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Surakarta English and Literature Journal (SELJU) is a peer-reviewed journal published by the Faculty of Language and Literature, University of Surakarta twice a year in August and February. The aim of SELJU is to provide a venue for academics, researchers and practitioners to publish original research articles or review articles. The scope of articles published in this journal discusses various topics such as Linguistics, Translations, Literature, and other sections related to contemporary problems in English.

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU:* Surakarta English and Literature Journal Volume 5 Number 1 is finally published in online. In the fifth edition, we present five articles which consist of four languages article and a linguistic article. The compositions of writers are three people from STMIK Sinar Nusantara Surakarta, two people from Sanata Dharma University, three people from University of Nahdlatul Ulama Purwokerto and three people from University of AKI.

Four language articles entitled *Application of Microsoft Office 365 as English Vocabulary Learning Media for Vocational High School Students* by Saly Kurnia Octaviani and Arumsari; *Error Analysis On Efl Students' Essay Writing (Fourth Semester Students of STMIK Sinar Nusantara Surakarta)* by Suryanti Galuh Pravitasari; *Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills* by Jeane Theresia Limeranto and Barli Bramb; *Exploring the Effect of the Pace Model on Students' Grammar Mastery and Students' Voices on Its Usage* by Asfi Aniuranti, M.Happy Nur Tsani, Yasinta Wulandari and a Linguistic article entitled *The Differences of Pati and Kudus Dialect: Dialectological Studies* by Ayu Ratnasari, Indah Arvianti and Didit Kurniadi.

The writers, Saly Kurnia Octaviani, Arumsari and Suryanti Galuh Pravitasari, are from STMIK Sinar Nusantara Surakarta. Meanwhile, the two writers are Jeane Theresia Limeranto and Barli Bramb from Sanata Dharma University. Then, the three writers are Ayu Ratnasari, Indah Arvianti and Didit Kurniadi from University of AKI.

Thus, hopefully, the publication of the fifth edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and language related to contemporary problems in English.

Wassalamualaikum wr wb.

Surakarta, February 2022

Chief Editor

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TABLE OF CONTENTS

Application of Microsoft Office 365 as English Vocabulary Learning Media for Vocational High School Students	1-12	Saly Kurnia Octaviani and Arumsari
Error Analysis On Efl Students' Essay Writing (Fourth Semester Students of STMIK Sinar Nusantara Surakarta)	13-25	Suryanti Galuh Pravitasari
Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills	26-38	Jeane Theresia Limeranto and Barli Bramb
Exploring the Effect of the Pace Model on Students' Grammar Mastery and Students' Voices on Its Usage	39-48	Asfi Aniuranti, M.Happy Nur Tsani, Yasinta Wulandari
The Differences of Pati and Kudus Dialect: Dialectological Studies	49-58	Ayu Ratnasari, Indah Arvianti and Didit Kurniadi

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Application of Microsoft Office 365 as English Vocabulary Learning Media for Vocational High School Students

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ABSTRACT

English language learner often deals with the problem of vocabulary learning. Students as second language learner need teacher's guide to find adequate English vocabulary learning media. This study aimed to analyze the implementation of Microsoft Office 365 for teaching and learning English vocabulary of vocational high school students in *SMK Analis Kesehatan Nasional*. This study involved 20 students in eleventh grade students with the experience of using Microsoft Office 365 application for two years. By applying descriptive qualitative research, this study used questionnaire to collect the data and explain the result by description. This study presented conclusion that Microsoft Office 365 application is useful for teaching and learning English vocabulary of students in *SMK Analis Kesehatan Nasional*. This conclusion is based on the questionnaires' results dealing with students' English vocabulary comprehension in Microsoft Office 365, influence of Microsoft Office 365 toward students' English vocabulary, and students' English vocabulary knowledge in Microsoft Office 365. Dealing the result of questioners, 77,5% students comprehended English vocabulary in Microsoft Office 365 and 97,5% students admitted Microsoft Office 365 influenced students' English vocabulary. In average of students' vocabulary knowledge, 71.25% students comprehended 20 English vocabularies on homepage of Microsoft Office 365.

Keywords: English Vocabulary, English Learning Media, Vocational School

INTRODUCTION

A language learner firstly study to know words surroundings and get used to apply the words in sentences. Long added that "by having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language" (Long, 2007). Without understanding the words in its application on sentences with certain context, the language learner becomes difficult to communicate in both written or spoken

communication. Furthermore, Afzal confirmed in research that the second language learners face vocabulary-learning problems with limited word repository even at the university level of education. These vocabulary-learning problems cause to weaken the students' reading comprehension, writing power, and communication skills due to lack of the vocabulary knowledge (Afzal, 2019).

There are four types of vocabulary categorized by Montgomery. Those are reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary (Montgomery, 2007). Based on the list of vocabulary by Montgomery, language learners have many options to recognize and learn new vocabulary. Vocabulary is a total number of words existing in language, including single words to express idea as well as multi- word idioms which can be understood in the context (Wafi, 2013). It means that vocabulary scope is extremely large because it also depends on the context or topic of reading, listening, speaking, and even writing. Furthermore, Hammer stated that there are active and passive vocabulary (Harmer, 2007). The active vocabulary refers to the words taught to students for speech or writing as oral or written expressions. The passive vocabulary refers to the words that students recognize and understand in a context as in listening or reading material. Therefore, different learning media of second language, especially English, offers different English vocabularies based on its topic or scope.

Modern office devices nowadays offer online software applications assisting its users to finish their works. These office software applications mostly use English as the language setting for professional reason. One of them is Microsoft Office 365 as an online office suite that includes Microsoft applications such as Microsoft Power Point, Excel, Word, Access, Outlook, Publisher, OneNote, and Sway (Beeram, 2018). These collaboration applications are integrated in Cloud service and Skype for Business in order to ease the user for file presentation in business communication. Since online distance learning in Covid-19 Pandemic focuses in online teaching and learning media including online office software, Microsoft Office 365 is not only for business but also educational communication purpose. *SMK Analisis Kesehatan Nasional* has used Microsoft Office 365 during online distance learning. In English language setting, Microsoft Office 365 can be a learning media for the vocational high school students to enrichen their English vocabularies directly, especially from online office field.

However, there are issues dealing with advantages and disadvantages of online teaching and learning process. One of the advantages is students are possible to continue to learn even though they are not physically present in the classroom (Wijaya, 2015). Meanwhile, the disadvantage of online teaching is lack of communication between the teacher and the students (Pun, 2013). Thus, online teaching and learning still has advantage and disadvantage for students and so do the teacher. This research brings another online teaching and learning media, especially for teaching and learning English vocabulary, by software or application in order to find solution for these issues during online distance learning.

There are previous researches that become references on this research. Wafi conducted research entitled "The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza" (Wafi, 2013). The researcher effectively used animated pictures to teach English vocabulary for children in fifth grade. It also turned out that Wafi's research was very effective to motivate fifth grade students' participation and interaction. However, Wafi's research did not focus on the intermediate level which normally is high school student. Different from Wafi's research, vocational high school students in this research have different need of English vocabulary for enhancing professionalism at work.

Nurnaningsih conducted research entitled "The Use of Flashcard in Teaching English Vocabularies by Young Mothers" (Nurnaningsih, 2021). Nurnaningsih's research brought Flashcards as teaching media for young village mothers to introduce simple English vocabularies to their children in early ages. The applied flashcards came out manually with the game and song so that Nurnaningsih's research did not integrate with the ongoing online teaching and learning media to introduce new English vocabularies. Nurnaningsih's research brought young village mothers as the subject of research without any educational or course background of computer. However, the target of English learner has different stage and skill. There should be research to bring another target of English leaner to find another solution in English teaching and learning problem. Therefore, this research brings office software suite in English language setting as learning media to introduce and enrich English vocabulary for vocational high school students.

From the previous researches above, this research has purpose to analyze the implementation of Microsoft Office 365 application for teaching and learning English vocabulary of students' vocational high school in *SMK Analis Kesehatan Nasional*. Since *SMK Analis Kesehatan Nasional* applies Microsoft Office 365 during online distance learning as the impact of COVID-19 pandemic, this research focuses on eleventh grade students in *SMK Analis Kesehatan Nasional* that have received English material by applying Microsoft Office 365.

METHODOLOGY

This study applied descriptive qualitative research. Qualitative research is a form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process, to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical forms of analysis (Hammersley, 2013). The subject of this research was eleventh grade students in *SMK Analis Kesehatan Nasional*. These students had received the online teaching and learning process for two years using Microsoft Office 365 during Covid-19 pandemic.

There were several sequences in this research since qualitative data analysis was completed in interactive and continuous management. These sequences of qualitative data analysis are collecting the data, reducing the data, and displaying the data, and verifying the data results (Miles & Huberman, 1994). In collecting data, this research took primary data as the main data from questionnaire in Google Form and documentation of English vocabularies in Microsoft Office 365's homepage. The questionnaire involves a particular kind of interview in a formal contact, in which the conversation is governed by the wording and order of questions in the instrument (Lavrakas, 2008). Therefore, the questionnaire in this research covered questions about the application of Microsoft Office 365 for English vocabulary learning. Those questions also represented the respondents' situation. For the reduction of data, this questionnaire also contained English vocabularies at Microsoft Office 365's homepage in English language setting. The data was classified by the numbers of English vocabularies that were comprehended by students as respondents during the application of Microsoft Office 365. The questionnaire was shared in code link from Microsoft Office 365 to students. Meanwhile, the secondary data in this research was references theories and previous researches regarding the problem of this research.

RESULTS AND DISCUSSION

RESULT

After vocational high school students of *SMK Analis Kesehatan Nasional* have applied Microsoft Office 365 in English teaching and learning process for two years, the students are eligible to fill questionnaire in *Google Form* for collecting the research data. There were 40 students as research respondents who filled the questionnaire. Meanwhile, questionnaire presents 3 questions dealing with Microsoft Office 365 application for English vocabulary learning. In this research, the results of questionnaire are represented in diagram which is also the automatic result in *Google Form*. Those questions' points are student's English vocabulary comprehension in Microsoft Office 365, influence of Microsoft Office 365 toward students' English vocabulary, and students' English vocabulary mastery in Microsoft Office 365.

1. Students' English Vocabulary Comprehension in Microsoft Office 365

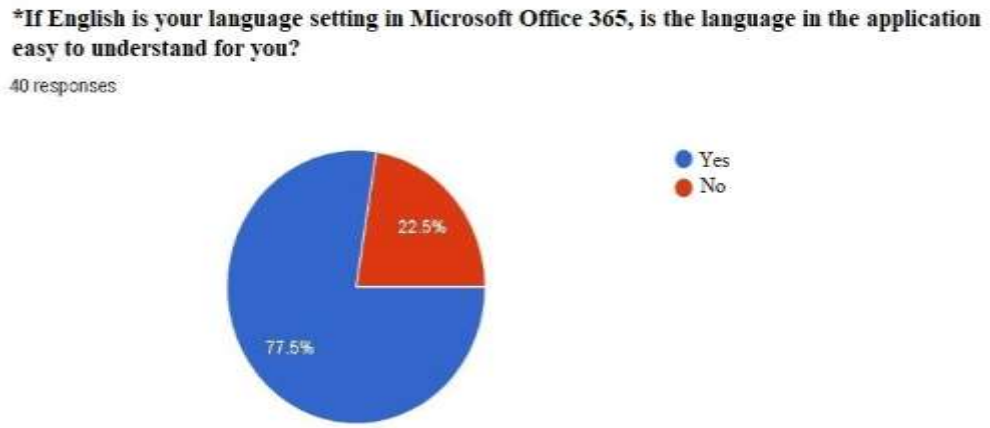

Image 1. Students' English Vocabulary Comprehension in MS. Office 365

The first question asked whether the students understood the English vocabularies in Microsoft Office 365's homepage or not. This question also refers to English language acquisition from students during online teaching and learning by using Microsoft Office 365 during Covid-19 pandemic in two years. In the diagram above, there were 77, 5% respondents or 33 students who chose "Yes" answer. These respondents admitted that English vocabularies in Microsoft (MS) Office 365 are understandable easily. The students get used to know and comprehend the English vocabularies as they often open Microsoft Office 365' homepage. It also shows that Microsoft Office 365 application as online office suite offers general English vocabularies for users in order to make them easily to do the task. Meanwhile, 22,5% respondents or 9 students chose "No" answer. These respondents honestly admitted that they still have difficulty to comprehend English vocabularies in Microsoft Office 365. Even though these 9 students often do their school task by using Microsoft Office 365 in English language setting, they tend to not focus on the meaning memorization of English vocabularies in Microsoft Office 365. They may just notice on the repeated vocabulary placement of menu bar in Microsoft Office 365's homepage that shows the different functions inside.

2. Influence of Microsoft Office 365 toward Students' English Vocabulary

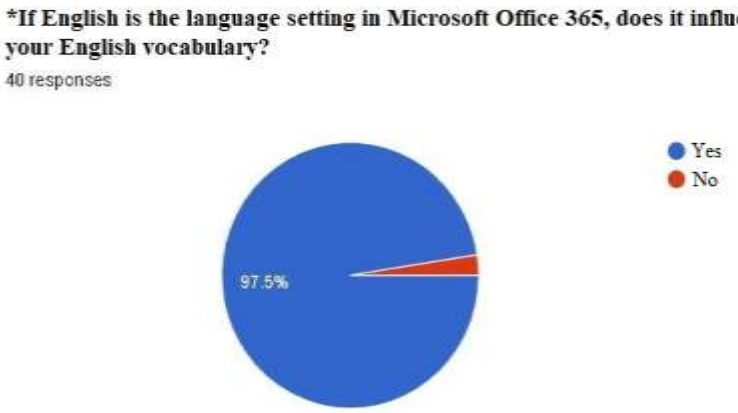

Image 2. Influence of MS. Office 365 toward Students' English Vocabulary

The second question asked whether the application of Microsoft Office 365 influenced students' English vocabulary or not during online teaching and learning. Microsoft Office 365's homepage has menu bar with its English vocabularies that should be understood by students as user. During the use of application in two years, the diagram above shows that 97,5% respondents or 19 students with "Yes" answer admitted that Microsoft Office 365 influenced them in English vocabulary. It also shows that they afforded to understand each English vocabulary in Microsoft Office 365's homepage since they use Microsoft Office 365 application as online teaching and learning media at school. Meanwhile, the rest percentage or 1 student with "No" answer admitted that Microsoft Office 365 did not influence the student's knowledge of English vocabulary. This 1 student can be a student who has already comprehended all of English vocabulary in Microsoft Office 365's homepage or a student who has lack of English vocabulary and less motivation in learning English.

