MISMATCHES FOUNDIN READING TEXTSOF THE

FOURTH GRADE ENGLISH STUDENT'S WORKSHEETUSED

IN DEMAK REGENCY

a final project

Submitted in Partial Fulfillment of the Requirement

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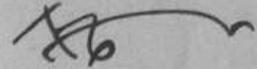
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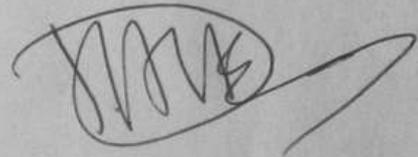
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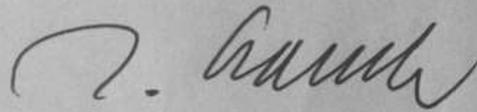
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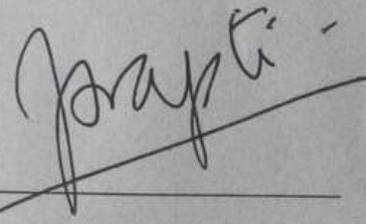
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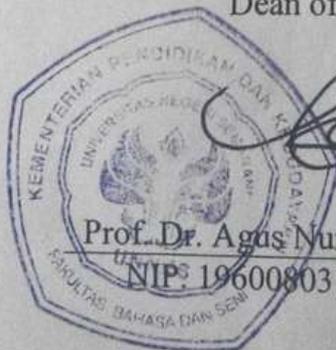
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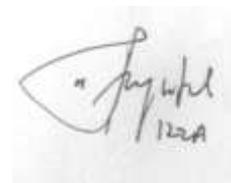
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ABSTRACT

InayatulIzza. 2014. *Mismatches Found in Reading Texts of Fourth Grade English Student's Worksheet (LKS) Used in Demak.* Final Project, English Department, S1 Degree of English Department. Advisors: I. Dra. Sri Suprapti, M.Pd., II. Dr. Rudi Hartono, M.Pd**.**

Keywords: mismatches; reading texts; student's worksheets; interlingual;intralingual.

The teachers of English in Demakrecentlyhave faced a problematic dilemma in choosing good media for their students. This problem has been solved by the use of a medium called student's worksheet. However, the author of the student's worksheet was not a native speaker which causes unreliable contents of the worksheets. Many mismatches were found in the student's worksheets. Thus, this research is meant to identify the quality of the student's worksheets used in Demak regency by analyzing the mismatches so that teachers become aware of the media should be used.

The data assessed in this research were 24 reading texts found in KARTIKA student's worksheets. Since the objective was to describe the mismatches appear, I used qualitative method.The data was processed adapting the error analysis theory since the mismatches analyzed were in the form of error and mistakes. Two main variables assessed were the classification (taxonomy) and the source of the mismatches (interlingual or intralingual).

Some steps were taken in conducting this research. First, I collected the data. Second, I identified the data and found the potential mismatches. The next step was describing them. And the last final step was evaluating the data after explaining them.

The result of this study showed that there were 108 errors found in the reading texts of these student's worksheets. Among those 108 errors, omission was the most error occurred (58.3%). They were mostly caused by the interference of the mother tongue which also refers to interlingual (61.1%) and slightly followed by the lack of knowledge which refers to intralingual (48.9%).

With such failures appeared, I conclude that the use of these student's worksheets as the only material in class is irrelevant since the contents are unreliable. From this research, teachers are expected to be more careful in choosing the correct media.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world who use English to communicate on a regular basis is 2 billion.

According to the school-based curriculum, English is introduced as a compulsory subject in junior high schools, senior high schools and in some universities in Indonesia, and becomes a local content at the elementary schools starting from grade four. The official policy about the role of this subject is based on the Depdikbud RI Policy No. 0487/191, chapter VIII, which state that the school is able to add a subject in its curriculum as long as it does not change the goal of the national education.

Although the English teaching is started from young age, it does not mean that the result is maximal. As Ramelan (1992) says "It does not mean that the result of teaching English is satisfactory, despite it is taught continuously…"(p.3). From the statement we may conclude that the Indonesian students' mastery of English is felt far from satisfactory. This tendency maybe caused by several factors either internally or externally. The internal factors come from the background of the students themselves such as their intelligence and motivation. Meanwhile, the external factors may come from the teachers' capability, students'

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environment and facilities, etc. In short, we may conclude that the components which affect the result of the learning are as the following:

1) Teacher, it can be seen by the competence aspects and the readiness of the teacher in teaching.

2) Students, the internal factor of the students can also be the main obstacle. The competence aspects and the readiness of the students will also affect their learning result.

3) Learning Media, the quality of the learning media used will determine the result of the learning, especially when we are dealing with the elementary students.

Based on my observations and experiences as an English private tutor and practical teacher in a school, the last component affects the two other components. That is because most teachers depend on the learning media most of the time without improvising with the students to make the learning alive. What kind of media used by teacher depends on the school policy as explained in PP No. 19 year 2005 about national education standard. It is explained that a school or a region can modify and develop variations in providing education according to their condition, potential, and needs.

It begins to become the teachers' problems now. Teachers have to synchronize the material with the need of the students in learning. Teacher-made handout might be the best solution since teacher is the one who knows the ability and the need of the students. But in some region like Demak, teacher-made handout is something rarely found because the human source is not supporting. As

the result, the handout made by a publisher such as LKS or Lembar Kerja Siswa (later we call it student's worksheet) becomes the alternative choice to help teachers simplify the practical teaching and maximize the output.

Arsyad (1993) identifies LKS as "a worksheet for student in both extracurricular and co-curricular activity which is used to encourage the understanding of a subject material" (p.78). The content of student's worksheet is simple and it focuses onto the exercises more.

Unfortunately, this student's worksheet is not made by a native English author. That is why the content is unacceptable because the contents are mostly influenced by the mother language, both syntactically and lexically. Furthermore, some mistakes and/or errors may occur due to either the lack of knowledge or purely a mistake by the author. For example, the sentence found in KARTIKA LKS semester 1 page 6 '*He goes to his class and prepares for the first subject*' is not correct. This sentence occurred because of the inference of the author's first language and the lack of knowledge which causes misuse and ignorance of rule restriction. According to a native English speaker names Aaron, the correct sentence must be '*He goes to his classroom, and then prepares himself for the first subject*'. The author tends to say '*di pergi ke (ruang)kelasnya kemudian bersiap-siap untuk pelajaran pertama*', but he or she misuses the word 'classroom', and uses the word 'class' instead.He also commits an error by using 'and' instead of 'and then'. Furthermore, the author has failed to observe the restriction of an existing structure by omitting 'himself' after the word 'prepare'.

From the explanation above, we may see that it is not easy to make good sentences. Learners should pay attention to a lot of aspects, such as vocabulary, grammar, and the arrangement of sentences. There are many rules that even English student's worksheet authors who have been learning English for years still make failure to make good sentences In order to analyze that failures (mismatch), I decided to do a research in the student's worksheet reading texts. Here, the quality of the student's worksheet and the ability of the author are analyzed.

1.2 Reasons for Choosing the Topic

A number of considerations are proposed to show the importance of conducting this research. They are as the following:

1) The author of the published student's worksheet is not a native English author. That is why I concern on the content of the worksheet, which I believe has failure to correspond to the correct English structures (mismatch).

