS FORMS

No.	Utterances
1.	(147) After he <i>became</i> a king, Beowulf <i>has</i> to face another...

5.31 VERBLESS

No.	Utterances
1.	(587) So, it is (derived) form from...noun [noun] and noun [noun],
2.	(657) the man is not (like) a bat kan?

5.32 ERROR IN OBJECTS IN THE PLACE OF SUBJECT

No.	Utterances
1.	(706) .(collect). Assignment please,

5.33 ERROR IN ADJECTIVE IN THE PLACE OF NOUN

No.	Utterances
1.	(745) are (do) you read, the addition(al) book?
2.	(1293) you have aa <i>education introduction</i> before, (educational introduction)

5.34 ERROR IN NOUN (OMISSION)

No.	Utterances
1.	(853) at the first (time)... you're teaching,

5.35 ERRORS IN AUXILIARIES

No.	Utterances
1.	(43) It called Renaissance. Renaissance and then, Renaissance is from 16 th century until 17 th century. (is)
2.	(97) <i>Can you</i> understand so far? [a little bit] (do you)
3.	(134) he <i>defeated</i> and <i>killed</i> a terrible creature which <i>has</i> name Grendel, yah Grendel.
4.	(185) There <i>are</i> war everywhere and there <i>are</i> like you, (is)
5.	(931) so (do) not make question the same
6.	(932) so (do) not make question the same
7.	(957) We may(can) (do) (the) standardized,
8.	(1250) (do) you mean (a)professionalism competence?
9.	(1586) (do) you know the dish?
10.	(1597) (do) you know acid?
11.	(1609) (do) you know progressive,
12.	(1620) (it is) Tongue, (do) you know tongue?

13.	(1644) The color of my cloth is blue, (do) you know blue?
14.	(1651) (Is it) blue film or true blue?, (do) you know true blue?
15.	(1933) You...Ok, (do) you have your opinion about this word,
16.	(2062) What do (will) you say (do)? Do (Will) you say it loudly?
17.	(957) We may(can) (do) (the) standardized,
18.	(745) are (do) you read, the addition(al) book?
19.	(931) so (do) not make question the same
20.	(1586) (do) you know the dish?
21.	(1597) (do) you know acid?
22.	(1620) (it is) Tongue, (do) you know tongue?
23.	(1609) (do) you know progressive,
24.	(1644) The color of my cloth is blue, (do) you know blue?
25.	(1651) (Is it) blue film or true blue?, (do) you know true blue?
26.	(1668) (it is) the fire, (do) you know the fire?
27.	(1769) (do) You know perception?
28.	(1858) (it is) Sight, (do) you know sight?
29.	(1884) taste (do) you know taste?
30.	(1885) Is there any other synonym for test; taste, (do) you know taste?
31.	(718) (I) ask(ed) you to (do)... <i>what to do</i> the ...assignment?
32.	(448) so ... SO ... why are (do) you smiling (smile)? [laughing]
33.	(449) ok ... (Do) you already know my uhm purpose, my intention yah?
34.	(454) We are going to discuss about how a new word (is) created.
35.	(578) The same grammatical categories is (are) possible.
36.	(750) [...] it may (can) said (that) valid <i>if the test</i> have (has) a good validity,
37.	(764) So(and) (to) measure that will (be) measured, the material that (is) not you (are) teach (ing)...(about)
38.	(957) We may(can) (do) (the) standardized,
39.	(745) are (do) you read, the addition(al) book?
40.	(931) so (do) not make question the same
41.	(1586) (do) you know the dish?
42.	(1597) (do) you know acid?
43.	(1620) (it is) Tongue, (do) you know tongue?
44.	(462) in the past there was (were) no any computer(s)
45.	(1453) Uhm the last one
46.	(238) At that time
47.	(438) (the) August is (was) from the name of the king
48.	(626) (the) Two words is (are) uhm common
49.	(462) in the past there was (were) no any computer(s)
50.	(1453) Uhm the last one
51.	(238) At that time

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