3. Students' English Vocabulary Knowledge in Microsoft Office 365

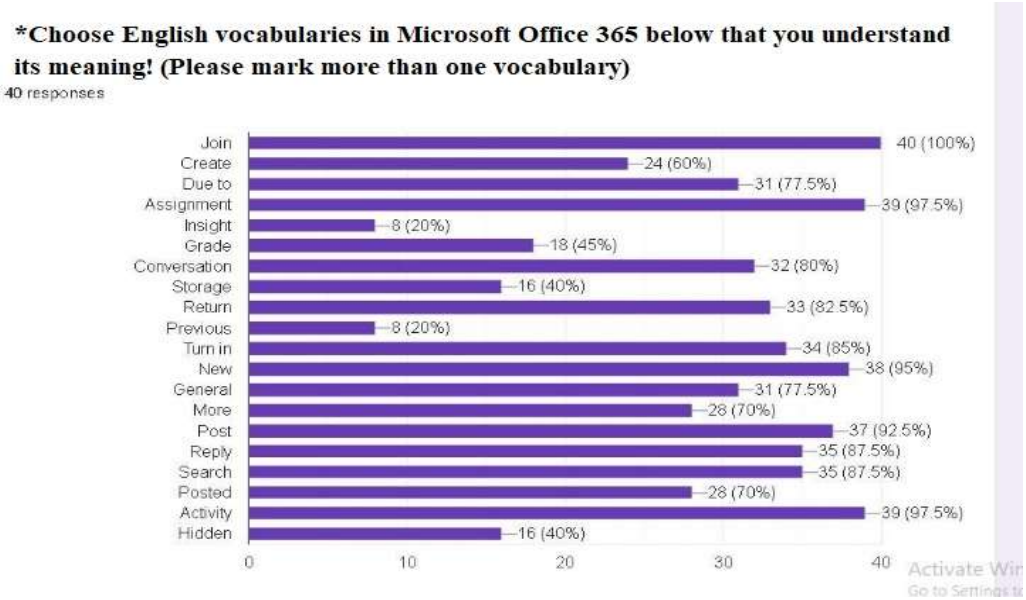

Image 3. Students' English Vocabulary Knowledge in Ms. Office 365

The third question asked whether the students comprehend each English vocabulary in Microsoft Office 365 application. This question measures the knowledge of students' English vocabulary after using Microsoft Office 365 around two years during distance learning. As data sample, this research used 20 vocabularies in Microsoft Office 365's homepage. Image 3 above show the percentage result of students who comprehend the meaning of English vocabularies. It explains 100% respondents or 40 students understand the meaning of vocabulary "Join". Meanwhile, there are few students who understand 2 English vocabularies ("Insight" and "Previous"). Those are only 8 students or 20% respondents who understand the vocabularies. The average of students who comprehended and who didn't comprehend these 20 English vocabularies is provided in the discussion of this research. Briefly, table 1 in discussion part shows 71.25 % students who comprehended 20 English vocabularies on homepage of Microsoft Office 365.

These questioners' results above dealing with students' English vocabulary comprehension in Microsoft Office 365 and influence of Microsoft Office 365 toward students' English vocabulary showed more than 70% students giving positive response toward the implementation of Microsoft Office 365 for teaching and learning English vocabularies. Furthermore, the variable of students' English vocabulary knowledge in table 1 of discussion part also presents more than 70% students comprehended English vocabularies on homepage of Microsoft Office 365. It means that the variable of students' English vocabulary knowledge shows positive response toward the implementation of Microsoft Office 365 for teaching and learning English vocabularies at *SMK Analis Kesehatan Nasional*.

DISCUSSION

Discussion part focuses on advantages and disadvantages of Microsoft Office 365 implementation in teaching and learning English vocabularies for vocational high school students at *SMK Analis Kesehatan Nasional*. This part also discusses further about the research variables by connecting the questionnaire results with the advantages and disadvantages of Microsoft Office 365 implementation in teaching and learning English vocabularies.

Advantages of Microsoft Office 365 Application for English Vocabulary Learning

From the result of this research, vocational high school students at *SMK Analis Kesehatan Nasional* as respondents in this research mostly gave positive responses toward the implementation of Microsoft Office 365 as online learning platform during two years application. By more than 70% students comprehending English vocabularies, Microsoft Office 365 give advantages as English vocabulary learning media. Those advantages are described below.

1. Students Can Learn English Vocabulary from Academic Situation

Based on the result of research, the questions' results in image 1 and 2 dealing with students' English vocabulary comprehension in Microsoft Office 365 and influence of Microsoft Office 365 toward students' English vocabulary give more than 70 percent students who express good vocabulary comprehension and influence from Microsoft Office 365 application. From this result, students get their language acquisition for learning English vocabulary by experience in certain situations.

Paul Shoebottom proposed situations forming certain vocabulary (Shoebottom, n.d.). Those are everyday situations and academic situations. In everyday situations, the vocabulary is communicated

in everyday, for example chatting with friends, talking at mealtimes, and watching a TV show. In academic situations, the vocabulary is communicated while doing the academic activities, for example reading internet article, reading subject textbooks, and listening to prepared lecture. In this research, the respondents as senior high school students apply academic situations. The students are guided by teacher, especially English teacher to open Microsoft Office 365 and the students naturally listen the teacher repeatedly in English and its meaning about which feature or tool they should open. Moreover, the students chat with friends online in their own home about the assignments or materials given by teacher. In this unnoticeable English learning process, they open the application of Microsoft Office 365 or do screenshots showing the menu bar of application's homepage with its English vocabulary.

2. Students Can Learn English Vocabulary by Reading and Listening Habit

The table below presents the average percentage of students who understand English vocabularies on Microsoft Office 365' homepage. The table below also deals with students' English vocabulary mastery in Microsoft Office 365.

Table 1. Average of Students' Percentage Knowing the Vocabularies

No.	English Vocabularies	Percentage of Students Knowing the Vocabularies
1	Join	100%
2	Create	60%
3	Due to	77.5%
4	Assignment	97.5%
5	Insight	20%
6	Grade	45%
7	Conversation	80%
8	Storage	40 %
9	Return	82.5%
10	Previous	20%
11	Turn in	85%
12	New	95%
13	General	77.5 %
14	More	70%
15	Post	92.5 %
16	Reply	87.5%
17	Search	87.5%
18	Posted	70%
19	Activity	97.5%
20	Hidden	40%
Total		1425
Average		71.25%

It shows from the result that the average of percentage is 71.25% students know the English vocabularies on homepage of Microsoft Office 365. These students know English vocabularies directly without doing the translation in Bahasa. Literally, these students are mostly aware those English vocabularies in Microsoft office 365's homepage. It also represents that learning English on vocabularies in application of Microsoft Office 365 becomes habit because online teaching learning

process on *SMK Analis Kesehatan Nasional* uses Microsoft Office 365 as online classroom application both for students and educators. The students not only read repeatedly those 20 vocabularies, but also listen the vocabularies from the teacher. Therefore, the students grasp easily the information of related English vocabularies that they learn from homepage of Microsoft Office 365.

Santoso did research the effect of reading habits and vocabulary mastery towards speaking skill (Santoso, 2014). In Santoso's research, both reading habits and vocabulary mastery effectively help students' speaking skill. The research proved that good mastery of vocabulary helps the learners express their ideas precisely and comprehend reading materials by having stocks of words. In this state, knowledge of vocabulary from Microsoft Office 365 can help students from *SMK Analis Kesehatan Nasional* as English language learner to read or even give information in English.

3. Students Can Learn English Vocabularies for Receptive Use

Respondents as students in *SMK Analis Kesehatan Nasional* for two years do online distance learning which make them use online office suite, Microsoft Office 365. In English language setting, this research took 20 English vocabularies on Microsoft Office 365's homepage as data sampling. Image 4 below is the homepage of Microsoft Office 365.

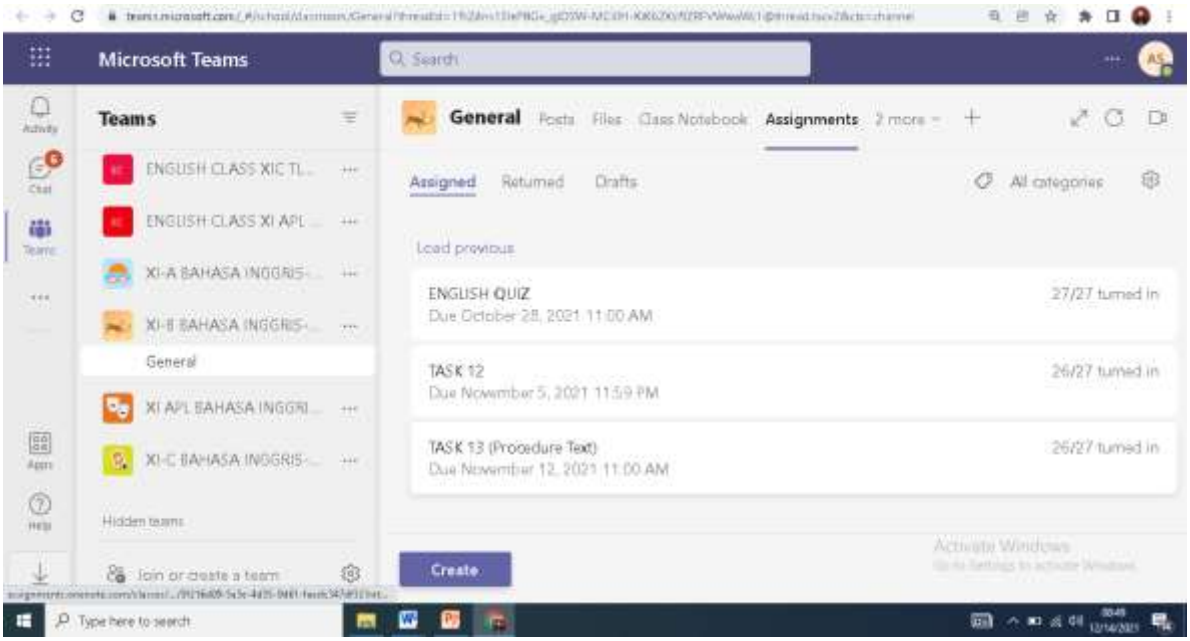

Image 4. Homepage of Microsoft Office 365

The menu bar and tool bar are written in English with 1 until 2 words. Therefore, Microsoft Office 365 can offer English vocabularies for reading and listening as basic English learning for school or passive English need for office without concerning the broad context. In line with Nation that English vocabularies for reading and listening called receptive use represents one set answer (Nation, 2001). It is different with receptive and productive vocabulary (reading, writing, listening, and speaking) having additional set of answers (Nation, 2001). For the language learners with non-English educational focus, computer language in English language setting can help them to learn English for receptive use or passive English. Furthermore, in Arianti's research, it proved that

students' efforts to improve their English skills are varies so that students think everything around them can be used as media for improving the ability in English (Arianti, 2021).

4. Microsoft Office 365 Offers English Vocabularies for Office Applications

This subject of this research is vocational high school students focusing on medical laboratory. Since the medical laboratory use modern medical computer or even office application software, these students as respondents need to know English for profession. By keeping the students aware with the English technical term or vocabulary in certain office software, they get vocabulary skill for valuable English learning experience. It is in line with the research from Mahbub entitled English Teaching in Vocational High School: A Need Analysis. Mahbub (Mahbub, 2018) stated in research's conclusion that teacher should put a great emphasis on practicing English skills that is greatly needed for their future careers such as serving the learners with English learning materials that contain particular topics or technical terms related to the school program.

Disadvantages of Microsoft Office 365 Application for English Vocabulary Learning

From the result of this research, Microsoft Office 365 as online learning platform mostly add English vocabulary knowledge for vocational high school students in *SMK Analis Kesehatan Nasional* during two years application. However, the result also showed that few students still did not understand the English vocabularies on homepage of Microsoft Office 365. It means that learning English vocabulary by using Microsoft Office 365 still has drawbacks. Tabel 2 below shows the average of students' percentage that do not know the vocabularies. If the students' percentage shows bigger percentage more than 50%, then it also shows the English vocabularies on homepage of Microsoft Office 365 which are hard to understand for the students as respondents.

Table 2. Average of Students' Percentage Not Knowing the Vocabularies

No.	English Vocabularies	Percentage of Students Not Knowing the Vocabularies
1	Join	0 %
2	Create	40%
3	Due to	22,5%
4	Assignment	2.5%
5	Insight	80%
6	Grade	55 %
7	Conversation	20%
8	Storage	60 %
9	Return	17.5%
10	Previous	80%
11	Turn in	15%
12	New	5%
13	General	22.5%
14	More	30%
15	Post	7.5%
16	Reply	12.5%
17	Search	12.5%
18	Posted	30%

19	Activity	2.5%
20	Hidden	60%
Total		575
Average		28.75%

Based on the table 2, the average of students who did not understand English vocabularies Microsoft 365 is 28.75%. There are 5 English vocabularies on its homepage that are considered hard to understand by more than 50% respondents. "Insight" and "Previous" are the hardest vocabularies to understand by the respondents in Microsoft Office 365 since 80% students as respondents did not know about its meanings. Meanwhile, "Storage" and "Hidden" are the hard ones in Microsoft Office 365 for 60% respondents. The last one, "Grade" is one of English vocabularies in Microsoft Office 365 that is hard to understand for almost half of the respondents or 55% students in this research. Thus, students still have difficulty to comprehend the meaning of those vocabularies though these students have used the application of Microsoft Office 365 for two years. Their difficulty which becomes ignorance of several English vocabularies in Microsoft Office 365 may deal with the circumstances as follows:

1. Students Tend to Focus on Functions of Application's Tools and Menu

In table 2, 28.75% students do not aware with some English vocabularies on homepage of Microsoft Office 365. These students probably guess the tools' functions of menu bar in Microsoft Office 365's homepage dealing with their habit seeing its placement. These students also tend to click on homepage until they find the right file, tool, or feature under teacher's instruction. This result also give insight that Microsoft Office 365 as online learning platform tend to give office technical knowledge rather than English vocabulary knowledge. Since the number of English vocabularies in Microsoft Office 365 depends on its features, students may see it as difficulty becoming ignorance to understand all of its meanings. In line with Rohmatillah' research, one of the difficulty factors in learning English vocabulary is the number of words that students need to learn is exceedingly large. Dealing with the complexity of word knowledge, Rohmatillah also stated that knowing a world involves much more than knowing its dictionary definition (Rohmatillah, 2014).

2. Microsoft Office 365 Tends to Have Limitation of English Vocabularies

Microsoft Office 365 is an office suite for professional job internationally. Since online distance learning, Microsoft Office 365 offers the application as online learning media for education or school to ease the online teaching and learning process during COVID-19 pandemic. Thus, Microsoft Office 365 covers English vocabularies related to the modern work or education field and its technological terms. Therefore, if the students already understand English vocabularies on Microsoft Office 365, they may face other difficulties dealing with the limitation of information about words and its grammar. It is in line with Rohmatillah' research that the limitations of sources of information about words and lack of grammatical understanding of the words also become factors of students' difficulties in learning English vocabulary (Rohmatillah, 2014).

Meanwhile, these 28.75% students in table 2 who are not aware yet with some English vocabularies on Microsoft Office 365's homepage may have different motivation in other field topic for learning English. Though these students learn modern medical computer or even office application software for future job, they still have own English learning motivation and need dealing with certain favorite topic.

