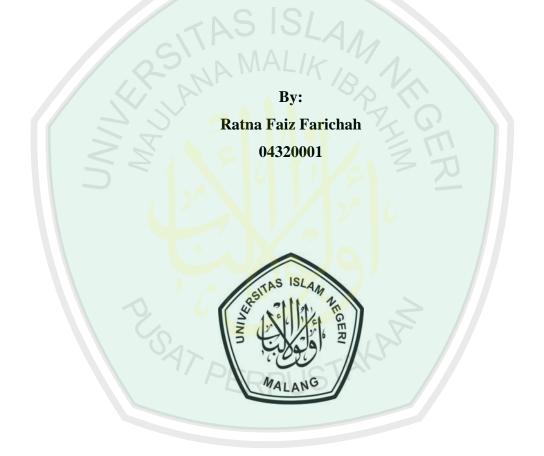
THESIS

A GRAMMATICAL ANALYSIS ON THE ERROR IN READING PASSAGES OF PRIMAGAMA ENGLISH MATERIALS



ENGLISH LETTERS AND LANGUAGE DEPARTEMENT HUMANITIES AND CULTURE FACULTY THE STATE ISLAMIC UNIVERSITY OF MALANG 2008

A GRAMMATICAL ANALYSIS ON THE ERROR IN READING PASSAGES OF PRIMAGAMA ENGLISH MATERIALS

THESIS

Presented to

The State Islamic University of Malang In partial to fulfillment of the requirement For the degree of *Sarjana Sastra* (*SI*)

By:

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ENGLISH LETTERS AND LANGUAGE DEPARTEMENT HUMANITIES AND CULTURE FACULTY THE STATE ISLAMIC UNIVERSITY OF MALANG 2008

APPROVAL SHEET

This is to certify that the thesis of Ratna Faiz Farichah, entitled "An Analysis on the Grammatical Mistakes in Reading Passages of Primagama English Materials" has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in English Letters and Language Department.

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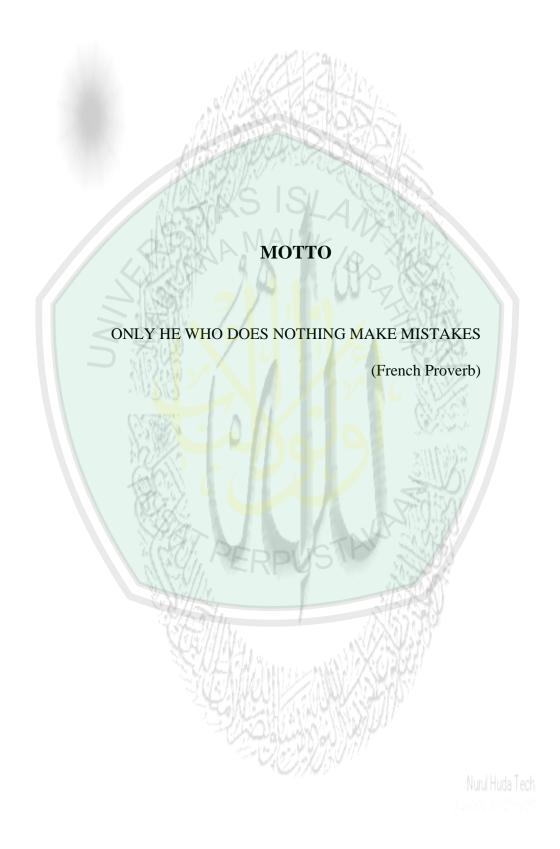
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DEDICATION

This thesis is especially dedicated to

My dearest mother (Juma'iyah, S.Pd) and father (Moh. Ridwan Zaini, M.Ag) for their endless love, prays, advices and who have patiently guided me since I was born until now.

Thank you mom...

Thank you dad...

You are the best guiders that I have May Allah always bless you. Amiin..