2) The student's worksheet is mainly used as the learning source in the teaching and learning activity.That is why it is chosen as the research subject. As what I have experienced as a private course tutor of a student who claims that his teacher use a student's worksheet as the only medium in the class, the mismatches found in it is fossilized in my student's mind and it is difficult to correct his understanding.

3) The Indonesian students are acquainted with English at the first time in the fourth grade. That is why this period is very important to gain knowledge and scaffold their understanding toward English.

4) Surachman (2001) explained that student's worksheet is a hand out meant to help students to study. In addition, the student's worksheet will strengthen the students' knowledge if it is qualified. That is why the quality of the student's worksheet must be concerned. This study is meant to give the English teachers awareness in choosing media for their students.

1.3 Statements of the Problem

The problems stated in this study areas the following:

1) What mismatches are found between the KARTIKA student's worksheet reading texts and the English structures?

   a) What mismatches are found caused by the interlingual source?

   b) What mismatches are found caused by the intralingual source?

   c) In which classification (taxonomy) they should be?

2) How relevant is the student's worksheet to be used as the only media of the teaching and learning process?

1.4 Purposes of the Study

Based on the problem stated, the purposes of the study are:

1) To investigate the English Student's Worksheet of fourth graders used in Demak by analyzing the failure to correspond the English structure of the reading texts.

2) To investigate the relevance of the English student's worksheet to be used as the only media of the teaching and learning process.

1.5 Significances of the Study

The results of this study might hopefully be useful as the following:

1) Theoretically, this study is able to give input to improve the English student's worksheet especially for its content, so that the next worksheet can be designed better.

2) Practically, this study expectedly will raise awareness of teachers to choose the good media for the teaching and learning process.

3) Pedagogically, this study is able to improve the use of qualified media in the English teaching and learning process, so that the goal of the national education can be achieved.

1.6 Scopes of the Study

Because there are many books used in primary school, I limited the study on the KARTIKA English student's worksheet for the first and second semester. These books were chosen because they are the student's worksheets mainly used in Demak. The study focused on the failures made by the author to create native-like reading text analyzed by the mismatch appear.Since, there are some variables assessed in mismatches, I limited the study in the mismatches formedby the lexico-grammatical error and mistakes. The variables assessed were the classification and the source of the mismatches.

1.7 Outline of the Study

This final project contains five chapters. The first chapter is the introduction. This chapter presents general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter I consists of the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, scope of the study and outline of the study.

Chapter II consists of review of the previous studies and the review to the related theories which includes the discussion of reading text, the importance of grammar, definition of error, mistake and mismatch, and error analysis.

Chapter III consists of research design, source of data, object of the study, the data analysis, the documentation protocol.

Chapter IV consists of the analysis of mismatches and the result of the research.

Chapter V consists of conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED STUDY

In this session, I present the reviews to the previous studies to give a knowledge background about the study and the review to the theoretical study that will show the framework of this study.

2.1 Reviews to the Previous Studies

In this part, I review some studies related to the use of LKS in Indonesia. Many researchers concern on this student worksheets problem since many cases arise because of the poor quality which may cause the degradation of the national education quality.

According to Kozma (1991), "various aspects of the learning process are influenced by the cognitively relevant characteristics of media"(p.179). From the statement, I conclude that the use of media is one of the potential factors whichinfluence the results of the learning process.

Other studies are the researches conducted by some researchers from Indonesia. One of them is Fikri(2007). He tried to explore the effectiveness of the use of Arabic student worksheet to improve the interest and the result of the language learning in Madrasah Tsanawiyah Surya Buana Malang. In his report, he stated that LKS has been proven as an effective medium, so that the teachers will keep using it.

One of the researchers whose research has been a model for me is Adi (2010). In his study, Analysis on Reading Exercises InKREATIF(English Exercise Book for Senior High School Students Year Xi Published by Viva Pakarindo), he stated that some reading texts of the handout book being researched was not in line with the curriculum.The reading genre that should be in the book are report, narrative, spoof, and hortatory exposition, but other genre are also found in the book which make it not in line with curriculum. This research is an example of mismatch; a failure of the textbook author to correspond to the curriculum.Another example of mismatch research in more specific element is the one conducted by Ching-Kang Liu. He tried to findthe mismatches between Taiwanese EFL students and native speakers of American English in oral performance. The failures assessed in this study are those related with the spoken language element such as the pronunciation, the accent, etc.

As the use of media is increasing, some researchers tried to create a better LKS using a chosen approach which was indicated as the best. Fulandari (2013) tried to develop the quality of LKS to be better. She developed a student worksheet with a contextual approach to teach math for bilingual students.

All of the researcheswere some efforts to make the LKS distributed in Indonesia be a qualified and reliable learning medium.

2.2 Reviews to the related theories

In this part, I will discuss the definition of reading, the importance of grammar, the error analysis, and the error, mistake and mismatch definition.

2.2.1 Reading Text

Brown (2004) states that "a reading activity needs a process in which people comprehend what they have already read"(p.186).in line with the previous definition, Grabe and Stoller (2002) defines reading as "the ability to draw meaning from the printed page and interpret this information appropriately" (p.9). From those two definitions of reading, I conclude that reading is a process of sequences of graphic symbols travelling from the pages of a book into compartments of the reader's brain. Therefore, the reading process can be called as cognitive process.

In addition to the previous definition, Goodman (as cited in Carrel, 1992) points out that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct. So, in reading, there is an indirect process between the readers and the writers in creating, understanding and agreeing or disagreeing opinions and ideas through the texts.

Reading is a process of an author who compiles his or her idea in the written form that will be interpreted by the reader. That is why the text about to read must be understandable both syntactically and lexically. Thus, this special

rule in reading text will be a serious matter when it has to do with being a learning material.

Chomsky (as stated in Klein, 1986) suggests that the best time for acquisitioning second language is between three years old up to puberty. So the fourth graders are in the best phase to absorb the second language knowledge. For that reason, the material used must be reliable. The wrong knowledge caused by unreliable material made by undependable author will lead the students to another wrong comprehension.

Related to the previous statements, the KARTIKA student's worksheets, which are mainly used in English classes in Demak, contain reading texts the most. There are about 14 reading texts plus 6 enrichment texts in one student worksheet. Those readings are also used to be the source for the next practices for students, even for the adjacency pair practices. In short, the reading text is important since it is the source of all practices in the student's worksheets.

2.2.2 The Importance of Grammar

Delpit (1998) stated that children need to be language detective. Educators in Language Education agree that children need instruction on how to discover language and make it their own. However, before children can become detectives, they should be directed as to what they are detecting. From this statement, well-structured handout is needed to create good understanding of the children.

Linguistically speaking, grammar is the system of language. It is the structural foundation of our ability to express ourselves. The more we are aware

of it, the more we can monitor the meaning and the effectiveness of the way we and others use language. It is important to learn and use grammar since it shapes the sentence we make. For example, the use of comma (,) in the written language. Instead of writing *'let's eat grandma'*, it is better to write *'let's eat, grandma'*. The example shows a single component of language (comma), saves the grandma's life.