3. Teachers Need to be Creative Dealing with English Vocabulary Practices

Microsoft Office 365 basically do not offer further English skills and its practices, such as writing, listening, and speaking. Teacher should support creatively the students' individual vocabulary learning by providing further practices of English skills after the introduction of English vocabularies and its meaning on Microsoft Office 365's homepage. In Zhang's research suggestion, students might also memorize words by listening to words repeatedly, by reading words, and by guessing the meaning from context that helps the students to understand the meanings of unknown words (Zhang, 2011). Furthermore, Nuralisah and Kareviati found from interview's result of the research that the lack of student's motivation to learn English is the main problem and the teaching strategies from teacher are less varied (Nuralisah & Kareviati, 2020). In order to make the students motivated in further discussion or topic after acknowledge the English vocabularies in Microsoft Office 365, the teacher can do vocabulary games of acknowledged vocabularies or do writing session using the vocabularies by applying the features of Microsoft Office 365.

CONCLUSION

This research draws conclusion that Microsoft Office 365 application is useful for teaching and learning students' English vocabulary in *SMK Analis Kesehatan Nasional* based on the questionnaires' result of student's English vocabulary comprehension in Microsoft Office 365, influence of Microsoft Office 365 toward students' English vocabulary, and students' English vocabulary knowledge in Microsoft Office 365. In this study, learning English vocabulary by using Microsoft Office 365 application has some advantages. First, students can learn English vocabulary from academic situation, Second, students can learn English vocabulary by reading and listening habit, Third, students can learn English vocabularies for receptive use. Fourth, Microsoft Office 365 application offers English vocabularies for office applications

Meanwhile, Microsoft Office 365 application has disadvantages for English vocabulary learning. First, students tend to focus on the functions of Microsoft Office 365 application tools and menu. Second, Microsoft Office 365 tends to have limitation of English vocabularies. Third, Teachers need to be creative dealing with English vocabulary practices.

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Error Analysis On Efl Students' Essay Writing (Fourth Semester Students of STMIK Sinar Nusantara Surakarta)

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ABSTRACT

This research was finding out the errors made by English Foreign Language students in the essay writing using James' error analysis. This study was qualitative descriptive research with 30 respondents. The data were collected by students' mini research report which was then analyzed by observation and classification using Corder's algorithm. It basically consists of three major stages: recognition, description, and explanation. Finally, the result was classified by using James' four grammatical error categories. It was found out that there were 200 (100%) grammatical errors containing *omission* as many as 51 errors (25.5%), *addition* as many as 18 errors (9%), *misformation* as many as 105 errors (52.5%), and *misordering* as many as 26 errors (13%). An error correction activity was also conducted in order to decrease the errors. The result after the treatment was quite significant in which the total number of grammatical errors was decreasing from 200 to 92 containing *Omission (*22.9%), *Addition (*8.7%), *Misformation (*60.8%), and *Misordering (*7.6%). The main causes of the errors are the lack of the students' understanding on the target language's grammar rules and their tendency of using their first language's grammar rules.

Keywords: grammatical error, error analysis, qualitative-descriptive research, essay.

INTRODUCTION

Among four language skills namely *reading, writing, listening and speaking,* writing is considered to be the most difficult since it is not merely expressing an idea into a written form but also how to write it cohesively and coherencely to produce a nice writing with smooth flow of ideas. Cohesion itself links one word to another word, one sentence to another sentence, and one paragraph to the next paragraph so that it can clear up the meaning (Ismail & Linda, 2018). This notion of

cohesion is also mentioned by (Khatter, 2019) as one of the several aspects need to consider during the process of writing. He used the terms of generation and organization of ideas instead of cohesion. The other three aspects he mentioned are: drafting, revising, and editing. In drafting, a writer usually makes a raw writing which he or she will read, read and reread to check whether it has got sufficient cohesion or not. Rivising and editing will be done whenever he or she finds out any part of the writing not cohesively enough or there any words/phrase/clauses/sentences sees to jump from one ide to the other idea.

In addition, writing is also challenging since it deals with many aspects of the target language such as grammar, word class, and spelling as stated by Richards in (Noviyanti, 2013). Supporting this idea, Al-shujairi & Tan, 2017) also mentioned in their research that writing is also considered the most complex skill among the four language skills since a learner need to have mastery on either morphological or syntactic language rules. To have a good writing skill, a learner needs to have enough understanding on the target language's grammar. The term grammar itself was defined as a group of words of phrase joined together to produce sentences in English (Richards, J. C., & Schmidt, 2002). With these complexity, it can be concluded that writing is a challenging even for people who are very familiar with English as foreign language in their daily life.

However, being able to have a proficient writing skill is crucial especially in academic world since it closely connected with scientific articles. So forth, in university curricula, writing an essay is included in its core subjects. This is because at the end of the study, the student will make a thesis or final project completed with an abstract. In addition, they also have to write an article to be published in a scientific journal or at least in the university's repository. Therefore, having sufficient writing skills is very important. Based on this necessity, STMIK Sinar Nusantara has provided its students with the writing material included in English 4 subject on the fourth semester. During the writing process, the students do not just write an essay based on a given topic but they must conduct a mini research previously. The findings of their mini research is reported in an essay writing. However there are still many grammatical errors found in their essay although they have learned English since they were at elementary school. It is not surprising actually since English grammatical rules is much different from Indonesian. Students may still bring their first language's grammatical rules automatically when writing in English. However, they can learn English well through the errors they have made as long as there is an error correction process conducted. This is in line with what Raimes (Mustafa et al., 2016) stated that making errors is helpful as long as the students are informed about the errors and taught how to correct them.

Since its first establishment in 1970s by Corder (Fauziati, 2009a), Error analysis (EA) on second language acquisition there have been many studies on EA. The following are some samples of the previous studies on EA taken in this research. The first was carried out by (Sawalmeh, 2014) which found that the respondents made several grammatical errors, namely; verb tense (16.5%), word order (10,9%), subject-verb agreement (8.2%), pronoun (7.2%), spelling (11,6%), capitalization (6.3%), preposition (8,4%), article (12.4%), doble negative (6.8%), and sentence fragment (11,6%). The next

study was conducted by (Mustafa et al., 2016) which found that there were significant errors either in the surface strategy taxonomy or Linguistic category taxonomy. In surface strategy taxonomy, the dominant error was the selection in which it contributed as much as 72% to the total error. The second was omission as much as 14.4), and the last was addition as much as 10.6%. On the other hand, the most dominant types in the Linguistic category taxonomy was word forms (48.4%), then articles (35%), non-finite verbs (34.9%), verb tenses (34.3%), plurals (33.3%), and prepositions (30%). Next was a recent study conducted by (Octaviani, 2021). In her research findings, she mentioned that the students made *omission* error as much as 35.35%, *misformation* errors as much as 30.80%, *misordering* error as much as 24,23% and *addition* as much as 9,62%. All of the previous three studies agreed that the lack of understanding on the target language's grammatical rules and the tendency of using the first language's grammatical rules became the two major causes of the errors. However there was no error correction process conducted in theser studies. Thus ,the research gap that was taken by the writer here was that there would be an error correction and discussion activity after the types of the grammatical error and the error sources were found out. This phase of correction activity is considered important since it provides an opportunity for the students to know the errors they make, why and how the errors appear. The writer believes that this activity can help the students have more understanding in how to make a good English writing. Therefore it is hoped that they will find it easier to write academic English essays that will help them much in composing an abstract either for their thesis or to be published in a scientific journal or at least at the university repository as a part of the requirements to fulfill when they are at the end of their study.

METHODOLOGY

This study meets the characteristics of qualitative - descriptive research in which it deals with why and how a phenomenon has happened (Harley, 2006). In addition, according to (Nawawi, 1993), a qualitative descriptive research is a research trying to reveal a phenomena, an event, or a condition as what it is. In short, she stated that qualitative research is merely a "fact finding". The data in a qualitative descriptive research is collected qualitatively which is then analyzed quantitatively by using frequencies, percentages, averages, or other statistical analysis as proposed by (Nassaji, 2015)

As what the researcher did in her previous study of the students' speech error analysis (Pravitasari, 2021), there were three major steps conducted in this study namely Preparation, Data Collection, and Data Analysis.

Preparation :

After reading related literature, the researchers explained the respondents about what they have to do during the data collection including teaching them about how to write an essay in the form of exposition text based on the given topic.

Data Collection

In this step, the respondents reported their research findings in the form of an exposition text and submit it in their google classroom account

Data Analysis

The data collected was then analyzed by using Corder's set of procedures for conducting error analysis which consists three major stages: recognition, description, and explanation of errors. These three stages were subsequently elaborated by Shridar (Fauziati, 2009b) into the following steps:

1. Collection of data
2. Identification of errors (labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task with respect to exact nature of deviation, e.g. dangling prepositions, anomalous sequences of tenses, etc;
3. Classification into error types (e.g. errors of agreement, articles, verb forms, etc.);
4. Statement of relative frequency of error types
5. Identification of the areas of difficulty in the target language; and
6. Therapy of remedial lessons.

RESULT AND DISCUSSION

Error Description or Classification

There are a number of classification systems that have been used in error analysis. The one used in this research was that proposed by James in Fauziati, 2009. According to him, there are four types of error: omission, addition, misformation, and misordering.

Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. As an example, we know that morphemes or words can be distinguished into two classes: content words (e.g. nouns, verbs, adjectives, and adverbs) and grammatical words such as noun and verb inflections (*-s, -ed, -ing*), the article (*a, the, an*), verb auxiliaries (*is, will, can, may, etc.),* and propositions (in, on, at, etc.). Language learners generally omit grammatical morphemes much more frequently than content words such as in *John a new student, He speak English well, and He eating breakfast.*

Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-formed utterance.

Misformation errors are those characterized by "the use of the wrong form of a structure or morpheme". There are three types of misformation which have been frequently reported in the literature, namely, regularization (overlooking exception and spreading rules to domains where they do not apply such as *runned, womans, hitted,* etc.), archi-forms (selection 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*), and alternating forms (the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example, the learner uses *he* for *she*, *him* for *her*, *they* for *it*, *her* for *she*, etc.

Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance, such as in *What daddy is doing* and *I don't know what is it*.

Error Correction

One of the purpose of conduction error analysis (EA) is "to identify the principles which should guide effective error correction" (James in Fauziati, 2009). EA proponents believe that EA is able to help the teachers to devise remedial lessons and exercises, that is, error corrections or treatments which can help learners better learn the target language so that they can develop their interlanguage system.

RESULT

Based on the research conducted by the researcher, the data collected from the 30 respondents can be seen in the following table of error distribution as proposed by James (1998).

Table 1. Grammatical Error Distribution

NO	Types of Error	Σ	%
1	Omission	51	25.5%
2	Addition	18	9%
3	Misformation	105	52.5 %
4	Misordering	26	13%
	Error Total Number	**200**	**100%**

Table 1 shows four grammatical error classifications made by the 30 respondents. There are 200 errors in total with the biggest one is the *misformation* which contributed as many as 105 errors or 52.5% to the whole.

Here are some samples of the *misformation* errors found in the respondents' essay:

1. The result as tabulated in Table 1 was that there were 10 respondents saying that they *are satisfying* enough *on* their facilities and service.

   Correction :

   (1) Either the word 'satisfying' or 'satisfied' may belong to adjective. However, there is a distinctive usage and meaning between both of them. Adjective 'satisfying' is an active adjective used to express a condition in which it can satisfy others or make others satisfied. In contrast, the word 'satisfied' is a passive adjective in which it is usually used to express

our feeling toward something. Example : The service of the cafe is very *satisying*. All customers are *satisfied.*

(2) Idiom of '*satisfied'* does not come with preposition '*on'* but come with '*with'.* adjective '*satisfied'*

(3) The to be 'are' should be 'were' since the event happened in the past time. In addition, it belongs to reported speech also. Therefore to report/say/describe activities in the past time must use second verb form.

(4) Therefore the correct sentences then is : The result as tabulated in Table 1 was that there were 10 respondents saying that they *were satisfied* enough *with* their facilities and service

2. There are some suggestion from the customers to add some features like *send* money, *recharge* e-toll balance, and etc.

Correction :

(1) When a verb comes after the verb 'like', it must be in the '-ing' form.

(2) The correct sentence is : here are some suggestion from the customers to add some features like *sending* money, *recharging* e-toll balance, and etc

3. I gave the questionnaire via google form, so the customers *don't* have to fill it out on the spot.

Correction :

(1) . The activity of filling out the form was taken place in the past time, hence the sentence must use second verb form. The auxiliary verb of '*don't*' must be '*didn't*'.

(2) The correct sentence is : I gave the questionnaire via google form, so the customers *didn't* have to fill it out on the spot

4. There *are* 23 respondents were satisfied with their skill and *friendly*.

Correction :

(1) . The mini research was conducted in the past time, therefore the sentence must use second verb form as well. The to be '*are'* must be 'were'.

(2) . Two words or more connected by conjunction "and, or, but" must be the same part of speech. In addition, possessive adjective of 'their' needs a noun after it. 'Their skill' is correct but their friendly is not since friendly is not a noun but adjective.

(3) . The correct sentence is : There *were* 23 respondents were satisfied with their skill and *friendliness.*

5. In the service aspect, *there are* satisfied with their fast response.

Correction :

(1) . The word '*there'* must be '*they'* since this sentence needs a subject.

(2) . The sentence must be in the past form since the activity had taken place. Therefore, the

to be '*are'* must be '*were'.*

(3) . The correct sentence is : In the service aspect, *they were* satisfied with their fast response

The second biggest grammatical error as seen from Table 1 is the Omission which contributed as many as 51 or 25.5% to the total number of the errors.

Here are some examples of *omission* errors found in the research data:

1. On facilities of room comfort, *there 12 respondent* said it was good and *8 respondent* said it was very good

Correction:

(1) . A word order said to be a sentence is the one that least consists of *subject and predicate*. Therefore, the sentence above is not correct since the predicate is missing.

(2) . The word '*respondent'* must also be in plural form since the number of the respondent is 8 or more than one.

(3) . Correction : On facilities of room comfort, *there were 12 respondents* said it was good and *8 respondents* said it was very good

2. This mini *research purpose to* measure the level of *customer satisfaction* toward AIZA olshop.

Correction:

(1) . There is one part of the sentence missing namely the predicate of '*was*' before '*to measure'.*

(2) . Possessive word is also missing from the sentence above : '*research purpose'* should be '*research's purpose'.* So does '*customer satisfaction'* should be '*customer's satisfaction.'*

(3) . The correct sentence then is : This mini *research's purpose was to* measure the level of *customer's satisfaction* toward AIZA online shop.

3. *Can be seen* from Table 1, an average of 16 respondents answered point 3.

(1) . Subject 'it*'* is missing from the sentence above.

(2) . There must be a conjunction 'that' to connect these two sentences into a clause.

(3) . The correct sentence is : *It can be seen* from Table 1, that an average of 16 respondents answered point 3.