And to my beloved brothers and sister, I am very proud having you in

my life

Thanks for everything... And the last, I say

I love you all very much

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First of all, my sincere gratitude extends to the Rector of State Islamic University of Malang, Prof. Dr. Imam Suprayogo, the Dean of the Faculty of Humanities and Culture, Dr. H. Dimjati Ahmadin, M.Pd., and the Chief of English Letters and Language Department, Dra. Hj. Syafiyah, M.A, who have allowed me to conduct this thesis without any trouble.

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especially my best friends (Cece and Nyit") in English Letters and Language Department.

Finally, I truly realize that this thesis still needs the constructive criticism and suggestion from the reader in order to make it perfect and hopefully it can be useful for the reader, especially the students of English Letter and Language Department.

Alhamdulillahirobbil 'alamin

Malang,12 September 2008

Ratna Faiz Farichah

ABSTRACT

Farichah, Ratna Faiz. 2008. An Analysis on the Grammatical Mistakes in Reading Passages Of Primagama English Materials. Thesis. English Letters and Language Department. The Faculty of Humanities and Culture. State Islamic University of Malang. Advisor: Hj. Rohmani Nur Indah. M.Pd.

Key words: Grammatical Mistakes, and PRIMAGAMA English materials.

Mistake or error is naturally made by everyone in spite of best efforts. It is because error was considered to be a wrong response to the stimulus, which should be corrected immediately after it was made. Error is defined as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. Unless corrected properly, the error becomes a habit and a wrong behavioral pattern would stick in our mind. Therefore, this study is conducted on how grammatical mistakes are found in the reading passages of PRIMAGAMA English materials which is specified to identify the types of grammatical mistakes found and describe the dominant of grammatical mistakes occurred.

This study uses descriptive qualitative approach that emphasizes on describing in detail the grammatical mistakes in reading passages in which the data of this study are sentences that have grammatical mistakes. The instrument of this study is the human instrument (the researcher herself) that is gathering and analyzing the data. Triangulation is also conducted to obtain the credibility and reliability of the data finding.

The results of this study show that in reading passages of PRIMAGAMA English materials there are several types of grammatical mistakes, namely sentence fragment, run-on sentences, comma-splices, failing to make the subject and verb agreement, the wrong form of the verb, the wrong of pronoun, faulty of parallel structure, misusing commas and other punctuations and other mistakes, such as: mistake of addition of the article, mistake of the use of number, mistake of misuse object pronoun and failure to attach –s/-es and omissions of article. The total number of the whole mistakes that are found is 81 in which the dominant of mistakes is in misusing commas and other punctuations.

After identifying and describing the grammatical mistakes in reading passages of PIMAGAMA English materials, hopefully for the students and readers are able to increase their understanding about the use of grammar correctly and punctuality, so they can recognize the grammatical mistakes especially misusing commas and other punctuations in their reading. Considering that mistake in misusing commas and other punctuations are mostly found, it is suggested for the teacher to pay more attention and provide sufficient explanation about the use of grammar correctly and punctuality. Moreover, this study can lead the next researchers who are going to analyze the same field about grammatical mistakes further by other theory that is not proposed yet in previous studies.

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CHAPTER I INTRODUCTION

This chapter covers the background of study, problems of study, objectives of study, scope and limitation, significance of study, and definition of key terms.

1.1. Background of Study

Human being cannot avoid making mistakes or errors in their life. Not only what they do but also what they say or write. According to Corder (1974: 20) everyone with no exception ever makes errors or mistakes. It is because we live in an imperfect world and consequently error will always occur in spite of our best efforts. In addition, Prophet Muhammad SAW states in a hadits:

عَن ابْن عَبَاسِ رَضِيَ اللهُ عَنْهُمَا أَنَّ رَسُولَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ: إِنَّ اللهُ عَنْ اللهُ عَلَيْهِ وَسَلَّمَ قَالَ: إِنَّ اللهُ عَنْ أُمَّتِي الْخَطَأُ وَالنِّسْيَانَ وَمَا اسْتُكْرِهُوا عَلَيْهِ. حَدِيْثُ حَسَنُ رَوَاهُ ابْنُ مَاجَهُ وَالْبَيْهَقِيُّ وَغَيْرُهُما.