Pedagogically speaking, the teaching of grammar is an essential part of language pedagogy, which is also a controversial issue. Among many of the teacher cognition studies, teacher's beliefs about grammar teaching have been a crucial domain of research (Borg, 2003, p.81). Considering the important role of grammar in second language acquisition, teachers' beliefs and practices about grammar cannot be ignored. Mohamed's study (as exposed in Hos and Kekec, 2014) explains that the dominant beliefs of the 197 teachers who participated in the study was that the grammar instruction is a crucial component of the language classroom and grammar was primarily seen as rules of the language.

Most of the participants of the study conducted by Hos and Kekec (2014) believed that grammar is crucial in language learning and teaching. One of them stated that it is very important to learn grammar because without grammar it could be impossible to construct the building. The teaching of grammar is very important so that the use of well-structured media is essential in second language teaching and learning.

2.2.3 Errors and Mistakes

Mistake and error are two words which cannot be separated but have different meaning. One word resembles the other and sometime leads to miscomprehension. Second language learners will make both errors and mistakes in the process of learning, even for those who have been learning second language for years.

Brown (1980) explains a mistake as "a performance error that is either random on a slip of the tongue, in that it is failure to utilize a known system correctly" (p.50). Huber (as stated in James 1998) adds that "when committing a mistake, the speaker is normally capable of recognizing and correcting them" (p.77).

When learners make a mistake, they will be able to correct it themselves. If learners are inclined and able to correct a fault in their utterance, it is assumed that the form they selected is not the one intended because they have learnt it before. In the other hand, if the learners are unable or in any way disinclined to make the correction, we assume that the wrong form the learners used are the one intended, and that is what error defined.

Norrish (1983) states that "error is systematic deviation, when a learner has not learnt something and consistently gets it wrong" (p.7). Moreover, Corder (1971) believes that "errors are typically produced by people who do not yet fully command some institutionalized language system" (p.79).

Thus, we can now refine the definition of error as being an instance of language that is unintentionally deviant and is not self corrigible by its author.

While a mistake is either intentionally or unintentionally deviant and self-corrigible.

To know whether it is a mistake or an error, we may set a distinct rule then analyze it. Taylor (as cited in James 1998) suggests that the only way we can reasonably determine whether a mistake is a slip or a genuine error is by reference to the writer's semantic and structural intentions. Furthermore, it will be difficult to analyze a written form of a text since the author is given a time to edit and correct the wrong form but what is believed as a mistake still occurs. So, it will be a long and complicated research to decide whether a fault committed by the author is a mistake or an error.

Because of some consideration, the term mismatch is used to represent the research I conduct.

2.2.4 Mismatches

To know the concept of mismatch better, the following discussion is the explanation of the definitions of mismatch, the examples of mismatch and the type of mismatch.

When someone tries to learn a language, he/she will be given some input in the form of knowledge (grammar and vocabularies). This input will somehow be influenced by the ability of the learner in mastering the foreign structure and vocabularies, and the structure of the mother language. This process sometime produces an output that deviate from the correct structure of the target language. This deviance is called a mismatch. This definition is in line with the one

suggested by Radford (1988). As he stated, he preferred to use the term deviance rather than mismatch and further explained that competence determines grammaticality, while performance determine acceptability. This statement was elaborated by James (1998) that the deviance (mismatch) in grammaticality produces errors, while deviance attributed to unacceptability produces mistakes. The question on how such deviance could exist in second learners has been answered by Johnson (as cited in James, 1998, p.79-80), that "if learners say or write a form that is wrong, it could be either of two reasons: either they lack of knowledge (this is a case of ignorance) or they deploy knowledge that they do have, but it happens to be wrong knowledge". The sources of the mismatches are classified into two: the interlingual source and the intralingual source. These two terms is discussed in the error analysis discussion.

Literally speaking, mismatch is a failure to correspond. So if the second thing which is the result of the first one does not correspond to each other, it is called mismatch. Yuasa (2005) defined mismatch as "deviation from the prototype" (p.31). So, if a product either in the form of written or oral is not the same with the prototype they should be framed, it is called a mismatch. Furthermore, according to Francis and Michaelis (2000), the term mismatch has been used to describe a number of linguistic phenomena involving mapping between (apparently) incongruent elements condition. There might, for example, be a mismatch in the number of elements involved at different levels of representation between two languages. The clearer explanation of this statement is that an English learner may fail to correspond to the English structure at the

grammar level. For example, instead of saying *"he loves seeing sunset"*, an Indonesian learner tends to say *"he love see sunset"*. The input is that the use of the suffix -s/-es in the verb used for the third singular subject in present tense. Since, there is no such rule in Indonesian structures, a learner may find difficulties and finally produces the wrong output. We need to have further assessment to define whether the wrong form is an error or a mistake. But, this kind of behavior is called mismatch.

Whong, Gil and Marsden (2013) discussed that the relationship between the acquired and learned within SLA has been for the most part limited to the question of whether the learned knowledge can become a part of the acquired knowledge. They later explained that there have always been questions of learnability, although a learner holds to what so-called strong interface position between the two types of knowledge. The heart of the poverty-of-stimulus claim is the mismatch between the input that any learner is exposed to and the ultimate knowledge of language, which extends beyond the input.. Because of this reason, the early SLA research was devoted primarily to questions of parameter resetting and native language transfer.Related to the previous statement, I would like to emphasize that the use of mismatch-free media in language teaching will help students acquire correct knowledge

The distinction among the levels of mismatch is made very often. One of them is that suggested by Klein (2004). He distinguished mismatch into two levels at which mismatch may appear as the following:

1) Language or meta-model level. Mismatches at this level are mismatches between the mechanisms to define classes, relations, and so on. In total, he distinguished four mismatches that can occur, although they often coincide. They are: syntax (a learner uses the word 'math' to refer a class), logical representation (the use of negation in a language where in another language, it is unnecessary), semantics of primitives (the words 'fast' and 'quick' are translated 'cepat' but they differ in semantic), language expressivity (this difference implies that some languages are able to express things that are not expressible in other languages).

2) Ontology or model level. A mismatch at this level is difference in the way the domain is modeled. Klein (2004) divided this mismatch into four levels, although then he argued that one of them called the inference system bias was not a real mismatch. They are: concept scope (two classes seems to represent the same concept, but do not have the same instances, although these intersect), concept description (a distinction between two classes can be modeled using qualifying attribute or by introducing a separate class), synonym and homonym terms (the use of the word 'car' and 'automobile', also the use of the word 'conductor' which has two different meaning), and the last which is considered as trivia is encoding (distance which can be represented in 'miles' or 'kilometers').

Many types of mismatch problem in language learning come up from different study of some researches. Linguistic phenomena involving mismatch have been fundamental to the development of parallel-architecture, constraint-

based theories of grammar, and they raise a number of interesting and challenging problem for grammatical theory in general such as the debated topics in grammatical theory as in the complex predicates, mixed categories, and incorporation. For example Jackendoff (1987) argued that a single syntactic NP may have multiple thematic roles and NPs is one to one. This is an example of mismatch between different levels of the components of one language.

Another example of mismatch is declination. Declination is the tendency of the fundamental frequency to gradually fall over the course of an utterance. It has been treated as a common tendency in many expressions of English (Ladd, 1996). This topic has rarely been included in EFL/ESL textbooks of pronunciation or intonation. Most textbooks focus on the pattern of stress, rhythm, and various type of pitch contours matching different feeling and attitude in all possible kind of phonological environments. Some might include the contrastive examples of how non-native speakers of English might deviate while pronouncing English vowels or consonants. However, Liu (2007) researched the mismatch made by second language learners in pronouncing the English utterances. The components assessed in his research were the duration of the utterances and the location of the pitch accent.