4. On the aspect of *facility parking*, ABC Bumes very satisfying.

Correction:

(1) A predicate is missing from the sentence.

(2) The order of the noun phrase of 'facility parking' is incorrect. An adjective comes before a noun to make a noun phrase.

(3) The correct sentence = On the aspect of *parking facility*, ABC Bumes **is** very satisfying

5. The result based on a small survey conducted *the beginning of July* 2021.

Correction:

(1) There must be a to be '*was'* put after the subject '*The result'* the sentences above.
(2) The writer also did not put a preposition '*on'* before the adverb of time '*the beginning of July'.* This may indicate that the writer mostly used his or her first language.
(3) The correct sentence is 'The result *was* based on a small survey conducted *on the beginning of July.*

The third grammatical error as seen from Table 1 is the *Misordering* which contributed as many as 26 or 13% to the total number of the errors.
Here are some examples of *misordering* errors found in the research data:

1. From the result of the table data, it can be concluded that Portalpulsa is good quite in terms of service, outlet, and facilities.

Correction:

(1) . The order of a *noun phrase* is *modifier + noun* therefore. Therefore the sentence above is considered *incorrect* in 'table data' and 'quite good'. THye should be 'data table' and 'quite good'.
(2) The correct sentence above is : From the result of the *data table*, it can be concluded that Portalpulas is *quite good* in terms of service, outlet, and facilities.

2. The aspect to be measured were its *crew outlet* on their appearance and hospitality, working hours, facility, and response in *full shift 12 hour work*.

Correction:

1) Seen from the context meaning, the noun phrase of '*Crew outlet'* is considered to be incorrect in its order since it refers to the employee's responsible for taking care of the outlet. Therefore, it should be *outlet crew*.
2) The order of *hour work* is incorrect indeed. It should be *working hours* instead of *hour work*. Therefore it bears three error types namely *misordering, omission* and *addition.*
3) There is an *addition* error in part of '*full shift 12 hour work'. 'Full shift'* has the same meaning as 12 working hours. Therefore using *'full shift' or '12 working hours'* is enough in stead of using *full shift of 12 working hours* altogether to avoid redundancy.
4) Finally, the correct sentence is that 'the aspect to be measured were its *outlet crew* on their appearance and hospitality, working hours, facility, and response in *12 work* or the aspect to be measured were its *crew outlet* on their appearance and hospitality, working hours, facility, and response in *full shift.*

3. It is just a matter of how the owner can *better* serve the buyers.
   1) A sentence consist of Subject - Predicate - Complement (object/noun - adverb). Therefore

the sentence above does not match English structure properly. The adverb '*better'* should be at the end of the sentence.

2) The correct sentence is 'It is just a matter of how the owner can serve the buyers <u>*better*</u>.'

4. The should have a bigger <u>*area parking*</u>.

Correction:

1) The noun phrase of <u>*area parking*</u> is incorrect in its order since the root is *area* while the modifier is *parking.* The order of a noun phrase is *a modifier + root (main noun)*
2) The correct sentence is that 'they should have a bigger p<u>*arking area*</u>'.

5. Isnan motorcycle workshop is <u>*enough crowded*</u>..

Correction:

1) The word '*enough'* and '*quite'* have the same meaning in Indonesian. They are interchangeable indeed. However, there is a distinctive usage. THe word '*enough'* is used after an adjective being modified while the word '*quite*' is before it.
2) The correct sentence is: Isnan motorcycle workshop is <u>*quite crowded*</u>. It is also acceptable to say 'Isnan Motorcycle Workshop is <u>*crowded enough*</u>.

The last grammatical error type as shown in Table 1 is *addition* which appeared only 18 times or contributed as many as 9% to the total.

Several samples of *addition* errors that have been found by the researcher are as follows :

1. Free internet access makes this place recommended <u>*place*</u> to visit.

Correction:

1) It is unnecessary to add the word '*place'* after the word recommended because it has been mentioned in advance.
2) The correct sentence is 'Free internet access makes this place recommended to visit.

2. They provide suggestions so that Khair Garage can be more professional <u>*again*</u>.

Correction

1) It is incorrect to add 'again' since there has been 'more' used in advanced.
2) The correct sentence is 'They provide suggestions so that Khair Garage can be more professional.

3. However, some suggestions came up to make the service <u>*more*</u> better.

Correction

1) As it is found on number 2, it is redundant to add '*more'* before the word '*better'.*
2) The correct sentence is 'However, some suggestions came up to make the service better.

4. This study was done b<u>*ecause*</u> to measure the level of customers' satisfaction with the service of Tresno Sehat Drug Store.

Correction:

1) It is unnecessary to use '*because'* since the infinitive '*to measure'* acts as an adverb of purpose.
2) The correct sentence is 'This study was done to measure the level of customers' satisfaction with the service of Tresno Sehat Drugstore.

5. This mini research was done to determine the customers' satisfaction of using MM Trans and to improve and improve its services.

Correction

1) The use of double verb 'to improve' is redundant.
2) The correct sentence is this mini research was done to determine the customers' satisfaction of using MM Trans and improve its services'.

DISCUSSION

As illustrated above, the findings show that the most grammatical error made by the respondents was the *misformation* which contributed 52.5% (105 errors) to the total. It indicates that the respondents have lack of understanding on the use of proper form of English grammar such as regularization, archi-forms, and alternating forms. We can see the regularization errors on sample no. 3 in which the writer incorrectly used '*don't*' instead of '*didn't'* and sample no. 4 in which the writer incorrectly used '*are'* instead of *'were'.* Meanwhile, the respondents also made errors in alternating forms as shown on sample no. 5 in which the writer incorrectly wrote '*there'* instead of '*they'.* The finding also shows that the respondents have insufficient mastery on the word forms like noun, adjective, verb, adverb and so on as seen on sample no.2 in which the respondent used '*send'* instead of '*sending'*, 'charge' in stead of '*charging'* after verb 'like'.

The same result was found by (Mustafa et al., 2016) in their research which resulted in 72% of the total grammatical error was misformation. This error appear since the respondents are mostly still influenced by their first language, Indonesian. In addition, (Sermsook et al., 2017) mentioned in their research that this error types appeared due to the limited knowledge of the target language. Hence, they had a tendency to use their knowledge of their first language.

The same thing also works for the *Omission* error type in which it indicates that the respondents have limited understanding on the content words especially verb and grammatical words especially auxiliary. They did not realize that the role of auxiliaries is very significant to connect the words in order to be a properly standardized English sentence. The result also indicates that the respondents did not have enough mastery on derivative in which most words have its own form when they are used as a noun, verb, adverb, or adjective, and whether it is single or plural. This is in line with what (Octaviani, 2021) found in their research in which *omission* was their first biggest grammatical error found in their students.

For the misordering error sample data, we can see that the errors appeared due to the respondents' lack of understanding on the English grammar especially the *Noun Phrase* order in which it should *Determiner + Modifier/Adjective + Noun* or *Determiner + Noun + Noun which acts*

as a modifier. However the respondents just simply wrote the words as the way they are; '*table data, crew outlet, hour work, area parking'* instead of '*data table, outlet crew, working hour,* and *parking area'.* In addition, the respondents also misordered the adjective phrase of '*good quite*' in sample no. 1 in which it should be '*quite good*' as the rule for the *Adjective Phrase* is *Adverb + Adjective*. Another respondent misordered '*enough good'* instead of *'good enough'.* Such misordering errors appeared since the respondents were mostly still influenced by their first language, Indonesian, in which there is no rule for a noun phrase, adjective phrase, and so on. The same thing happened on the *Addition* error type in which it is also obvious that the respondents just wrote as what the way they understood in their first language and ignored, or even knew nothing about the target language's grammar rules. For example to say ' lebih baik' they just wrote '*more better'* .

From the discussion above, the researcher conclude that Error Analysis (EA) helps teacher to find out the students' precise lack of the target language's grammar, therefore several treatments or learning activities can be properly conducted in order to make the errors become fewer and fewer. This is in line with what James, 1998, stated that one of the purpose of conducting error analysis is "to identify the principles which guide effective error correction" (Fauziati, 2009b).

Error Correction

After carrying out the EA on the students' essay and finding out their exact lack of the target language's acquisition, the researcher carried out a treatment (error correction process) in order to increase the students understanding of the target language so that their errors became fewer and fewer. It was done by returning the students' work, showing the error data resulted from the EA, giving more explanation and discussion about every error which were found, asking the students to write another essay based on the similar topic with the previous one, having pair work discussion and finally asking the students to submit their essay and analyzing the works. The result of the treatment on the error correction (remedial activity) can be seen in the following Table 2:

Table 2. Grammatical Error Distribution

NO	Types of Error	Σ	%
1	Omission	21	22.9%
2	Addition	8	8.7%
3	Misformation	56	60.8%
4	Misordering	7	7.6%
		92	**100%**

Table 2 shows that the grammatical errors made by the respondents after the treatment (error correction) process was decreasing. The researcher believes that if more treatments are given, the

fewer the errors made by the respondents will be.

CONCLUSION

There are several things to be concluded from the research findings: Among the four types of grammatical error proposed by James in Fauziati, 2009, the most frequent error found in this research is the *Misformation* (as many as 105 errors or 52,5%). The second one is the *Omission (*51 or 25.5%), followed by the *Misordering* (26 or 13%) on number 3 and finally the last error is the *Addition* (13 or 9%). There is a significant decreasing on the students' grammatical errors after an error correction was given: *Misformation* (as many as 56 errors or 60,8%). The second one is the *Omission (*21 or 22.9%), followed by the *Addition* (8 or 8.7%) on number 3 and finally on the last number is the *Misordering* (7 or 7.6%).

This research found out that there are two major causes of the errors made by the students of STMIK Sinar Nusantara was their lack of understanding on the target language's grammar rules and their tendency to use their first language automatically. This in in line with what Napitupulu, (2017) found in his research. However, after an error correction treatment was given and the students were asked to make another essay based on similar topic with the previous one, the result is quite satisfying. The number of the errors become decreasing. Therefore, the researcher believes that if the treatments were given more often, the errors will be decreasing and decreasing and finally disappear.

Finally, there are still many other aspects that can be done to generate researches on grammatical errors such as analyzing the effectiveness of certain instrument or teaching techniques used in class to decrease the errors that have been found out. Moreover, there should also be a research on studying the materials and the syllabus given in the class to know whether they also contribute the errors made by the students while using their English.

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Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills

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ABSTRACT

Even though Indonesian EFL learners have been studying English since elementary school, many may still consider speaking one of the most challenging language skills. Consequently, when they move to the advanced level, they are required to master more complex speaking skills. Indonesian EFL graduate students faced some problems during learning that can contribute to their speaking performance. Therefore, it is urgent for this study to investigate EFL graduate students' perspectives on their speaking challenges and strategies used to improve their speaking skills. This study used a qualitative method and a semi-structured interview to obtain deep insight into participants' perspectives. The participants were EFL graduate students who are taking an English Education Master's Program. Results showed that some factors influenced their speaking skills in an academic context, such as a lack of accurate pronunciation and lack of vocabulary knowledge and that they used effective speaking strategies for improving their ability in speaking. It is expected that the findings would assist EFL graduate students in uncovering their speaking challenges so that they could perform better when using their spoken English.

Keywords: EFL, English proficiency, speaking skills, speaking strategy

INTRODUCTION

Since English has become a global language and a primary source to communicate with other people globally, the importance of English cannot be underestimated or denied. Al-Roud (2016) stated that speaking is regarded as one of the four essential language skills that can lead to successful communication between people in this new era. Speaking skills play a vital role in English as a foreign language (EFL) to enable speakers to share knowledge and information with other people in the academic context (Rao, 2019). Leong and Ahmadi (2017) further supported that speaking skills are essential in EFL learning and Second Language (SLL) Learning. Riadil (2020) stated that the

English language is not only used for daily communication but is also used in the workplace, social, and higher education purposes. It indicated that EFL students had learned English since Elementary school, especially speaking skills, by mastering basic grammar, vocabulary, sentence structures, and pronunciation to support their daily conversation. However, when EFL students are at the university level, especially graduate students who have finished their study in the English Education Study Program and continue studying to the Master's program, their speaking skills are getting more complex and challenging. They not only acquire to speak in a casual context but also are demanded to speak in a more formal and academic context. Due to meeting the demand, EFL graduate students who continue their study to the master program, have to master English speaking skills well. However, during the process of learning to speak, EFL graduate students encounter serious problems in speaking. As graduate students who have completed their undergraduate English education program, they still feel difficulty in speaking.

Furthermore, Riadil (2020) commented that although Indonesian EFL learners have learned English in formal school for many years, they still cannot speak English fluently. Nazara (2011) further commented that even though speaking is regarded as the most challenging to master, EFL students feel motivated to improve their English-speaking abilities. At a university level, graduate students who finished their studies in the English Education Department still encounter some problems in speaking English. Some graduate students can speak English fluently and they can also give excellent responses to the lectures' questions. They can communicate fluently in English with their lecturers. However, graduate students who cannot speak English fluently might tend to give a little response, because they do not know what to say or what response they must give related to the lecturers' questions. Therefore, this is important for them to keep improving their English-speaking ability to achieve the success of learning. For this reason, Indonesian EFL graduate students are demanded to acquire and master speaking skills to help them communicate in the academic context.

Several previous studies have attempted to figure out some factors that inhibit EFL speaking performance in various learning contexts (Al Nakhalah, 2016; Goktope, 2014; Heriansyah, 2012; Lee, 2009; Shen & Chiu, 2019). To begin with, a study conducted by Al Nakhalah (2016) found that EFL undergraduate students face some difficulties in speaking. Most Gaza EFL undergraduate students encountered some problems such as anxiety, shyness, fear of making mistakes, and lack of self-confidence. These results aligned with Goktope's (2014) findings, which revealed that speaking problems could be identified from two perspectives: the students and the teachers. He found that Turkish learners had limited grammar structure and vocabulary knowledge. From teachers' point of view, some teachers believe that students lack motivation and foreign language anxiety in speaking English. Students tend to feel anxious about being laughed in front of their classmates because of making mistakes in grammar and pronunciation. To improve students' ability, Marzuki, Alek, Farkhan, and Deni (2020) proposed that self-assessment has been extensively used by high school and college students, which helps them to evaluate their speaking performance.

In his study, Lee (2009) also investigated factors that influenced US graduate students' speaking performance in-class discussion. Lee's (2009) results showed that students' English proficiency, individual difference, and classroom atmosphere are factors that may influence US graduate students' speaking poor performance. This study involved six US graduate students in qualitative data through interviews. The result demonstrated that all the participants perceived a lack of English proficiency. They acknowledged that speaking is the most challenging skill to master while in the discussion group. Students' lack of English proficiency also affected their individual difference and attitude in the classroom environment. In parallel with the report of Shen and Chiu

(2019), the main factor that Taiwanese students encountered was a lack of linguistic competence in speaking skills. The results showed 156 Taiwanese junior students had difficulties responding to their teachers' questions because of poor vocabulary and grammar mastery. Heriansyah (2012) further explored some challenges and factors that the third semester of English students at Syiah Kuala Lumpur University encountered in learning speaking. This study used qualitative data through interviews. The results showed that students had some severe issues in speaking, such as lack of self-confidence, lack of vocabulary and grammar knowledge, and insufficient time to practice speaking. These factors lead the students to have poor performance in speaking.