Means:

"From Ibnu Abbas RA that Rosulullah SAW says: "Actually Allah forgives the sin of my (Prophet Muhammad) follower that is caused of mistakes and forget ness and something insisted at him." The Hasan hadits told by Ibnu Majah, Baihaqi and the other." (Muhaimin, 1985: 61)

The description in the previous paragraph and hadits above shows how the errors are important to be learned. It is because errors are considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Unless corrected properly, the error become a habit and a wrong

behavioral pattern would stick in our mind. In other hand, by learning these errors we can improve our weakness to obtain the desired goals.

Due to the important of studying errors or mistakes that are explained in the previous paragraph, this study conducts an analysis on the grammatical mistakes in reading passages of English materials. As we know, grammar is the system of structural rules which describes how words combine with each other to form sentences. It is knowledge which enables us to distinguish a well-formed English sentence from one which is clearly ill-formed. Since sentence is the main element to make one's ideas understood by the others correctly.

Syntactically, there are two types of grammar, they are; traditional grammar and generative grammar. Traditional grammar is used to label the grammatical categories which have its origin in the description of languages like classical Latin and Greek (Yule, 1985: 70). Since there were well-established grammatical descriptions of these older languages, it seemed appropriate to adopt the existing categories from these descriptions and apply them in the analysis of languages like English. For example, *The lucky boys saw the clowns at the circus and they cheered loudly*.

While, generative grammar is a formal grammar that can generate all the well-formed syntactic structures (e.g. sentences) of the language and fail to generate any ill-formed structures (Yule, 1985: 81). This grammar has a finite number of rules, but capable of generating an infinite number of well-formed structures. For example, whatever rule yields the component *that chased the cat* in the sentence this is *The dog that chased the cat*, will have to be applied again to

get *that killed the rat* and any other similar structure which could continue the sentence.

Those are, grammar or the skill of constructing correct sentence is the basic part of the study, not only in writing but also in reading. It is because reading is one of skills in language learning that must be mastered and be the element of language which has to be tested in order to know how far the language learners understand it.

In addition, the reading test materials are the prior element to comprehend the further discourse. That is why the reading materials are also interesting to be analyzed especially on its grammar and usage. If there are any mistakes or error in the construction of sentence, it can influence the readers' understanding about the reading passages on that test. Reading passage it self means a passage that is presented to the reader which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage. Therefore, this study tries to analyze the grammatical mistakes in reading.

Actually, analysis about grammatical mistakes has been studied by some researchers before but it has not been much explored. For this reason, the study tries to discuss it further. Some of the researchers who have been discussed about errors, namely; Chamimah (2007) studied about "Lexical Errors of English Writing Written by the Students of The State Islamic University of Malang at Al-Hikmah Al-Fatimiyah". In her study, she focused on lexical errors that were made by the students of the state Islamic University of Malang in English writing

written. Maghfiroh (2007) studied about "Grammatical Errors on English Students' Thesis Writing of UIN Malang". In her study, she focused on grammatical errors that were made in students' thesis writing on UIN Malang. And Syarifatin (2007) studied "Syntactic Errors in Argumentative Essays of The Students of English Letters and Language Department of UIN Malang". In her study, she focused on syntactic errors that were made in argumentative essays of the student of English letter and department of UIN Malang.

Based on the assumption above, this study chooses PRIMAGAMA English materials as the object of analysis namely on its reading passages. As we know, PRIMAGAMA is one of well-known courses that has been labeled by the society in giving good contributing addition especially about lessons given in school such as English. Therefore, this study proposes the title "AN ANALYSIS ON THE GRAMMATICAL MISTAKES IN READING PASSAGES OF PRIMAGAMA ENGLISH MATERIALS".

1.1. Problems of Study

Based on the background of study above, this study focuses on "how grammatical mistakes are found in the reading passages of PRIMAGAMA English materials", which is specified into the research questions below:

- 1. What types of grammatical mistakes are found in the reading passages of PRIMAGAMA English materials?
- 2. What is the dominant of grammatical mistakes occurred in reading passages of PRIMAGAMA English materials?