Referring to the definition of mismatch according to Radford (1988) and Yuasa (2005), it is concluded that the mismatch meant in this study is the deviation between the sentences made by the student's worksheet author with the English structures. If the language skill of the author is excellent and no interference from the mother language, the sentences produced should be lexico-

grammatcally correct. But, some failures to correspond (mismatch) to the correct English structures are found. One of the examples is the sentence *'he meet his parents to say goodbye'*, the use of the suffix *-s* is omitted because such rule does not exist in Bahasa structures. The correct sentence should be *'he meets his parents to say goodbye'*.

2.3 Error Analysis

Since the objective of this research is to reveal the mismatches found in the reading text of a student worksheet based on the sources and the classification, I adapt the error analysis theory to conduct this research.

2.3.1 Definition of Error Analysis

One of the most famous researchers related to error analysis is James (1998). Based on his explanation, I conclude that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Further he explains (as cited from Cook, 1993) that error analysis "is a methodology for dealing with data rather than a theory of acquisition" (p.7). While Brown (1980) concludes that error analysis is "the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners" (p.166).

From the definitions stated before, I conclude that error analysis is a methodology for dealing with data which can be observed, analyzed and classified to reveal the incidence, nature, causes and consequences of unsuccessful language within the learner.

In general, the two major types of errors recognized by many error analysis experts and researchers are:

2.3.1.1 Interlingual Error

According to James (1998), "interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners' L1 to L2"(p.179).In addition, according to Richard (1974), "interlanguage errors are errors due to transferring rules from the mother tongue"(p.35).

This transfer is caused of the contrast present between two languages. For example: Indonesian learners tend to add unnecessary item as in '*I will discuss about the problem*' because the contrast statement in Bahasa is '*saya akan mendiskusikan tentang masalah tersebut*'.

2.3.1.2 Intralingual Error

After learning second language for some time, learners will possess knowledge about the second language and begin to be able to apply it. The less the learner knows about the target language, the more he is forced to draw upon any other prior knowledge he or she possesses. (James, 1998, p.183)

Intralingual errors are attributed to the processes/mechanisms of false analogy (or overgeneralization), misanalysis (i.e., when the learner mistakably assumes the singular possessive pronoun "its" as plural because of –s), incomplete rule application (or under-generalization) (i.e., when the learner fails to use indicative word order in '*I knew where was he*'), exploiting redundancy (that is, omitting grammatical features that do not contribute to the meaning, such as

omitting the third person –s as in '*John play tennis'*), overlooking co-occurrence restrictions (for instance, though 'quick' and 'fast' are synonymous, 'quick food' is not possible to say), or system simplification (i.e., substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of 'that' as a ubiquitous relative pronoun 'that').

2.3.2 The Taxonomy

Taxonomy is defined as the scientific process of classifying things. Taxonomy must be organized according to certain constitutive criteria. These criteria should as far as possible reflect observable objective fact about the entities to be classified. So, Error taxonomy is about classifying error into some subtypes.

According to Dulay, Burt and Krashen (as stated in James 1998) there are four ways in which IL and TL forms diverge in specific and systematic ways. In further explanation, James added one additional category. As James (1998) emphasized, the descriptive categories need to be specific and elaborated upon with maximum care while utilizing both a linguistic taxonomy and surface structure taxonomy. The former is usually based on categories or classes of the grammar element such as (1) lexis level (2) sentence level (3) inter-sentence level. The latter refers to the ways surface structure is altered, including:

1) Omission

    In this stage, learners tend to omit a word. Usually, the function words such as: a, an, the, etc are more likely to be ignored than the content words. For example: '*How many letters are your name?*' the author omitted the word

'in' and 'there' which make it should be '*How many letters are there in your name?'*

2) Addition

Here is the stage where learners use additional form. This manifestation of error as Dulay, Burt and Krashen(suggested in James, 1998) "is the result of all-to-faithful use of certain rules" (P. 107). They also suggest there are two subtypes of this classification. First is regularization, which involves the overlooking exceptions and spreading rules to domains where they do not apply, for example: the use of *eated* instead of *ate*. And the converse form is irregularization. This occurs when a productive process such as affixation is not applied, but instead the form is wrongly assumed to be an exception to the general rule. For example: the use of *dove* for the past form *dived*. Second is the double-marking. It is defined as failure to delete certain items which are required in some linguistic constructions but not in others. For the example: *The boy <u>doesn'tgoes</u> to school.*

3) Misformation

Learners use the wrong forms of morpheme and syntax. Speaking of this third taxonomy subtype cannot be separated from grammar because it has been traditionally been discussed in terms of morphology and syntax. Morphology is handling word structure, while syntax is handling structures larger than the word, namely phrase, clause, and sentence. The example of misfomation is 'He reads that books*'.* The learner fails to use the correct plural form of 'that' that should be 'those'.

4) Misordering

Learners use the wrong word order. As dulay, Burt and Karshen (explained in James, 1998) observe misordering is "often the result of learners relying on carrying out 'word-for-word' translation of native language surface structure" (p.111). For example: '*I don't know where was he*'which should be '*I don't know where he was*'.

5) Blend

Over-including more than one form necessary in one sentence reflecting the learner's uncertainty to choose which form; e.g., '*The only one thing I want*' is a combination of 'The only thing I want' and '*The one thing I want*'.

CHAPTER III

METHODS OF INVESTIGATION

Chapter III presents method of investigation, which consists of research design, object of the study, type of data, procedure of collecting data, and the method of analyzing data.

3.1 Research Design

The qualitative research is used in the study because the main purpose is to analyze the quality of the reading texts in the student worksheet used in Demak. Qualitative research expresses something comprehensively about the context through data collection taken by the researcher as the key instrument (Mujiyanto, 2007, p.19).

Creswell (1994) states that "qualitative research is descriptive when the researcher is interested in process, meaning, and understanding gained through words or pictures" (p.14). Along with the previous definition, Nunan (1992) adds that "the qualitative research advocates the use of qualitative methods, concern with understanding of human behavior from the actors' own frame reference, explanatory, descriptive and process oriented"(p.29).

3.2 Object of the Study

Source of data is the subject in which the research data obtained. In this case, the object of the study or the source of data researched is two fourth-graders student's worksheets mostly used in Demak of first and second semester. The title of the student worksheets is Kartika and they are published by Putra Nugraha publisher.

3.3 The Documentation Protocol

In this phase, I used two documentation protocols to make the analysis become easier. Documentation protocol provides guidelines or categories in which I find the data. In order to gather the data needed, several requirements are required as follow:

1) The Student Worksheets

The student worksheet is needed to be the source of the data. I have determined that the data researched as the population was the student worksheets used in Demak and the sample method was purposive sample. Thus, I defined the LKS analyzed are KARTIKA English Student Worksheet for the first semester and the KARTIKAEnglish student worksheet for the second semester.