To deal with students' challenges in speaking, some previous studies have investigated enhancing students' English-speaking skills using some effective strategies (Altun & Sabah, 2020; Dewi et al., 2017; Gani et al., 2015; Khan, 2013; Lingga et al., 2020; Lourdunathan & Menon, 2020). Gani et al. (2015) stated that using effective learning strategies could help students solve their language problems. For example, Gani et al. (2015) concluded that high-performance students tended to implement various simple strategies such as memorizing grammar patterns and vocabulary items. They tend to memorize the vocabulary and try to find them in the dictionary to know the pronunciation of the words. In contrast, low-performance students tend to take note of some unfamiliar vocabulary items and look up the dictionary later to find the exact meaning. This strategy may help the low-performance student to enrich their vocabulary knowledge. Asides from that, Dewi et al. (2017) further proposed that applying cognitive strategies such as practice, planning, memorization, and self-management can help students focus more on the learning process. Moreover, Lourdunathan and Menon (2020) claimed that group discussion and peer feedback could boost students' self-confidence in speaking. Students will be getting some feedback from their friends about their speaking performance. It might be effective to enhance their speaking ability.

Based on the reasons explained above, some problems may inhibit EFL graduate students' process of learning speaking in the EFL classroom. Most previous studies have presented significant challenges that EFL students encountered in learning speaking, namely fluency, grammar, vocabulary, and pronunciation at the tertiary level. However, they have not explicitly explored the EFL graduate students' perspectives on speaking challenges at the Master's degree level. Therefore, the current study focused on analyzing graduate students' perspectives on speaking challenges that might contribute to their speaking performance and finding effective solutions to overcome their challenges in speaking. This study might identify the graduate students' perspectives on speaking problems and try to solve them to achieve better performance in academic speaking. This study involved graduate students who continued their studies in the English Education Master's Program of Sanata Dharma University, Yogyakarta, Indonesia, for the following reasons. Firstly, EFL graduate students tend to encounter more complex English-speaking problems than undergraduate students. Secondly, it is worth investigating graduate students' speaking skills because they have previous exposure to speaking at the university level. Hence, to achieve the aims of this study, two research questions were formulated. First, what are the EFL graduate students' perspectives on their speaking challenges? Second, what strategies do the students use to improve their English-speaking skills?

METHODOLOGY

The current study employed qualitative data to answer the researchers' questions by interviewing some graduate students. This study intended to explore some factors that influence graduate students' speaking ability in the learning process. This study also addressed some effective speaking strategies to improve graduate students' ability in speaking. This present study used a qualitative method to obtain and gather a deeper understanding and information about the phenomenon. Lewis (2015) explained that qualitative research could be implemented to collect data through narrative research, ethnography, a phenomenon, and a case study perspective.

This study used a case study perspective to answer the research questions. Huwari (2019) explained that using a qualitative case study perspective enables researchers to gather in-depth insight into participants' perspectives and ideas. To ensure validity, a semi-structured interview was used to allow the interviewers to ask in-depth follow-up questions. In conducting a semi-structured interview, there were three stages, namely pre-interview, during the interview, and post-interview (Aung, Razak, & Nazry, 2021). In the pre-interview stage, the researchers used the zoom application to conduct an interview session. The zoom link was sent by the researchers to each participant through Whatsapp. At the beginning of the interview session, the researchers asked some warming-up questions about the participants' demographic information. It aims to help the participants feel more comfortable during the interview (Aung et al., 2021). Then, during the interview, the researchers used open-ended questions and interview guideline questions that permitted the researchers to explore the spontaneous matters concerning the participants' perspectives (Ryan, Coughlam, & Cronin, 2009). Ryan et al. (2009) claimed that the focus on conducting a semi-structured interview allows the participants to tell their own experiences and perspectives about the current phenomena rather than just answer a sequence of structured interview questions. This may enable the researchers to gather more profound and richer data rather than crosscheck the participants' responses. In the post-interview stage, all of the participants' responses were analyzed.

The present study was conducted in one of the private universities in Yogyakarta, Indonesia. This research was conducted in November 2021 based on the participants' time availability. This current study employed four graduate students of the English Language Education Master program of the academic year 2021. They continued their study in English Education Master's study program. The participants' range of age is between 21 and 36 years old. Moreover, the main criteria for involving the participants was that the participants were selected randomly. English Language Education Master's students were selected to participate in the study for some reasons. First, these four participants had had various experiences/exposure to learning English at the university level. Most of the students have been learning English intensively for more than six years. Second, they have sufficient proficiency in English speaking. It might help the researchers to identify some factors that influence their speaking ability.

Ethical consideration is crucial and essential for researchers before conducting research (Akaranga & Makau, 2016). The researchers gave all the participants a consent form before they involve in this research (Arifin, 2018). If the participants agree to involve in this study, they can simply put their signature in the consent form. However, if they do not want to participate in this study, they can just ignore it. All participants' data and information were anonymous (Akaranga & Makau, 2016).

There were some procedures in data collecting techniques to get more profound and comprehensive data: First, the researchers contacted the participants to give an online interview

consent form. All of the participants were filled up the consent form, which indicated that they were willing to participate. Second, the participants were inquired based on the interview guidelines with some questions about factors influencing their English proficiency in speaking English. The participants were interviewed individually. All the participants' answers and responses were recorded using the zoom application. The interviews took approximately 20 to 30 minutes using the Indonesian language, considering that all participants were native Indonesian speakers. Then, all the responses data were gathered and analyzed qualitatively. The results of the interviews were transcribed in Microsoft word to help the researchers to perform analysis. Furthermore, the researchers used coding to point out some specific information and to find some qualitative themes in the transcriptions. In addition, the interview results found that there were three qualitative themes to answer the research questions.

RESULTS AND DISCUSSION

The interview results attempted to describe graduate students' point of view about some problems affecting their English speaking skills and their learning strategies to improve their speaking English skills. The researchers made the participants' names into pseudonyms, namely Ana, Yoga, Mega, and Jack.

Research Question 1: What are the EFL graduate students' perspectives on their speaking challenges?

In this section, the study portrayed three themes of problems that could contribute to learners' English-speaking ability that could be observed in Table 1.

Table 1. Emerging Themes of Problems

Theme 1	Lack of advanced vocabulary knowledge was attributed to their willingness to speak
Theme 2	Students' lack of accurate pronunciation impeded their academic speaking performance
Theme 3	Students' motivation increased their speaking performance

Theme 1. Lack of advanced vocabulary knowledge was attributed to their willingness to speak English

All the participants reported a lack of advanced vocabulary knowledge. They admitted that they have low vocabulary mastery, which could affect their speaking performance in the academic context. Ana, for example, commented:

"I realize one of my weaknesses in speaking is lack of vocabulary knowledge. I cannot speak English more fluently because I do not have a lot of vocabularies knowledge. Sometimes, I feel difficulty in explaining or describing something. For example, when I want to describe a phenomenon in the education field. [….] I feel so hard to explain it well. It influences my speaking performance. I know if I only describe something using some repetition words, the communication will not interest anymore. [……] I need to expand my vocabulary knowledge [….] to communicate

well" [Ana]

Furthermore, Yoga, a student with a low speaking proficiency level, also mentioned that he could not speak English fluently and accurately because of low vocabulary mastery. As he reported, he could not express extensively and freely his ideas or thoughts when he gave a response to the lecturer. It affected his speaking performance in the classroom. Regarding this, he stated:

"[….] due to the lack of vocabulary mastery, I feel confused about how to give appropriate responses to my lecturers' questions. I tend to speak slowly and with some noticeable pauses in communicating with my lecturers. For example, when my lecturers want to hear my further explanations, but I cannot speak fluently, I decide to not continue the conversation. However, sometimes, I am willing to speak at length, though there are still many repetition words. […] vocabulary is very important in communication." [Yoga].

From these statements, it can be shown that Anna and Yoga felt difficulty in speaking, which their challenges might affect their performance in oral communication. We also can see that Anna and Yoga tended to show themselves as incompetent speakers of English because they had insufficient advanced vocabulary knowledge. It showed that they tended to experience a lack of an opportunity to be involved in communication, leading them to have a low academic speaking performance. It could be seen from Ana and Yoga's point of view. They tended to speak slowly, and it affected the effectiveness of communication.

In contrast, Mega and jack, students with high speaking proficiency levels, commented that they found some problematic vocabularies. Even though they experienced a lack of advanced vocabulary knowledge, they kept trying to speak using English to share their thoughts, ideas, and opinions. They stated that unfamiliar vocabulary is just a part of the learning process, which could be solved by memorizing, drilling, and using the vocabularies frequently and consistently. They reported:

"Mastering advanced vocabularies is one of the important parts in language skills. It is not only important in reading, writing, and listening, but the vocabulary is also very important in speaking. To be honest, I keep finding vocabulary in an academic context. For example, when I talk about academic self-efficacy, I do not have much vocabulary about talk something related to academic self-efficacy. However, I try to find explain and describe based on the context to help the interlocutors to understand what I am saying. I encourage myself to think about the meaning of the new vocab based on the context […]. It helps to speak more, though I still have some limitations in vocabulary […]. […] I will expand my vocabulary knowledge". [Mega]

"I found some advanced vocabularies [….]. However, I think it is normal when we learn about language. It does not matter if I do not know some academic vocabulary while I am speaking. It is because of a part of the language learning process. […] as long as I keep trying to speak and use the opportunity to practice speaking, it helps me to enhance my English-speaking proficiency. […] practice more is the key to help me expand my vocabulary knowledge". [Jack]

Mega and Jack added that they attempted to work on some solutions to improve their vocabulary knowledge to have high competence in speaking skills. They found that the importance

of vocabulary building knowledge, speed fluency, and grammatical accuracy knowledge substantially contribute to their speaking proficiency. Students who have limited vocabulary but they take in a significant part of involved in speaking activities, their vocabulary knowledge will be getting improved and better. They believe that keep practicing their English speaking proficiency could enhance their vocabulary mastery.

Theme 2. Students' lack of accurate pronunciation impeded their academic speaking performance

Three participants reported that their English proficiency in speaking needed to be improved. Yoga, Ana, and Jack, for example, were not confident enough with their pronunciation because they believed that their pronunciation was still poor. They stated:

"[…] One of my obstacles in speaking English is pronunciation. I could say that good pronunciation could help my friends quickly understand what I say. However, sometimes I keep mispronouncing some words such as focus, cough, director, etc. So, I feel inferior, and I no longer want to continue the conversation with my friends because I cannot pronounce some words correctly like my friends do […]" [Yoga]

"[…] I feel like speaking is the most challenging skill in English. I feel hesitant in pronouncing some words. I feel anxious if I mispronounce some words and my friends will be laughed at me […]." [Ana]

"Sometimes, I experience a lack of accurate pronunciation. For example, when I explain my project plan to my lecturers. In the process of explaining, I make frequent errors in pronunciation. However, mispronunciations are caused by a slip of the tongue, lack of focus, lack of self-confidence, and lack of background knowledge of some specific words" [Jack]

It is evident that lack of pronunciation became one of the main problems for Anna, Yoga, Jack, and Mega. They may feel afraid of talking and demotivated to express their opinion and ideas. For example, from Yoga's statement, he felt afraid of being laughed at by his friends because of mispronunciation. Yoga also experienced the same thing. He tended to stop the conversation because he did not master many vocabularies. Moreover, Jack added that besides having a problem with mispronunciation, he also experienced a lack of self-confidence, diction background knowledge, and focus. In addition, Anna also said that she had a limited range of lexical words to express her ideas or opinion. These problems can lead them to poor performance in speaking. As a result, they may have low proficiency in speaking.

Theme 3. Students' motivation increased their better performance in English

Even though all the participants had some speaking problems, they had high motivation to increase their speaking ability. All the participants said:

"[….] I know my speaking ability is not good, but I want to do my best. I learned every mistake that I made. If I do not know some vocabulary, I tried to find it out in the dictionary to help me keep speaking. Moreover, I do not know how to pronounce some words, I ask my friends to teach me how to pronounce them. I want to improve my English, especially in speaking." [Ana]

"[…] During my learning process, I found some problems like unfamiliar vocabulary or mispronouncing some words. However, I regarded it is not as a hindrance. I regarded it as a motivation to help me get better, better, and much better at speaking. […] because my job is as a teacher, I have to keep learning every day to help my students have a good quality of learning and ability in English." [Yoga]

[….] speaking is the major component in English. We use communication language to communicate with others. So, we must keep improving our speaking ability to socialize and support my future job as a lecturer or a teacher." [Mega]

"I think […] motivation is to upgrade and to update my ability in the English language. So, since speaking is a part of my English proficiency, I would make an effort to increase my capacity in speaking. [….] it relates directly to my future responsibility as a teacher who is required to speak understandably to the students." [Jack]

Based on all the participant's perspectives, they had a strong desire to learn and improve their speaking ability to achieve a high level of competence and performance in speaking English. Based on the interview, all the participants agree that motivation plays an essential role in helping them keep learning. They realized that speaking skill is one of the most essential parts to support their future jobs and performance in the English Foreign Language classroom. Based on the interview, all the participants stated clearly that they want to be English teachers or lecturers, which requires them to speak English well. They acknowledged that speaking is not easy to learn, but they have good motivation to keep learning to speak. For example, Jack and Mega stated that they keep increasing their speaking capacity to help them be excellent speakers of English.

Research Question 2: What strategies do the students use to improve their English-speaking skills?

All the participants agree that speaking strategies could improve their speaking ability. They admitted that some speaking strategies also could improve their vocabulary and pronunciation. It helps them to lead to the success of speaking performance. They commented:

"I usually use some online dictionaries such as Oxford and Cambridge online dictionary. [….] I always check the pronunciation of some specific words that contain some depth thongs. It helps me to manage my intonation and some word stress in speaking. I admit that using an online dictionary brings many advantages. […] some synonyms, definitions, and meanings of some words can be found in the online dictionary. […] I use that strategy to improve pronunciation and expand my vocabulary knowledge." [Jack]

Based on the interview, Jack shared that using online dictionaries, for example, Oxford and Cambridge online dictionaries, could give him many advantages. He explained that he always uses this strategy to improve his pronunciation and vocabulary. Whenever he found difficult words in reading or listening to music, he tried to look up the words in an online dictionary. By using this strategy, he believed it could make his speaking skills much better because he takes time to practice more.