1.2. Objectives of Study

Related to research problem which have been stated, the purpose of the study is to describe how grammatical mistakes are found in the reading passages of PRIMAGAMA English materials and on its specifics are:

- to identify the types of grammatical mistakes are found in the reading passages of PRIMAGAMA English materials.
- 2. to describe the dominant of grammatical mistakes that occurred in the reading passages of PRIMAGAMA English materials.

1.3. Scope and Limitation

The scope of this study is an analysis on the grammatical mistakes. It focuses on grammatical mistakes in the reading passages of PRIMAGAMA English materials.

In order to make the study manageable and avoid broadening discussion, this study has limitation. This study limits its analysis in the grammatical mistakes in reading passages of PRIMAGAMA English materials especially the items exercise that published on 2008 at items material number 1 to 5 grade IX of junior high school and items material number 1 to 17 grade XII of senior high school. This study merely focuses on reading passages, because it is the prior element to comprehend the further discourse and determine the students' understanding in doing questions that given then. In addition, PRIMAGAMA English materials chosen as the object of analysis since PRIMAGAMA is one of well-known courses that has been labeled by the society in giving good contributing addition

especially about lessons given in school, such as English. In addition, this study also limits its analysis on the grammatical mistakes using Yarber & Yarber theory (2007), while mistakes in diction do not belong to its focus.

1.4. Significance of Study

The results of this study give both theoretical and practical contribution.

Theoretically, it is expected to be able to develop resource reference of linguistic theory namely that relates to an analysis on the grammatical mistakes in reading passages.

Practically, the results of this study give valuable inputs for the students, readers, teacher, authors, and other researcher. For the students and readers, it is able to increase their understanding about the use of grammar correctly and punctuality, so they can recognize the grammatical mistakes in their reading. For the teacher, it can give addition of empirical data in linguistics field especially about grammatical mistakes. For the authors, it can give a feedback about the use of grammar in their reading in order to there is no misunderstanding in comprehending them. The last, for the other researcher, it can be reference to do further research about analysis of grammatical mistakes.

1.5. Definition of Key Terms

• Grammatical Mistakes

Unsystematic structure of sentences which is difficult to be understood caused of some cases for example mistyping. It is also defined as the deviation rules that is made in constructing well-form sentences.

• PRIMAGAMA English Materials

The materials of English that are published by Primagama as guidance for the students in learning. Those materials consist of the explanation of various topics and language focuses which are in the last of each topic and language focus provided the items exercise in the form of reading passages and questions that must be answered by the students.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter covers the discussion of some related literature in accordance with an analysis on the grammatical mistakes. It is divided into subtopics; they are: text analysis, types of grammatical mistakes, PRIMAGAMA English materials, and previous study.

2.1. Text Analysis

The written word is one of the most important ways we communicate and preserve information. Whether it is legal records, novels, or reading passages, written text is in an important form of data to preserve. It is one of the primary means by which we communicate in academia or for pleasure. Text itself is defined as cultural product to which we can and do ascribe meaning. The meaning of text can be clearly understood by the readers, if the structures of sentences in the text that are arranged are well-formed.

Consequently, to avoid misinterpretation of the readers about the text which are delivered, text analysis is needed. The way to analyze the text it self can be done by learning the grammatical mistakes of sentences in the text. However, before learning the grammatical mistakes further, it is better to know what grammar means first.

As we know, grammar has been a familiar part of the school of languages for many centuries, and its very familiarity has given rise to some inconsistencies in the use of the word grammar. Grammar itself is defined as the system of structural rules which describes how words combine with each other to form sentences. Essentially, grammar enables us to distinguish a well-formed English sentence from one which is clearly ill-formed.

Every human being who speaks a language knows the grammar. To understand the nature of language, every one must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. Robins (1980: 143) states:

"Grammar is concerned with the description and the analysis of stretches of utterance or stretches of writing, and with the grouping and classification of their recurrent element by virtue of the functional places they occupy and the relations they contract with one another."