2) Research worksheet

I selected and arrangedthe errorsinto a worksheet. A table is designed to classify the sentence errors and analyze them; the classification is made

justifiable by the investigator triangulation. And then, I explain my analysis
in the form of percentage. We can see the table as follow:

Table 3.1 Mismatches Analysis Table

No	Wrong Sentences	Classification	Analysis	Source of Mismatch	
				Interlingual	Intralingual
1.	We can seeing with our eyes	Misformation	The author use the wrong form of Ving. It should be main verb after the modality		Overgeneralization (the author assumes that the use of *can (modality)* is the same with *are (to be)*
2.					
3.					

After describing the errors appear and classify them according to the
surface structure taxonomy also analyze the source of them, I, then explain my
analysis in the form of percentage to know which failure is occurred the most. The
result will particularly answer the second question of this research whether the
worksheet is qualified or not.

3.4 Unit Analysis

The first step in deciding how you will analyze the data is to define a unit of analysis *(*Trochim, 2006*).* A unit of analysis is the most basic element of a scientific research project. It is the major entity that is being analyzed in a study. It can be said as the 'what' or 'who' that is being studied. In this study, the unit analysis is the reading passages. There are 24 reading passages analyzed for this study gained from two student's worksheets.

3.5 Data Collection

In research, there are some techniques of collecting data. The techniques are questionnaire, interview, observation, rating scale, test, and documentation. In this study, I used the documentation method to collect the data. Documentation comes from the word document, means written things, so I studied written things such as books, magazines, documents, regulations, notes of meeting, diary, etc. Here, I did the research through documentation method by analyzing the student worksheet reading texts.

3.6 Data Analysis

The data analysis adapted the practical procedure of error analysis that has been established for the last two decades. It usually comprises the following five steps according to Ellis &Barkhuizen as stated in James (1998):

1) Collection of the data

    I collected the data to be analyzed. The data chosen were the KARTIKA student's worksheets. They were used because they were mainly used in Demak and able to represent the goal of this research.

2) Identification of errors

    In this phase, I identified the errors made by the student worksheet author by eliminating the well-formed sentences and leaving the wrong-formed ones in the reading texts to be analyzed. To make error identification be justifiable and reliable, I use the triangulation method. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Investigator triangulation involves using another investigator in the analysis process. Typically, this manifests as an evaluation team consisting of colleagues within a field of study where each investigator examines the program with the same qualitative method (interview, observation, case study, or focus groups). In this case, the source who helped me was Aaron Willis. He lives in Huntingdon, near Cambridge, England.

3) Description of errors

    As James (1998) emphasizes, the descriptive categories need to be specific and elaborated upon with maximum care while utilizing both a linguistic taxonomyand the surface structure taxonomy. The former is usually based on categories or class of the target language, including (1) lexis, (2) sentence, (3)

inter-sentence. The latter refers to the ways surface structure is altered, including (1) omission, (2) addition, (3) misinformation (the use of wrong forms of morpheme and syntax), (4) misordering (the use of wrong word order), and (5) blends (over-including more than one forms necessary in one sentence reflecting the learner's uncertainty to choose which form; e.g., '*the only one thing I want'* is a combination of '*the only thing I want'* and '*the one thing I want'*).

4) Explanation of errors

This is the most crucial stage of error analysis because it aims to determine why these errors appear. As mentioned before in chapter II, two major types of error recognized by many experts and researchers are interlingual and intralingual error. The former deals with the inference or transfer of learners' mother tongue, while the latter deals with the knowledge the learners gained during learning process.

5) Error evaluation

Finally, the error evaluation is the stage where various error and alarming need for instructional feedback are determined.

3.7 Triangulation

To make the research justifiable, I used the triangulation method. It is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.

Investigator triangulation involves using another investigator in the analysis process. Typically, this manifests as an evaluation team consisting of colleagues within a field of study where each investigator examines the program with the same qualitative method (interview, observation, case study, or focus groups). In this case, the source who helped me was Aaron Willis. He lives in Huntingdon, near Cambridge, England. The triangulation did by Aaron is presented in chapter IV; the identification of mismatch.

3.8 Interpretation

The result of the analysis shows the number of mismatch appears in the reading texts of the student's worksheets. It shows what mismatch appears the most and what mismatch appears the least. The result of the research also shows the source or the reason why those mismatches could appear. By answering the 'what', 'how' and 'why' those mismatches could appear, I drew the conclusion to answer the question of whether those student's worksheets are reliable and dependable to be used as the only medium in the practical teaching in a class.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data obtained from the reading texts in Kartika student's worksheets, I conclude that:

1) Mismatches appear in the reading text. The mismatches are mostly caused by the influence of the author's native language or the interlingual source and then followed by the lack of knowledge of the English structure or intralingual source. The incomplete rule application is the most sources of mismatches regarding to the lack of knowledge of the author. For the taxonomy, the omission is the most occurred mismatch among other classifications. The absence of functional words such as the article, the suffix –s/-es and the use of comma are the biggest reason why omission is the most occurred mismatches.

2) Regarding to the results of the analysis, the Kartika student's worksheets of semester one and two are not relevant to be used as a medium in the teaching and learning process. As what has explained in chapter II that children need to be language detectives, the unqualified and unreliable media like these student's worksheets will lead the children to fossilization of wrong structures.

5.2 Suggestions

After obtaining the results of the analysis, my suggestions related to the research are:

1) The student's worksheet publishers should concern on the content of the books. Qualified authors are needed, so that the books published are reliable. Unreliable handout will lead the children to wrong comprehension. That is why the quality of the student's worksheet must be improved.

2) The use of student's worksheet as the only medium in teaching and learning activity in the class is unacceptable. Teacher should aware of this kind of problem and try to find a qualified medium. If it is possible, I suggest the teachers of English to make a teacher-made handout, so that they can adjust the skills that need improvement and be right on target.

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APPENDICES

Appendix I: Text I (*Unit 1 How Are You Page 3*)

Lexis level
False Analogy

Lexis level
Misanalysis

Addition
Interlingual

Let's Study

We meet everyone everyday. We meet our schoolmates and teachers at school, we meet our neigbours near our house, and we meet our parents and brothers at home. So, what should we do when we meet them? Yes, we should greet them. Then, how do you greet them? Do you know how to greet a person? Let's study it together!

Appendix II: Text II (*Unit 1 How Are You page 6*)