"I tend to do something fun to improve my speaking ability. I love watching British Movies without English subtitles. So far, this strategy supports me to learn some new advanced vocabularies, especially British vocabulary. I love to imitate the British accent and pronunciation. I keep learning and, at the same time, improving. […] leaning speaking costs time, effort, and energy. However, I love to do it." [Mega]

"The best strategy that I do right now is practice. Take time to practice more. I realize since I do practice more, my pronunciation is getting better, though there is still some mispronunciation that needs to be improved. I also do self-talk. I love talking in front of the mirror to see facial expressions, gestures, and body language while speaking. I think using body language while speaking can help me to be more confident. I can manage my intonation and the flow of speech during the conversation […]." [Yoga] To *improve my English language proficiency, I learn some new vocabulary by memorizing and drilling. I memorize some new vocabulary every day and try to drill it. To help me still memorize the new vocabularies, I always use it based on the actual context" [Ana]*

Based on all the participants' points of view, speaking strategy is regarded as very crucial to help them improve their speaking ability. For example, Mega and Ana used other appropriate strategies to improve their speaking ability. The data showed that Mega loves watching British movies, which can help her learn pronunciation. She admitted that learning speaking took a lot of effort, time, and energy. However, she loved to do so because she wanted her speaking ability to enhance. At the same time, Ana used her time availability to practice speaking. She always does self-talk, practicing speaking in front of the mirror as if she has interlocutors. She admitted that this strategy works well. In addition, Ana also admitted that memorizing vocabulary is one of the suitable strategies for her to increase her knowledge in vocabulary. These strategies may lead Mega and Ana to achieve good performance in speaking.

DISCUSSION

Regarding the study findings above, EFL graduate students experience various problems when they attempt to deal with speaking skills in the graduate program context. The researchers concluded that two main problems affect EFL graduate students' perspectives on speaking. Those factors were lack of advanced vocabulary and lack of pronunciation in speaking. Lack of advanced vocabulary was the major problem contributing to graduate students' willingness to communicate and participate in class. Based on the result, it could be seen that the graduate students are reluctant to continue to prolong conversation because they have limited vocabulary to share their knowledge and ideas in a foreign language. They admitted this problem might lead to their low performance in speaking English. These findings strengthened the results of Afzal's (2019) quantitative study in Saudi Arabia. Afzal (2019) claimed that EFL students with low vocabulary knowledge encounter several problems that impede their English-speaking learning process. He also claimed that students feel difficulty expressing their ideas and discussing things in an EFL context without mastering vocabulary knowledge. This statement was enlightened by Saragih and Listyani (2021), who stated that students' problems in vocabulary frequently occur in the EFL classroom. To increase students' accuracy in terms of vocabulary, they can utilize synonyms or similar expressions in numerous contexts (Leong

& Ahmadi, 2017a). It may help students to use diction and expressions accurately.

Furthermore, the researchers also found that EFL graduate students encountered a lack of accurate pronunciation in English. One of the factors that students' mispronunciation is fear of making mistakes when pronouncing English words. They are afraid of being laughed at by their friends when they mispronounce some English words. They tend to feel hesitant to communicate in English because their speaking is not fluent as their friends. The findings of the study were supported by Leong and Ahmadi's (2017a) study, which claimed that students who are not able to convey their messages, ideas, or opinions fluently and accurately in English are because they have insufficient knowledge. To help them improve their pronunciation, Koran (2015) suggested that students have to practice and repeat words several times. Moreover, in his study, Hussain (2017) supported that teaching pronunciation can be done through imitation. Students are asked to imitate what their teachers pronounce. Teachers should have an excellent capability to teach pronunciation to give good examples to the EFL students. EFL students with good pronunciation tended to speak more fluently and confidently (Hosni, 2014).

Despite those speaking problems described above, the researchers concluded that motivation could still contribute positively to the EFL graduate students' speaking performance. Based on the findings of the study, all the participants admitted the reasons why they kept motivated in improving their English speaking that was because proficiency in speaking could support their performance in their future professions. The results of this study showed that motivation plays an essential role in their speaking process and speaking performance. This report of students having good motivation may be related to Khansir and Dehkordi's (2017) finding that motivation is the main factor that helps learners improve their English learning language, especially in speaking skills. Alizadeh (2016) stated that students with a good and strong desire to learn could communicate fluently effectively in a foreign language. However, students who do not desire to learn tend to have poor performance in English language learning (Alizadeh, 2016).

In addition, in order to improve EFL graduate students' speaking skills, the researchers found several a variety of speaking strategies. Those are drilling, memorizing, taking time to practice, and checking online dictionaries. These findings aligned with Gani et al. (2015), who concluded that to help themselves to achieve a higher level of speaking performance, students could use various simple strategies such as memorizing, drilling, self-talk to improve students' vocabulary building and their pronunciation. In parallel with Dewi et al. (2017), one of the cognitive strategies is to practice more to help us become familiar with English language features. Besides implementing those various speaking strategies, there are other strategies to help students improve their speaking ability. Lourdunathan and Menon (2020) claimed that group discussion and peer feedback could boost students' self-confidence in speaking. These appropriate strategies might be helpful for EFL graduate students to improve and develop their speaking skills.

CONCLUSION

This study examined major factors influencing EFL graduate students' speaking skills, focusing on the graduate students' perspectives on speaking challenges. The results showed that two factors influenced graduate students' speaking ability. First, a lack of accurate pronunciation can inhibit students' ability to speak English. Due to the lack of precise pronunciation, the EFL graduate students tended to feel anxious and shy while speaking English. They did not feel confident to express their thought and ideas freely. Second, another factor influencing students' poor speaking performance

was a lack of vocabulary. Some EFL graduate students have not mastered some academic vocabulary that they think those vocabularies are challenging to learn. However, another result showed even though they have some problems in speaking; they keep their motivation high to improve their speaking ability. They had good reasons for upgrading their ability to speak English well.

The implications of this study are as follows. First, the roles of teachers need to be strengthened in the classroom. Teachers need to increase and enhance students' vocabulary knowledge by using attractive and effective speaking strategies. Second, teachers should have good capacity in English language teaching because they have to become good role models in teaching EFL. Third, to increase students' pronunciation and vocabulary knowledge, teachers need to build students' prior knowledge to stimulate their critical thinking in speaking. Fourth, teachers can implement four stages proposed by Bashir et al. (2011), namely the pre-production stage, early production, intermediate fluency, and advanced fluency. These stages help students to improve their speaking ability.

This study contributes to other parties the following two points. First, this study enlightened EFL graduate students' point of view on speaking challenges in an Indonesian university context. It may be necessary for other researchers to explore further Indonesian EFL graduate students' speaking ability to assist them in improving their spoken English. Second, since this study involved graduate students as respondents, which previous studies had focused on, it could facilitate further research on such participants' settings in the future.

The study limitations are as follows: First, it involved a small population size. To make the findings more solid further studies are encouraged to collect a larger population. Second, this study excluded the investigation of the correlation between EFL graduate students' challenges in speaking and their speaking performance. Accordingly, future studies should examine such a correlation between the two variables.

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Exploring the Effect of the Pace Model on Students' Grammar Mastery and Students' Voices on Its Usage

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ABSTRACT

Students commonly regard grammar as a challenging element of English. Therefore, every English teacher is always encouraged to use effective alternatives. Furthermore, the teaching and learning process that is still running online often causes many obstacles. One of the recommended teaching models for grammar class is PACE Model. This study explored the effectiveness of the PACE model to teach English grammar and students' voices toward this model. The method employed was pre-experimental research or one group pre-test post-test design. For collecting the data, the team employed a test and a questionnaire. The data were analysed using simple statistical calculations like average and percentage. The result revealed that the PACE model is an effective way of teaching English grammar because the average score of the post-test (52.33) was higher than the pre-test (24.67). There was a significant improvement in the test result. The data from the questionnaire also showed that most of the students had positive perceptions about the usage of the PACE Model. Overall, the PACE model was an adequate model to teach English grammar online because it received positive responses from the students.

Keywords: English grammar, PACE model, online class

INTRODUCTION

Nowadays, many teaching and learning processes are still running online due to Covid 19 pandemic. According to Efriana (2021), online learning can be defined as a part of distance education combining electronic technology and internet-based technology, and this learning is organized to reach a broad and large group of students. The platforms or applications utilized in conducting online learning can be very varied. The teachers can utilize *Whatsapp*, Zoom, Google Meet, Telegram, *Instagram*, Google Classroom, etc. In brief, online learning is a type of learning combining internet-based and electronic technology or the teaching and learning process that is not conducted face to face.

Even though there are many platforms possibly used in online learning, doing teaching and learning process in a new way has created some teaching challenges. According to Aniuranti (2021), many problems have appeared during online classes. Nartiningrum & Nugroho (2021) mention that there are several kinds of problems generally encountered by teachers such as difficulty in delivering the materials, poor internet service, students' slow responses, and problems in adjusting the lesson plans. Efriana (2021) even argues that the teachers normally have problems in using IT and supervising their students. Meanwhile, the students faced several obstacles such as passiveness during the class, internet service, and limited access to the supporting facilities. In addition, the parents have difficulty in accompanying their children during online classes. Overall, during online learning, the problems can be encountered by teachers, students, parents, and those problems may vary.

The problems happening might hamper the attainment of teaching goals especially in a significant yet difficult subject like grammar. Grammar is commonly considered an essential component of the English language (A'yun, 2019; Ameliani, 2019; Aniuranti et al., 2021; Aniuranti & Rizkina, 2019; Effendi et al., 2017; Handayani & Johan, 2018; Nawira et al., 2019; Yuliyanto & Fitriyati, 2019). Therefore, every English learner is encouraged to have a good understanding of structure. Furthermore, Yunita et al., (2018) argue that learning a language means learning its structure. Harmer (2003) mentions that if the grammatical rules is used too carelessly by the speakers, communication process may suffer. Utomo & Ahsanah (2020) also explain that the learners who master English grammar properly will use better language structure and create meaningful messages. Wang (2010) adds that in the teaching and learning process of foreign languages, structure is always essential. In conclusion, grammatical components are crucial for communication and teaching process.

Although the signification of structure is undoubted, many students frequently encounter difficulties in understanding grammar including university students. Utomo & Ahsanah (2020) argue that students mostly have recognized that learning English structure can be demanding for them. Effendi et al., (2017) even report that at the university level, plenty of students who have studied grammar for a long time of period still have dilemma arranging correct and good sentences. According to Yunita et al., (2018), the teaching and learning process of grammar is still regarded as problematic by the students who learn English as a foreign language like Indonesian. Al-mekhlafi & Nagaratnam (2011) even explain that in grammar classes, students might feel uncomfortable or completely afraid. After all, grammar or structure is troublesome yet essential to English learners.

Based on the situation above, the researchers agreed to find out an effective way for teaching grammar in an online class. One of the recommended models to teach grammar is the PACE model. The PACE model is a type of learning model which consisted of several phases. This model focuses on forms and meanings and tries to introduce grammar in the bigger pictures. Yunita (2016) mentions

that the PACE model formulated by Adair-Hauck & Donato consists of four phases called presentation, attention, co-construction, and extension. Adair-Hauck & Donato in González-Bueno (2021) is a top-down approach started with the presentation of a whole text that incorporates many instances of the target grammar, to later focus on the specific grammar instances. They also argue that introducing the lesson through texts is like giving direction to the grammar explanation. This activity will underline the vital grammar element taught.

Furthermore, González-Bueno (2021) explains that the PACE Model consists of four different stages. 1) Presentation: Students explore the meaning of the text in various passes to interact with the text; 2) Attention: The teacher then calls students' attention to the specific grammar topic on the text; 3) Co-construction: The teacher tries to elicit the rule from the students, with the help of the teacher only if necessary; and 4) Extension: Students engage in open-ended activities featuring the newly learned grammar, bringing the activity full circle. Furthermore, Yunita (2016) gives an example of the PACE model implementation in teaching English Pronouns. Here is the illustration.

1. Presentation

   The teacher reads an English short story (e.g. *Putri Serindang Bulan*), and the students listen to the teacher reading the story while trying to catch some pronouns they hear.
2. Attention

   The teacher gives the text of *Putri Serindang Bulan* to the students and asks them to highlight or underline the pronouns in the short story. This activity helps the students to understand the topic.
3. Co-construction

   The teacher guides the students to co-construct an explanation on English pronouns by asking some questions, for instance "Where is the position of the pronouns in a sentence?". In this stage, the students can construct an explanation about the position, type, and form of English pronouns.
4. Extension

   The teacher asks the students to do communicative activities such as conversation or writing a short story using the pronouns the students have learned. In this activity, a picture or a clue might be provided by the teacher.

Even though some earlier studies have examined the PACE model to teach grammar, this study is quite different from those researches. Firstly, there is an experimental study from Groeneveld (2011). She focused on the PACE model to teach adverbs and adjectives in offline classes. This study showed the effectiveness of PACE model to teach grammar elements like adverbs and adjectives. Secondly, Yunita (2016) conducted a descriptive qualitative study about the PACE model. In her study, she described some approaches in teaching grammar including a story-based approach. In her study, she described how several approaches could be employed in the teaching and learning process. Thirdly, there is also a study from Yunita et al., (2018). They did experimental research but in offline grammar classes. Their study revealed that the PACE model was effective to teach English structure. Fourthly, there is also a descriptive qualitative study conducted by González-Bueno (2021). He explained the PACE model and another modification of this model called S-PACE. He explained how those two models can be implemented in grammar classes. In conclusion, this study was quite different from the previous studies since in this research, the PACE model was implemented in an online class, and the grammar elements discussed were also different.

Based on the aforementioned explanations, the researchers agreed to do a pre-experimental study. This method was chosen due to the limitation of the class. There were two classes, but the

subject that achieved the minimum number of students for an experimental study (15 students) was only Class A. Therefore, this design chosen was a pre-experimental study. In this study, there were two different objectives. The first aim was to find out the effectiveness of the PACE model to teach grammar online. The second aim was to explore students' voices on the PACE model. The objectives can be accomplished by employing tests (pre-test and post-test) and a questionnaire. All of the instruments used were adapted from several sources like articles and books.

METHODOLOGY

The method employed in this research was pre-experimental research. Sevilla in Suwartono (2014) explains that this type of experimental study only involves one group. The group is given a treatment chosen. Then, the result before and after the treatments is measured to see the enhancement. This type was selected due to the limitation of the groups. There are only two classes, A and B, but the number of students in Class B is fewer than 15 students as the minimum requirement of experimental study. Thus, the team only used Class A as the subject and used a pre-experimental model. The treatment was given in five meetings. The researchers used the PACE Model that consists of four stages namely presentation, attention, co-construction, and extension. The grammar topics taught were noun clauses, if-clauses, inversion, and wishes.

This study utilized two different types of instruments. The first instrument was a test. Ary et al., (2010) argue that a test is a set of stimuli shown to an individual to obtain answers based on which a numerical mark can be assigned. Suwartono (2014) explains that a test is a way to gather data connected to ability measurement, skill, mastery, or competency. Thus, the test is the most suitable instrument used to measure the improvement of grammar mastery. In this study, the test employed was multiple-choice items adapted from several relevant sources namely Azar (2000), Martin Hewings (2002), Murphy (2004), and Pyle & Page (2002).

The second instrument used was a closed questionnaire adapted from Yunita et al., (2018). The questionnaire was employed to explore the students' voices. According to Arikunto (2009), a questionnaire is some written questions utilized to gather information regarding respondents' personalities or other things they know. The items in the questionnaire were used to know the students' perception of grammar, stages in the PACE model, and PACE model in general. The questionnaire consisted of eight different items.

After collecting the data, the data obtained from the test were analysed by calculating the average score or pre-test and post-test results. Meanwhile, the data gathered from the questionnaire were analysed through several steps. Firstly, the data were summed up through tally. Secondly, the percentage of each item would be calculated. Then, all the results from those simple statistics calculations were displayed through words and tables.

RESULTS AND DISCUSSION

RESULTS

Even though the PACE model is one of the teaching models assumed to be an effective model in teaching grammar, this model still needs a scientific study to prove the assumption. In addition, the teaching and learning process run online has led to new teaching challenges. That is why the researchers agreed to do an experimental study to uncover the effectiveness of the PACE model. Due

to the limitation of the class, this study was still at the pre-experimental level, yet the results showed significant proof.

In this study, the data were gathered in seven weeks. In the first meeting, the students did the pre-test. In the second meeting, the students learned about noun clauses, and in the third meeting, they learned about if-clauses. In the fourth and fifth meetings, the students learned about inversion, and in the sixth meeting, they learned about wishes. In the last lecture, the students did the post-test and completed the questionnaire. The platforms used were Google Meet and *Whatsapp.*

During the data gathering the lecturer did the teaching and learning process through four phases mentioned in the PACE model called presentation, attention, co-construction, and extension. Here is the general description:

1. Presentation Stage
   The lecturer used texts and did a storytelling activity at the beginning of each class. The lecturer did not only read but tried to retell the stories, changing the voice, tone, and facial expression during the storytelling. Most of the students said it was very interesting and fun. While listening to the researcher, the students tried to find out the grammar element that was being taught during the day.
2. Attention Stage
   After retelling the stories, the researcher asked simple questions such as *Have you ever heard this story? How many characters are there? Who are they? Did you find the clauses?* and so on. After discussing orally, the lecturer gave the text then asked the students to underline the grammar element that was being discussed.
3. Co-construction Stage
   After the students finished finding the grammar element, we discussed the grammar topics deeply through the stories. In this activity, the lecturer guided the students to understand the function, the forms, the examples.
4. Extension Stage
   After that, the students did some exercises related to the topics. Besides completing the exercises related to each topic, the students had to use the grammar elements to write sentences.

After the researchers did all the data gathering activities, the team analyzed the results. The results from the pre-test and post-test revealed that the PACE model was adequate to teach grammar even for such severe elements as noun clauses, if clauses, inversion, and wishes. The average score of the pre-test was 24.67, and the average score of the post-test was 52.33. There was a significant enhancement of student mastery of grammar. The students also seemed more enthusiastic about joining the class. They enjoyed the discussion of grammar topics through stories. They were happy when the teacher did a storytelling activity.

Besides the data from the tests, the student voices can be identified through the results from the questionnaire. The questionnaire asked student opinions about English grammar, stages in PACE Model, and the PACE model in general. Here are the results.

Table 1. Students' Perception about Grammar

No	Questions	Completely Agree	Agree	Neutral	Disagree	Completely Disagree
1	English grammar is important.	70%	30%	0%	0%	0%
2	English grammar has an important role in oral and written communication process.	40%	40%	10%	10%	0%

Based on the table above, it can be noticed that most of the students agreed that grammar was crucial and had a significant role in both types of communication. It can be viewed that 70% of the students completely agreed that grammar was essential, and 30% of them also agreed with that. 40% of the student also completely agreed that grammar was important in both types of communication, and 40% of them agree.

Table 2. Students' Perception about PACE Model Stages

No	Questions	Completely Agree	Agree	Neutral	Disagree	Completely Disagree
3	Learning English grammar through stories is challenging.	40%	40%	20%	0%	0%
4	Learning English grammar through stories is fun and helpful.	40%	30%	30%	0%	0%
5	The discussion session after learning from the stories is fun and helpful.	40%	60%	0%	0%	0%
6	The exercise activities in learning grammar are fun and interesting.	10%	50%	40%	0%	0%

Based on the table above, most of the students had a very positive response to PACE Model. The PACE model consists of four different stages namely presentation, attention, co-construction, and extension. Those four items asked about each stage. Most of the students agreed that learning through stories was challenging, yet all the activities were enjoyable.

40% of the students completely agreed that studying English structure through stories was challenging. Meanwhile, most of the students (40%) completely agreed that using stories in learning grammar was fun and helpful, and 60% of the students agreed that discussion session (co-construction phase) was also fun and helpful. In further, 50% of the students agreed that extension stage was fun and interesting.

Table 3. Students' Perception about PACE Model in General

No	Questions	Completely Agree	Agree	Neutral	Disagree	Completely Disagree
7	The whole steps of learning English are clear and make the students enjoy the learning process.	20%	50%	30%	0%	0%
8	The model promotes students' better understanding of English grammar.	20%	50%	30%	0%	0%

Table 3 shows that most of the students admitted that learning activities in grammar class were apparent. Those activities also assisted them to enjoy the teaching and learning process and even helped them enhance their grammar mastery. 50% of the student agreed that the phases in the PACE model were clear and made them enjoy the teaching and learning process. Besides, 50% of the students agreed that the PACE model assisted them to comprehend the grammar elements taught better. These findings were relevant to the results from the tests.

Given these points, The PACE model was adequate to teach grammar online. This model causes a significant improvement in students' understanding of some grammar topics such as noun clauses, if-clauses, inversion, and wishes. The results of the post-test was higher that the pre-test. Furthermore, this model also received positive responses from the students. All items in the questionnaire got positive responses from the students because most of the students chose agree or completely agree.

DISCUSSION

The enhancement of the student sores has proven the effectiveness of the PACE model. This probably is influenced by the context given by the stories. In the teaching and learning process, the students seemed very enthusiastic about watching the lecturer do storytelling. They said it was fun. They also were interested in understanding the story and learning the grammar element from those stories. According to Groeneveld (2011), the PACE model encourages the pupils to see the structural elements in the bigger picture where grammar is viewed as part of a language, not as an isolated element. Yunita et al., (2018) add that the PACE model assists the pupils to study language rules, and at the same time using those rules in the communication process. Adair-Hauck and Donato in González-Bueno (2021) argue that introducing the lesson through texts is like giving direction to the grammar explanation. This activity will underline the vital grammar element taught.

The stages in the PACE model called presentation, attention, co-construction, and extension were attractive to most of the students. In the first three stages, the students learned the grammar

element through stories that give clear contexts where the students should use the grammar topics. In the last stage, the students had opportunities to do several different exercises leading to communicative skills like writing or speaking. Overall, providing a clear context of grammar elements promotes students' understanding of those elements.

The results from the questionnaire also showed several conclusions. The first finding was the students thought that structure was essential, and grammar had a significant role in communication. These findings are in line with the theories mentioned the importance of English grammar. Harmer (2003) mentions that if the grammatical rules is used too carelessly by the speakers, communication process may suffer. Utomo & Ahsanah (2020) also explain that the learners who master English grammar properly will use better language structure and create meaningful messages. Wang (2010) adds that in the teaching and learning process of foreign languages, structure is always essential.

The second result showed that students thought that learning grammar through the stories was a challenging activity, but it was very fun. Yunita et al., (2018) state that in extension stage the teaching and learning process probably become more challenging, interesting, and fun for the students. The last finding, most of the students thought that the whole stages in the PACE model were presented clearly, and they helped the student to enjoy the class and promoted their understanding of grammar elements taught. Groeneveld (2011) states that the PACE model of teaching grammar is not only effective but also enjoyable for both teachers and students. In the class, the students commented that they were happy especially when the lecturer was retelling the stories.

Besides providing clear context in learning grammar elements through stories, the PACE models possibly created comfortable teaching and learning process that led enjoyment for the teachers and the students. Although the teaching stages in this model might lead to learning challenging for some students, the results showed that they enjoyed the whole teaching and learning process in their grammar class. This fun situation might help the students to enhance their understanding of grammar elements taught.

CONCLUSIONS

Every English teacher is always encouraged to use effective ways of teaching because it helps the teachers to accomplish the learning objectives. One teaching model recommended for teaching a troublesome subject like grammar is PACE Model. Although this model has been recommended by many researchers, the team agreed that this model still needs an examination like experimental study because nowadays the teaching and learning process is conducted online. Therefore, the team did a pre-experimental study. The team obtained the data through pre-test, post-test, and a closed questionnaire. The results revealed that the PACE model was adequate for teaching English grammar. The average score of the post-test (52.33) was higher than the pre-test (24.67). There was a significant improvement in the test result. This enhancement was assumed due to two factors. The first, learning structure elements by implementing stories might provide the clear context when students should use the grammar elements. The second factor was the comfortable teaching situation occurred due to the stages in the PACE model. The data from the questionnaire also generally showed the positive perceptions toward the PACE Model. Thus, the PACE model was effective to teach English grammar online, and this model received positive responses from the students.

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The Differences of Pati and Kudus Dialect: Dialectological Studies

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ABSTRACT

Dialectology is the study of dialects or the study of language variations. Kudus and Pati are two neighbouring towns. Even though the towns are close, there are many different dialects between the two. The objectives of this study are to find out the characteristics and the differences between Pati and Kudus dialect. The research design is descriptive qualitative method and the data collection method to get the data are *simak*, interview and introspective methods. The results of this study show that there are some differences in both dialects. The dialect variations which occurs in both observation areas are phonological differences which consist of the process of vowel and consonant change, morphological differences with the affixation differences, syntax differences for affirmation, and lexical differences in which the different words have the same meaning. The research gives contribution to the development of local language, especially Javanese related to the Javanese teaching at school, so that it will make the teaching and learning process getting easier in Kudus and Pati. Meanwhile for practical contribution, it completes Javanese standard and Javanese dictionary.

Keywords: dialectology, dialect, language variation.

INTRODUCTION

There is a phenomenon that most Javanese, especially kids or teenagers nowadays, are rarely able to speak their mother tongue or their local languages. They begin to decrease and are replaced along with the times and various influences from technology, science, or socio-culture. They have influenced changes in language use. Kids and teenagers tend to imitate the Western or Korean or Japanese culture that are booming recently. As a consequences, there will be degradation of using local language that not only affects the existence of the language, but also affects our culture. The shifting of language is the result of a language selection process over a very long period of time. The language shift shows that the existence of language is completely abandoned by the community of

its users. It means that certain society or community leaves a language completely to use another language and they prefer use the new language.

To maintain the local language, it needs a contribution of all aspects, the government, educational institution, and also the society. (Hadisaputra, 2015) says that the strategy to maintain the local language is applying the government policy to develop Javanese language with holding an event, such as writing Javanese alphabet, Javanese traditional singing competition, Javanese speech competition, Javanese literature and language conference, and the development of Javanese learning and teaching at school. The learning of local language is needed to maintain the local language as well as our local culture. That is why the educational institution must support this local language maintenance by making a policy to include local language as a subject at school.

This research tries to give a contribution to the local dialect of Javanese language. Those are Pati and Kudus, as neighbouring town. Even though the towns are close, there are many different dialects between the two. The objectives of this study are to find out the characteristics and the differences between Pati and Kudus dialect. The researchers hope that it will give contribution to the development of local language, especially Javanese related to the Javanese teaching at school, so that it will make the teaching and learning process getting easier in Kudus and Pati.

Mahsun in (Arvianti, 2012) says that dialectology observes the language differences in phonology, morphology, syntax, and semantics. (Ayatrohaedi, 1979) adds other dialect differences, they are *onomasiologis* (the different word of the same concept) and *semasiologis* (the same word of the different concept). (Nur, 2005) argue that dialect is a variation of the language used by different societies with characteristics used by other people of the same language, but among the speakers can still understand each other's language. The main characteristic of dialect is difference in unity and unity in difference (Sahayu, 2003).

Kudus and Pati as a neighbouring town are part of Eastern Javanese dialect together with Rembang, Jepara, and Demak (Nurhidayat, 2014). (Hadisaputra, 2015) discovers the mapping of Javanese dialect, that Pati and Kudus are under the same *Karesidenan* Pati (Pati residence), so as the consequences they have the similar dialect, although each has its own characteristic. The research about Pati dialect is implemented by (Ulfah, 2019)) that compare between Pati and Juwana dialect with the result that there are variation of phoneme and morpheme of both. (Kurniadi, 2018) presents that Pati and Kudus as part of Eastern Javanese have the characteristic compare to Western Javanese, that are most vowel are pronounced /o/ not /a/, less pronunciation of the voiceless sound of /k/ at the end of the sound, and different vocabulary. Meanwhile the researches about Kudus are less conducted by some researchers. Some researchers, for example (Nurhidayat, 2014), (Hadisaputra, 2015), and (Kurniadi, 2018) as stated in the previous writing, discusses about Kudus dialect generally, not in detail, so this research might be the first research that reveal the characteristic of Kudus dialect.

METHODOLOGY

The research design used is descriptive qualitative method that is a type of research that produces descriptive data in the form of text from people (Eka et al., 2020) . In this study the writer uses some methods, those are method of data collection, method of analysis and method of data presentation. In collecting the data, the writer uses tapping and note taking method, interview method, and introspective method (Mahsun, 2014). The researcher tapped by participating while listening, participating in the conversation, and listening to the conversation. Besides tapping method, note taking method was also taken to document the data. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal

responses. The researcher did a personal interview with some respondents who have the qualifications, those are originally comes from Pati and Kudus, they never move to another town, and the age are up to 50. This method is conducted by personal interviews and by phone call interviews if the researcher needs more information about the data. The introspective methods is caused by the method adopted in collecting data in the form of conversations between researchers and informants. A conversation between the researcher and the informant means that there is contact between them, which is why the data are obtained through the use of language verbally.

According to (Sudaryanto, 2015), there are two major methods for analyzing data in linguistic researches, namely *padan* method and *agih method*. *Padan* method is often called the identity method, a method used to study or determine the identity of the determinant lingual unit by using determinants that are outside of language, regardless of language, and are not part of the language in question. The *agih* method is a method of analyzing data with its determinants precisely part of the language in question itself. In this study, the writer uses *padan* method because the researcher analyzes the data that have already had relationship with things outside the language in question.

(Sudaryanto, 2015) states that there are two kinds of methods presenting the results of data analysis namely formal and informal techniques. Formal technique is the presentation of the results of data analysis using rules, rules or a pattern in a language such as formulas, charts or diagrams, tables and figures. The informal presentation technique is the presentation of the results of data analysis by using ordinary words. In this study the writer uses the informal presentation method, because the presentation of the results using ordinary words.

RESULTS AND DISCUSSION

RESULTS

In this study the writer will analyze the characteristics of Pati and Kudus dialects, those are phonological, morphological, syntax, semantic, and lexical analysis. If Pati and Kudus people speak Javanese, it seems similar, but both dialects have their own characteristics. The following are the differences between those two dialects.