Lexis level

Misanalysis

Lexis level

Misanalysis

Omission

Interlingual&

Lexis level, Omission

System simplification &

Incomplete   rule

Intersentence
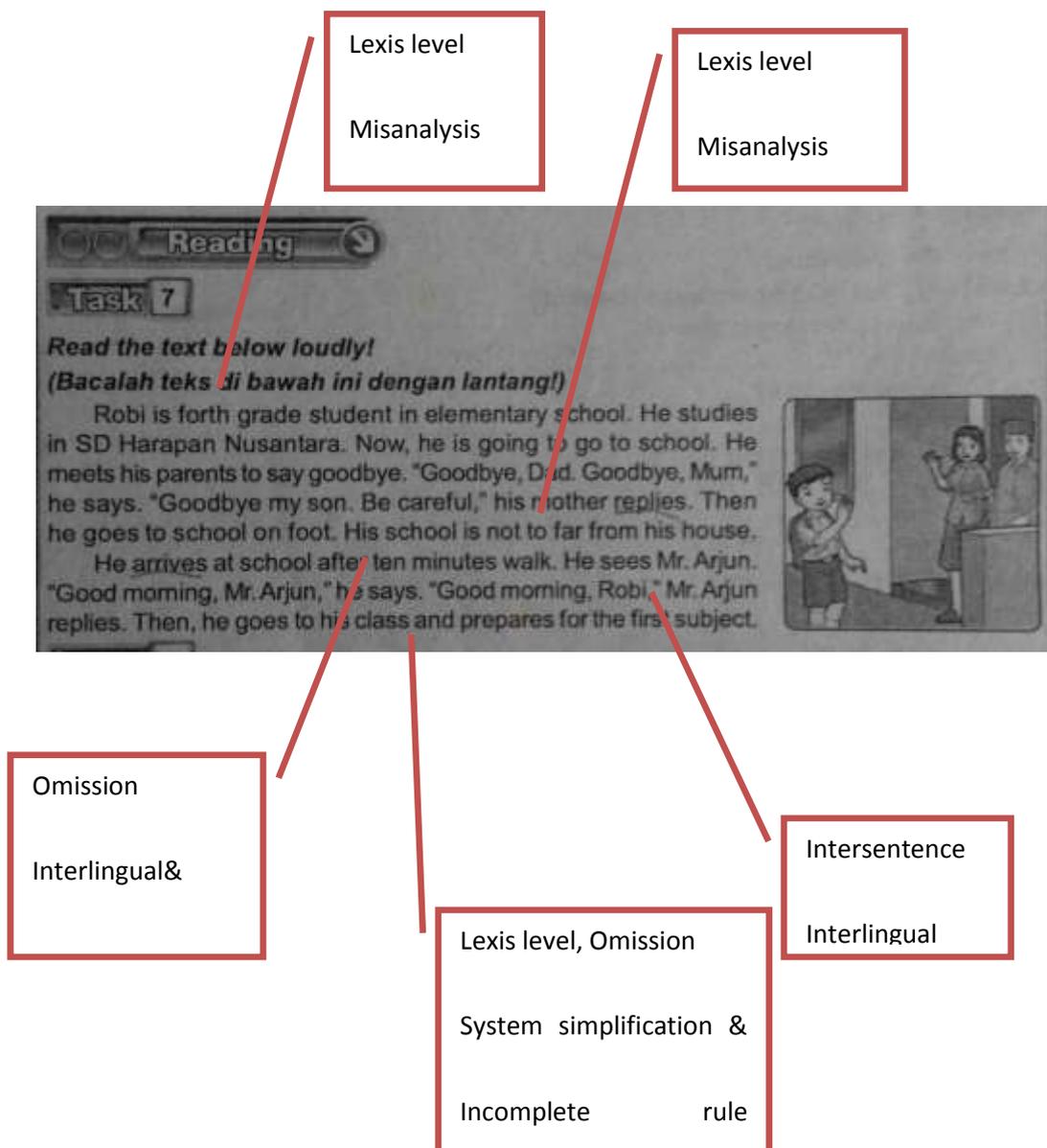
Interlingual

Appendix III: Text III (*Unit 2 This is Red T-shirt page 13*)

Lexis level

False analogy

Omission

Interlingual

Let's Study

Can you mention the name of colours in English? Yes, there are many kinds of colours. We can find many colours around us, at home, at school, in the street, even in the sky. Almost every thing has a colour. It can dark or bright. Let's study kinds of colours in this unit!

Addition
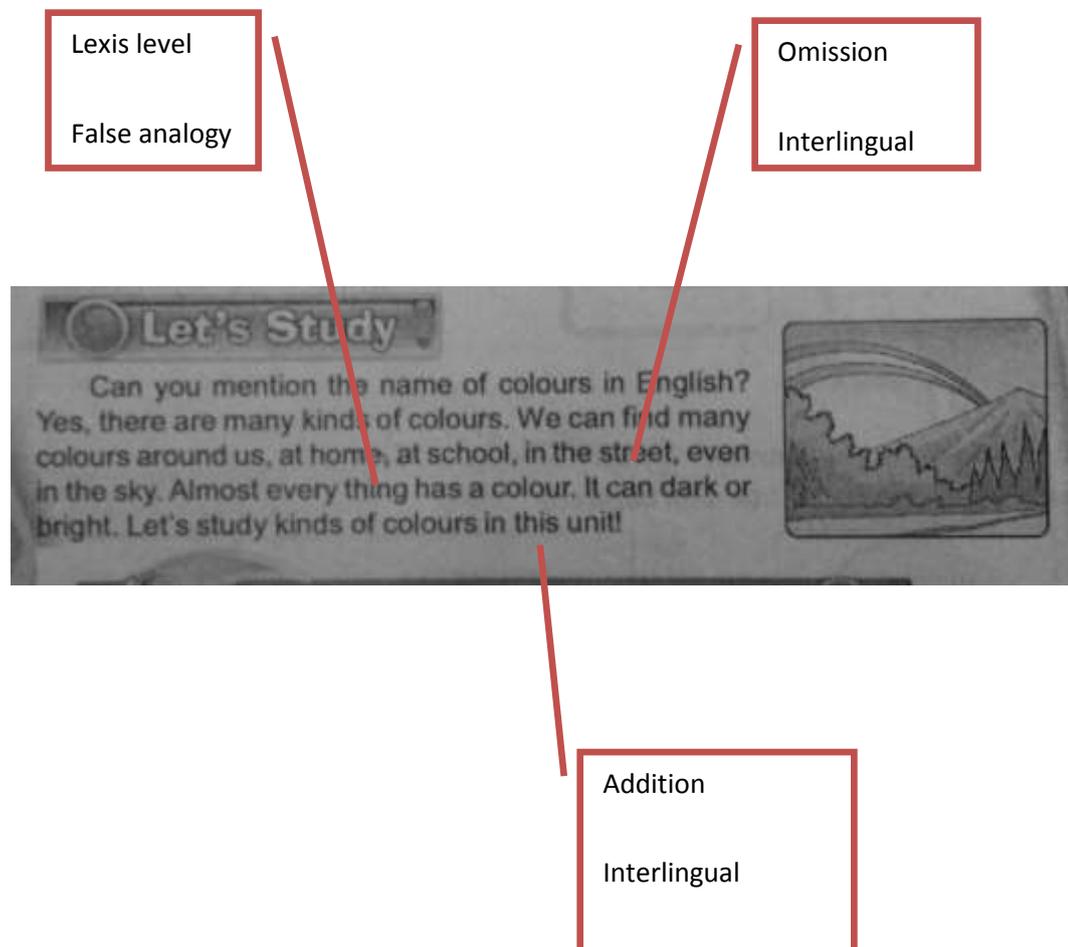
Interlingual

Appendix IV: Text VI (*Unit 2 This is Red T-shirt page 16*)

Omission & Lexis level

Interlingual&

Misanalysis

Omission

False Analogy

Task 7

Read the text below loudly!
(Bacalah teks di bawah ini dengan lantang!)

She is Rita. She is forth grade student. She has a watch. Her watch's colour is pink. She wears this watch everyday. Even when she goes to play, she always wears it. Her father gave it to her last month as a gift for her birthday. He bought it in New York. It is nice and expensive watch. She really loves it.