Table 1. The characteristics of Pati and Kudus dialects

NO	PATI DIALECT	KUDUS DIALECT	MEANING
1	*Iyo po?*	*Po iyo?*	Is that true?
2	*Ta ora*	*Ora ta*	Right or not
3.	*-mu*	*-nem, -em*	Your

The different use of the word *iyo po?* in Pati dialect and the word *po iyo?* in Kudus dialect does not change the meaning of the sentences. Both have the same meaning as “is that true?” The use of *ta ora* in Pati and *ora ta* in Kudus also does not change the meaning of the sentences, that is “right or not”. The difference occurs because of the different habits that Pati people and Kudus People have in their daily life usage of the words. Another characteristic of Kudus dialect is the use of *nem* or *em* for posession, for example *bukunem* (your book), *karepem* (up to you). While Pati people use *mu* for posession, for example *bukumu* (your book), *karepmu* (up to you).

Table 2. The vowel change

NO	VOCABULARY	RESEARCH AREA		MEANING
		PATI	KUDUS	
1	*Mengambil*	*[ndʒi:kuk]*	*[ndʒu:kuk]*	Take
2	*Duluan*	*[ndʒi:sək]*	*[ndʒi:sik]*	First
3	*Menaruh*	*[ndʒe:kek]*	*[ndʒɔkɔk]*	Put
4	*Banyak*	*[ake:h]*	*[aki:h]*	A lot of

Dialect variation that occurs in both observation areas, those are Pati and Kudus has phonological differences which consist of the process of vowel change and consonant change. For example, the words (*njikuk*) dan (*njukuk*) which have the same meaning that is "to take". Both words at a glance seems different, but actually they are derived from the same lexeme, i.e. "take", but both words only has phoneme change process. Besides, there is another distinctive pronunciation of Pati and Kudus dialect, that is every word ending in /Ih/ in Pati will be pronounced with the ending /eh/ in Kudus. For example [*pil**Ih***] is pronounced[*pil**eh***], or [*put**Ih***] is pronounced [*put**eh***]. While the words ending in /uh/ in Pati will be pronounced with the ending /ɔh/ in Kudus. For example [*nud**uh***], pronounced [*nud**ɔh***] or [*rus**uh***] is pronounced [*rus**ɔh***].

Table 3. The consonant change

NO	VOCABULARY	RESEARCH AREA		MEANING
		PATI	KUDUS	
1	*Menjemput*	*[məthUk]*	*[mənthUk]*	Pick up
2	*Ujung bawah pohon*	*[bɔŋgəl]*	*[bɔŋgɔt]*	The lower end of the tree
3	*Karena*	*[peh]*	*[pəreh]*	Because
4	*Cepet*	*[gagə]*	*[agə]*	Hurry
5	*Polisi Tidur*	*[blənUkan]*	*[bləndUkan]*	Speed bump

The word speed bump is spoken differently by Pati and Kudus people. Pati people say [*blənUkan*] for the word speed bump, while Kudus people say it [*bləndUkan]* for the same word. There is consonant from Pati into Kudus dialect, but it does not change the word meaning.

Table 4. The additional Affixes

No	Affix	Pati	Kudus
1	Suffix used to state posession	*-mu* (for the words end either in vowel or consonant, e.g: *bukumu/* your book and *karepmu/* as you wish)	*-nem* (for the words end in vowel, e.g: *bukunem*/ your book) and *–em* (for the words end in consonant, e.g: *karepem* (as you wish)

Based on the data from research areas, there are morphological differences in affixation differences. The differences in affixation aspects are the differences which indicate emphasizing meanings among the native speakers. However, the differences do not change the meaning of the words from the original word. From the previous discussion, the characteristics of Pati's person is by saying *-mu.* The additional affixes does not change the basic word, it only acts as emphasizing for the sentence. The data show that the characteristic of Kudus person is by saying *–nem/-em.* The affixes do not change the meaning of the words but they emphasize the sentences they attach.

Table 5. The additional of particles

No	Particle	Pati	Kudus
1.	Interogative	*leh*, for example: *ono opo leh?* (What's the matter??)	*to*, for example: *ono opo to?* (What's the matter?)
2	Command	(no particle), just *tukoke*	To, for example: *tukoke to*

Pati has particle to show the affirmation, that is *leh*, meanwhile Kudus has *to.* Another characteristic of particle is when Kudus people make a command sentence, they often use the particle */tɔ/*. For example */tukɔ'kə tɔ/, /ləbɔ'kə tɔ/*, etc. Meanwhile Pati people usually use no particles, for example: *tukokno, lebokno*, etc.

Even in Kudus there are a number of curse words that are very important to learn because from these curse words we can learn about courtesy. Every region has its own curse words. One of the specific curse words of Kudus people is the word /*kakUati:*/ which means /*kəbaŋeten/* or outrageous in English**.** Meanwhile, an example of curse word in Pati is /*kake'kanə*/ which means shit or damn it.

Table 6. Syntax differences

No	Pati dialect	Kudus dialect	Meaning
1	*Iyo po?*	*Po iyo?*	Is that true?
2	*Ta ora*	*Ora ta*	Right or not

The different use of the word *iyo po?* in Pati dialect and the word *po iyo?* in Kudus dialect does not change the meaning of the sentences. Both have the same meaning as "is that true?", The use of *ta ora* in Pati and *ora ta* in Kudus also does not change the meaning of the sentences. The meaning of them is "right or not". The difference occurs because of the different habits that Pati people and Kudus People have in their daily life usage of the words.

Table 7. The difference vocabulary of Pati and Kudus dialect

No	Pati dialect	Kudus dialect	Meaning
1.	*[sawat]*	*[antemi]*	Beat up
2.	*[jəglok]*	*[cəblɔk]*	Fall down
3.	*[təmpɔlɔŋ]*	*[cəpon]*	Can
4.	*[kəprɔk]*	*[ciak]*	Beat up
5.	*[siwɔ̃r]*	*[cidɔ̃k]*	Scoop
6.	*[elɔn-elɔn]*	*[irəh-irəh]*	Slowly
7.	*[itəŋ]*	*[irəŋ]*	Black
8.	*[kake'kanə]*	*[kakɔ̃ati*	Annoyed
9.	*[kəlantɔ̃r]*	*[kəlancɔr]*	Advantages

10.	*[blənUkan]*	*[bləndUkan]*	Mound
11.	*[jəŋkas]*	*[jɔ̃ŋkat]*	Sisir
12.	*[banyU pUteh]*	*[wantah]*	Water
13.	*[anyəp]*	*[ati:s]*	Cold
14.	*[peh]*	*[pəreh]*	Because
15.	*[mblətek]*	*[mləthek]*	Cracked
16.	*[mbɔlɔs]*	*[mblɔ̃rɔ̃t]*	Truant
17.	*[ndɔprɔk]*	*[ŋəpor-ŋəpor]*	Sit on the ground
18.	*[kampləŋi]*	*[tabɔ'i]*	Slap
19.	*[ŋatang-ŋatang]*	*[mlɔ̃mah]*	Lying
20.	*[papak]*	*[mapak]*	Menjemput
21.	*[gɔblok]*	*[dhədel]*	Pick up
22.	*[mUrUp]*	*[məkan]*	Light up
23.	*[mbois]*	*[marəm]*	Cool
24.	*[mblarah]*	*[mblasah]*	A mess
25.	*[wakih]*	*[mbərɔ̃h]*	Many
26.	*[dʒhantUr]*	*[pUpɔh entɔk]*	Kick
27.	*[cəmek]*	*[cəmpe]*	Lamb
28.	*[mbatɔ̃ri]*	*[kancani]*	Accompany
29.	*[nyiŋkrik]*	*[nyəmplɔ̃]*	Piggybacking
30.	*[sətin]*	*[neker]*	Marbles
31.	*[mblədeh]*	*[mbligɔ̃ŋ]*	Naked
32.	*[jəŋklɔŋ]*	*[lamɔ̃k]*	Mosquito
33.	*[kriɔ̃k]*	*[gureh]*	Crispy

Based on the data from the research area, there are lexical differences. There are some different words used by Pati and Kudus People which actually have the same meaning in Indonesian or English. For example the word *anyep* in Pati dialect and the word *atis* in Kudus dialect are used to state the same word, namely "cold". They use different words for the same certain word.

DISCUSSION

Based on Ramelan in Sutomo (Nafisah, 2017), one of the vowel shift in generative phonology is assimilation, that is the change of phoneme to another because they are pronounced sequentially, so that they will affect or will be affected due to the similar environment. Based on the data, Pati vowel changes because it is affected by consonant /k/ as the following:

Pati		Kudus
/i:/	→	/u/
/i:/	→	/I/
/e/	→	/ɔ/
/e/	→	/i:/

Those data show that Pati vowel of /i:/ and /e/ can be changed into varied Kudus vowel

because the environment of the sound after, that is /k/ as in *[ndʒ**i:k**uk]* into *[ndʒ**u:k**uk]*. The researcher also finds that there are other data, those are *[a**ke**h] and [a**ki:**h]*. Different with the previous analysis, those data are the vowel change affected by the previous sound /k/. (Nafisah, 2017) in her research investigates that one vowel may possibly change into various vowel because of the environment of the sound before or after. Thus, the vowel change of Pati into Kudus or vice versa is affected by both progressive and regressive assimilation. This research is also supported by the research of (Daana, 2018) presenting that the phonological process possibly occurs in regressive and progressive assimilation. Another type of phonological change is epenthesis, that is the addition of particular sound of phoneme or syllable. It happens in data *[məthUk]* into *[mə**n**thUk]* or *[blənUkan]* into *[blən**d**Ukan]* of Pati to Kudus. There is addition of sound in Kudus vocabulary with adding of sound /n/ or /d/. On the contrary, there is also deletion of sound for Kudus dialect, such as in *age* (*gage* in Pati dialect) means "hurry up". (Diani & Azwandi, 2021) states that there are five types of phonological process occur in English and Indonesian, namely assimilation, metathesis, epenthesis, epithesis, and deletion. They observe that epenthesis happens in Indonesian and English learner by inserting sound a sound in a word. The researches about phonological process have been done by some researches. (Al Haris, 2017) research shows that the addition of sound also occur in the phonological process of Javanese language. He also discovers that the phonological process of the suffix /-i/ in Javanese language are the suffix /i/ could trigger two rules of phonological process, those are consonant addition and vowel weakening. (Diani et al., 2019) also discusses about the interference of Indonesian to English among students mostly caused by phonological process. Meanwhile (Putri et al., 2021) conduct a research about the changing of vowel and consonant phoneme of Indonesian loanword derived from Japanese. Another research by (Gustina et al., 2018) describe the phonological variation in Serawai language used by Minangkabaunese and Serawainese.

In morphological differences, Pati and Kudus dialect have their own character. To show the possessive of your, Pati says *–mu,* for example *buku**mu*** (your book), meanwhile Kudus changes the suffix with *–nem/-em,* such as *buku**nem*** (your book). Both affixes do not change the meaning of the words but they emphasize the sentences they attach. Possesive of 'your' in Pati dialect has the same morpheme with standard Javanese. But for Kudus dialect, it changes into *–nem/-em* depends on the previous sound.

Pati		Kudus
*buku**mu***	→	*buku**nem***
*embah**mu***	→	*embah**em***

There is morphophonemic change happen for this case. Phoneme /m/ and /u/of morpheme –mu in Pati changes into phoneme /n/, /e/, /m/ of morpheme –nem or –em. Morpheme –nem or –em in Kudus also affected by the previous sound or progressive assimilation. If it is preceded by vowel, thus there will be addition of phoneme /n/. For example {buku} with the last sound of vowel, if it is added by possessive of your, it will be *buku**n**em*. But if the morpheme lasts with the consonant sound, there is no phoneme /n/, just phoneme /e/ and /m/, thus it will be *embahem*, there is no phoneme /n/. This research is supported by (Lalira, 2013) that shows the morphophonemic change that happen in Talaud language. Other researches about morphology process have been conducted by (Gani & Arsyad, 2018) who investigate the internal structure of language of Arabic and (Fairuza, 2018) that describes the phonology and morphology of Lybia dialect of Arabic.

Pati has particle, that is *leh*, meanwhile Kudus has *to.* This discourse marker has a function of affirmation to something. This particle has no meaning, but just to confirm or reinforce the word/phrase The phrase *ono opo* (what's wrong) is just a question. But if it is added by *leh* or *to*; *ono*

opo to or *ono opo leh*, literary it has the same meaning with "what's wrong", but those particles strengthen the meaning of the phrase. Another characteristic of particle is when Kudus people make a command sentence, they often use the particle *to*. For example *tukoke to* (buy it for me, please) or *leboke to* (put it inside, please). The meaning of *to* in this context is to confirm or emphasize the command itself. So it has stronger command than without the particle. Meanwhile Pati people usually use no particles, for example: *tukokno*, *lebokno*, etc.

Schiffrin in (Noorhana et al., 2017) explains that particle, such as *oh*, *eh*, *ya*, *nah*, is a discourse marker. Levinson (Noorhana et al., 2017) adds that discourse marker as a pragmatic phenomenon is a linguistic expression in word or phrase. In their research, discourse marker is a linguistic expression that give a signal from speaker to give information. The result of their research presents a conclusion that discourse marker may be interjection, particle, or sound that has no referential meaning, but attracts the listener.

This research investigates the lexical differences used by Pati and Kudus people which actually have the same meaning in Indonesian or English. The word *anyep* in Pati dialect and the word *atis* in Kudus dialect state the same word, namely "cold". The variation of lexicon is supported by (Antono et al., 2019). He states that Javanese speaker takes about 50% of the whole speakers in Indonesia. As the consequences, it also raises the more variation of language or dialect, such as Solo dialect, Jogja dialect, Semarang dialect, etc in that each has its own characteristic. Based on (Hadisaputra, 2015) the mapping of Javanese language discovers 21 dialect differences, 46 subdialect differences, 6 speech differences, and 6 language difference. Pati and Kudus are under the same *Karesidenan* Pati (Pati residence), so they have the similar dialect, although each has its own characteristic.

CONCLUSIONS

This study shows that there are some differences in Pati and Kudus dialects. The dialect variations which occurs in both observation areas are phonological differences, i.e. the vowel change of Pati into Kudus or vice versa is affected by both progressive and regressive assimilation, epenthesis, and deletion process. The morphological process with the affixation differences discovers morphophonemic change. For syntax differences, Pati and Kudus have their own discourse marker, namely particle, that give a signal from speaker to confirm or strengthen the meaning. The lexical differences mean the different words used by Pati and Kudus people which have the same meaning but it has different lexicon. This research hopefully gives contribution to the development of local language, especially Javanese related to the Javanese teaching at school, so that it will make the teaching and learning process getting easier in Kudus and Pati. Meanwhile for practical contribution, it completes Javanese standard and Javanese dictionary.

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