Misformation

Interlingual

Omission

Interlingual

Appendix V: Text V (*Unit 3 Things in My House page 22*)

Addition

Interlingual

Misformation

System

Omission

Interlingual

Omission

Interlingual& System

simplification

Let's Study

Look around your house! What do you look? Yes, there are so many things in your house. There are television, radio, vase, ashtray, etc. There are also some rooms, such bedroom, kitchen, dining room, living room, and bathroom.
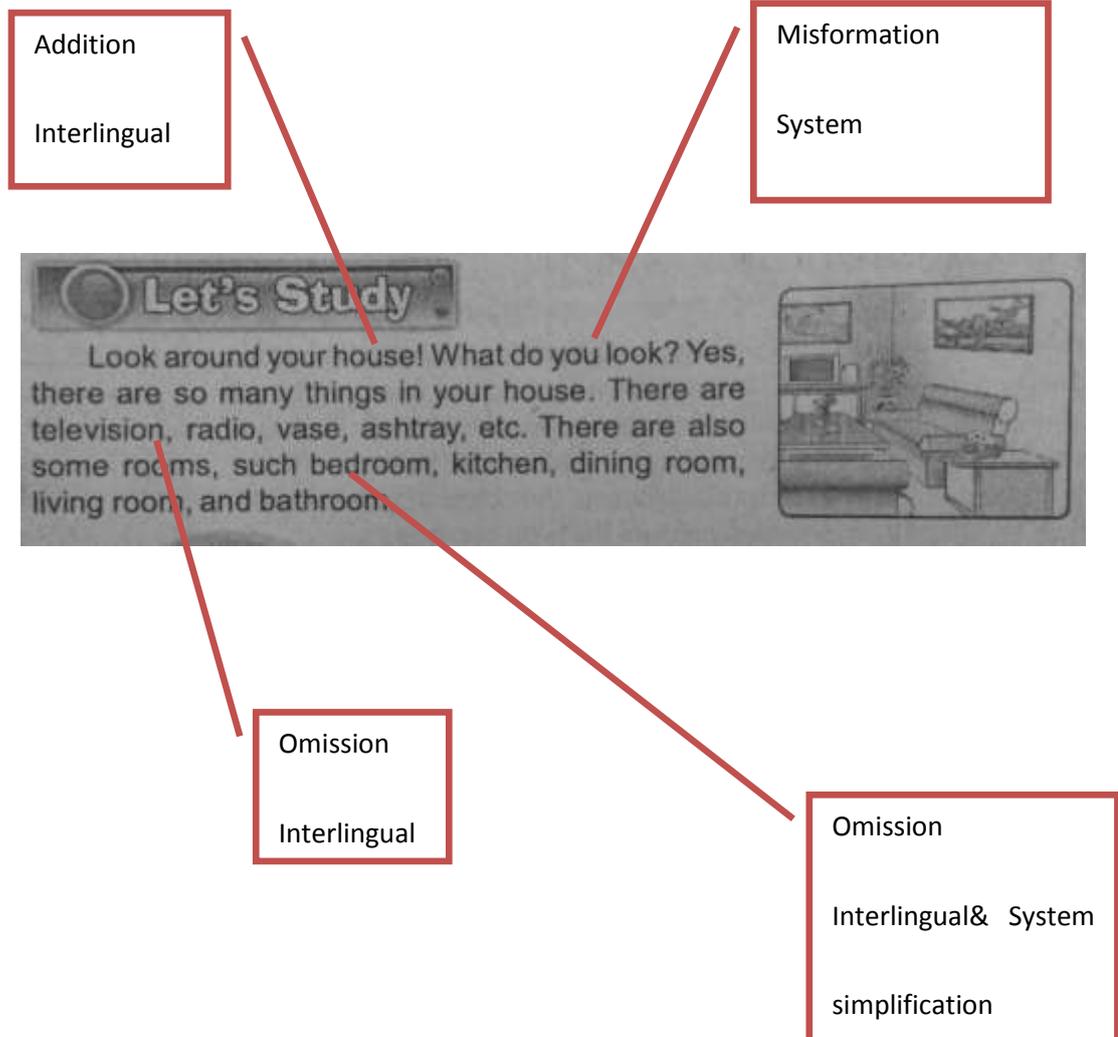
Appendix VI: Text VI (*Unit 3 Things in My House page 24*)

Lexis level

Interlingual&   False

Analogy

Omission

Interlingual

Reading

Task 6

Read the text below loudly!
(Bacalah teks berikut ini dengan lantang!)

I am Tasya. This is my house. My house is small but comfortable. There is a small garden in front of my house. In the terrace, there are three chairs. We usually have tea in the evening here. In my living room, there are vase, TV, sofas, and carpet. In every window, there is a curtain. My house has three bedrooms. Near my bedroom is dining room. Beside the dining room is kitchen. My bathroom is behind the house. It's small but always clean.

Omission

Interlingual

Omission

Interlingual

Appendix VII: Text VII (*Unit 4 Count page 33*)

Omission & Addition
Interlingual&
Overlooking   co-
occurance restriction

Omission
Interlingual

Let's Study

Do you know the meaning of number? The meaning of number
is can be *angka* or *jumlah*. We meet all of things related to the
number around us everyday. For example, phone number, home
number, family members, etc. In this unit we will study about
number. Let's study together!

79

Lexis level

False Analogy

Addition

Interlingual

Appendix VIII: Text VIII (*Unit 4 Count page 36*)

Lexis level

Overlooking co-occurance restriction

Reading

Task 7

Read the text loudly!
(Bacalah teks berikut dengan lantang!)

I have a brother. He has an aquarium. There are some fish in the aquarium. There are five goldfish. Besides, my brother also has some birds. There is a Canary and a Parrot. He feed them everyday.

Omission
Interlingual&
Exploiting
redundancy

Appendix IX: Text IX (*Unit 5 This is My Knee page 44*)

Omission
Interlingual

Let's Study

There are many parts of our body. We have hair, nose, ears, eyes, chin, cheek, and lips in our head. In this unit, we are going to study about parts of body. Let's study together!

Addition
Interlingual

Appendix X: Text X (*Unit 5 This is My Knee page 47*)

Sentence level Interlingual

Omission Interlingual

Reading

Task 7

Read the text below loudly!
(Bacalah teks di bawah ini dengan lantang!)

I have a friend. He is Herman. He is clever and handsome boy. He has straight and black hair. Her eyes are round and his nose is sharp. She is not tall and not fat. He can play basketball well. He is a kind boy. His friends love him very much.

Misformation System

Addition Interlingual

Misformation System

Appendix XI: Text XI (*Unit 6 My Family page 54*)

Omission
Interlingual

Let's Study

Everybody has family. Absolutely you have too, right?
There is father, mother, brother, sister, etc. in our family. Can
you mention other member of your family?

Omission
Incomplete rule
application

Omission
Interlingual

Appendix XII: Text XII (*Unit 6 My Family page 56*)

Sentence level

Interlingual

Reading

Task 5

Read the text below carefully!
(Bacalah teks di bawah ini dengan saksama!)

My Family

My name is Nureni. They are my family. My parents are Mr. Harun and Mrs. Wijaya. I have two sisters. Sekar and Lyra are my sisters. My father is a teacher. My mother is a nurse. My parents are very kind. We are a happy family.

Sentence level

Interlingual

Appendix XIII: Text XIII (*Unit 7 Say and Spell It page 59*)

Omission

Incomplete   rule

application

Lexis level

Interlingual

Let's Study

What is your name? How many letters are your name? Can you say your name then spell it? As you know, there are twenty six letters we have. You can build many words, phrases, or even sentences from these letters. In this unit, you will learn about letters. You will also learn how to spell it. Here we go. Let's study together!

Addition

Interliingual

Appendix XIV: Text XIV (*Unit 7 Say and Spell It page 10*)

Omission
Interlingual

Omission
Interlingual

Misformation

System

Appendix XV: Text XV (*Unit 8 Ratih is Watering Flowers page 13*)

Omission & Addition
Incomplete rule application

Lexis level

False Analogy

Let's Study

There are many activities you can do everyday. At home, you can sleep, cook, water the flower, etc. At the school you can study, doing experiment, etc. So, what are you doing now? Are you studying? Are you sleeping? Or, are you playing?

Appendix XVI: Text XVI (*Unit 8 Ratih is Watering Flowers page 116*)

Misformation

Misanalysis

Omission

Interlingual

Omission

Interlingual&misanalysis

Misformation

System

simplification

In the Beach

Today is holiday. Rudi and his family are in the beach. They have vacation there. Rudi is playing football with his brother, Tamrin. Shinta, his sister, is playing sands. She is making sand castle. Father and mother are sitting on the sands. They are having sunbath. They look happy today.

Read the text below loudly!
Bacalah teks di bawah ini dengan nyaring!

Misformation
Incomplete
rule
application

Omission
Interlingual&
Incomplete rule
application

Omission

Interlingual

Appendix XVII: Text XVII (*Unit 9 This is Our Classroom page 23*)

Lexis level

False analogy

You go to school everyday. You can see many rooms there. Can you mention them? Yes. There are classrooms, teacher room, laboratory, canteen, library, etc. Can you mention what things are in your classroom?
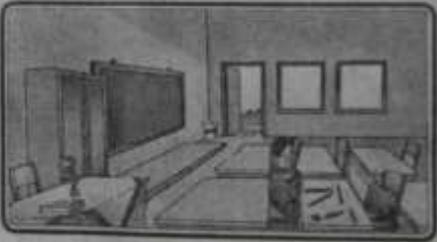
Omission
Interlingual

Omission
Incomplete rule application

Appendix XVIII: Text XVIII (*Unit 9 This is Our Classroom page 25*)

Omission

Interlingual

Misformation

Misanalysis

Blend

Exploiting

redundancy

Reading

Ni Nilai karakter bangsa: gemar membaca

Task 5

Read the text loudly!

Bacalah teks berikut dengan lantang!

This is Yoga's classroom. There are many tables and chairs here. There are 20 tables and 40 chairs. There is a blackboard. The blackboard is in front of the class. We can see some picture of heroes on the wall. Besides, there is also an eraser and a vase on the teacher's table. Where is the duster? It is hanging on the wall. Yoga's classroom is clean. Students clean the classroom every morning.
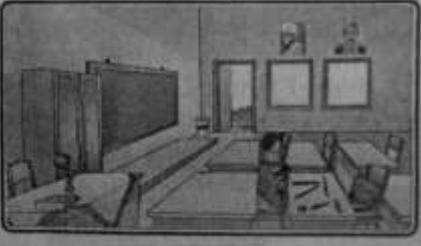
Appendix XIX: Text XIX (*Unit 10 Today is Monday page 35*)

Omission

Incomplete rule application

Omission

Incomplete rule application

Let's Study

What day is today? Can you mention the name of days in a week? And, how about month? How many months are in a year? Can you the name of months in English? Don't be afraid if you can't. In this unit, you will learn about date, day, and month. Let's study it together!

Addition

Interlingual

Appendix XX: Text XX (*Unit 10 Today is Monday page 37*)

Omission

Incomplete rule application

Reading Nilai karakter bangsa: gemar membaca

Task 5

Read the text below loudly!
Bacalah teks di bawah ini dengan nyaring!

Today is Wednesday, May 2, 2012. Tania has birthday today. It is her ninth birthday. She invites her classmates to join her party. They bring presents for Tania. Tania is happy today. She feels happier when her mother brings her a tart cake. Her friends sing "happy birthday" together. Tania then blows the candle. Today is her happiest day.

Appendix XXI: Text XXI (*Unit 11 What Animal is it? page 44*)

Omission

Interlingual

Let's Study

Have you ever gone to the zoo? You can see many kinds of animals there, can't you? Can you mention some of them? There are deer, lion, elephant, giraffe, and many more. Can you mention other animals? Try to mention it in this unit!
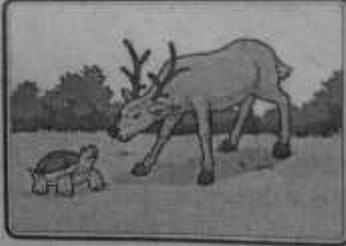
Addition

. . .. . li... .. .

Appendix XXII: Text XXII (*Unit 11 What Animal is it? page 46*)

Omission
Exploiting
redundancy

Omission &Misformation
Interlingual& Misanalysis
& System simplification

Holiday In The Zoo

Today Dahlan and his friends, Arif, Amir, and Ahmad are going to the zoo. Today is holiday so they can spend their time in the zoo. In the zoo, they see many animals. There are hippopotamus, tiger, lion, ostrich, elephant, etc. The animals are in the cages. They also see crocodiles. The crocodiles are eating meat. They looked too dangerous, so we keep away from them.

Omission

Interlingual

Misformation&
Lexis level
System
simplification   &
Misanalysis

Appendix XXIII: Text XXIII (*Unit12 I Like Watermelon page 52*)
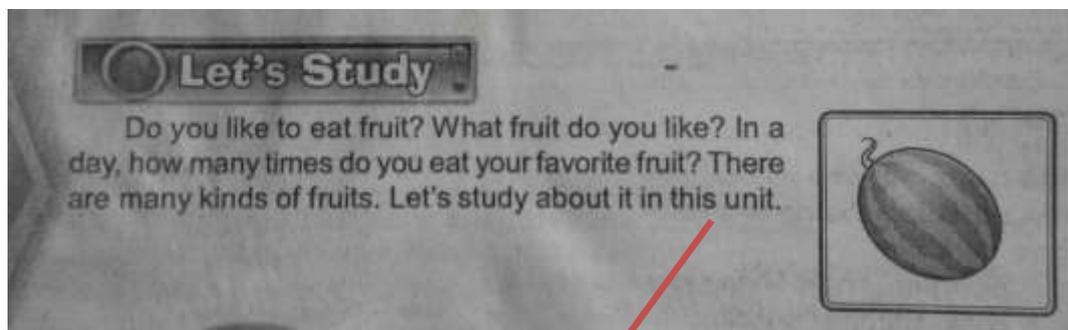
Addition

Interlingual

Appendix XXIV: Text XXIV (*Unit 12 I Like Watermelon page 54*)

Ommission

Interlingual

Omission

Interlingual

TASK 5

Read the text below carefully!
Bacalah teks di bawah ini dengan saksama!

Mother is in the market now. She wants to buy some fruits for weekly stock. Mother buys a kilogram of apple, three pine-apples, a durian, a half kilogram of grapes, and a watermelon. She buys many fruits. Her husband and her children like to eat fruit.

After arrive at home, mother puts the fruits into the re-frigerator. So, the fruits are always fresh to eat.

Omission

Interlingual

Omission
Incomplete
rule
application