Based on the explanation about grammar above, we can conclude that grammar is the basic system in arranging the well-formed sentences in order to make the meaning of sentences are acceptable by the readers.

Therefore, text analysis by learning its grammatical mistakes is one of ways to more understand the meaning that is delivered in the text. That is why the subtopics later will explain further about types of grammatical mistakes that are proposed by Yarber & Yarber (2007).

Theory of Yarber & Yarber about grammatical mistakes includes the up date discussion which is explored based on the common phenomenon of mistakes in sentences that occurred recently. For this reason, this study uses the theory of Yarber & Yarber as guidance to analyze the reading passages as the data of this study.

2.2. Types of Grammatical Mistakes

Yarber & Yarber (2007: 304) classify grammatical mistakes that often occurred becomes ten; they are: sentence fragment, run-on sentence, commasplice, failing to make the subject and verb agree, using the wrong form of the verb, using the wrong form of pronoun, confusing adjectives and adverbs, faulty of parallel structure, misplacing modifiers and participles, and misusing commas and other punctuation. For the detail explanation as below:

2.2.1 Sentence Fragment (Incomplete sentences)

Sentence is a group of words containing at least one independent clause. It has subject and a verb, and it conveys a certain sense of completeness. A sentence fragment, on the other hand, is a group of words lacking an independent clause (Yarber & Yarber, 2007: 190). According to Langan (2002: 420) fragment is a word group that lacks a subject or a verb and does not express a complete thought. Although it looks like a sentence because it begin with capital letter and ends with a period or other and punctuation, it leaves the reader "hanging", waiting for more to follow.

For example:

The national Olympiad that is brought the winner to the international championship.

At first glance this 'sentence' is complete – after all, it begins with capitalized word and concludes with period. Despite its length, however, it is a

sentence fragment because it does not contain an independent clause and therefore cannot covey a complete thought.

The most common types of fragments are:

a. Prepositional phrase fragments

A prepositional phrase never contains a subject and a verb. Therefore, it can never stand alone as a sentence. The following sentence is followed by prepositional phrases masquerading as sentence.

Some of the world's fastest boats raced for the Beijing Cup. *Off the coast of Huang-ho*.

Because propositional phrases are parts of sentences, the best way to correct this kind of fragment is to join it with the sentence to which it belongs. The following is the revised;

Some of the world's fastest boats raced for the Beijing Cup off the coast of Huang ho.

b. Infinitive phrase fragments

An infinitive is the "to" form of the verb: *to help, to see, to start*, and so on. Many fragments are usually resulted of using an infinitive as verb in a sentence. The following is the example of fragment in infinitive phrase:

To save money for a new car. Nana works an extra shift every week.

Most fragments consisting of infinitives can be corrected by combining them with
the sentence belong to. The sentence below is the revised of the example before;

To save money for new car, Nana works an extra shift every week.

c. Participle phrase fragments

The present participle is the "-ing" form of the verb: *helping, seeing, starting*, and *walking*. Present participles can never serve as verbs in a sentence unless they have helping verbs with them (words like *can, could, may, might, will, does, am, are,* and *were*). Like the infinitive, the present participle is often confused with the main verb in sentence, and the result is a fragment. For example:

Growing up in a large, poor family in the Jakarta. He feared that a college education would be impossibility.

Fragment like this can be corrected by attaching them to the independent clause preceding or following them.

Growing up in large, poor family in the Jakarta, he feared that a college education would be impossibility.

Another way to correct fragment like this is to supply them with their missing subject or verb (or both).

He grew up in large, poor family in the Jakarta, and he feared that a college education would be impossibility. (Supplying the missing subject and verb and combining the fragment with another sentence fixes the fragment)

d. Noun phrase fragments

Noun phrase fragment is another type of fragment which is a noun followed by a modifier with no main verb. For example:

Computer, known to safe the entry data.

And it can be corrected by supplying the missing verb.

Computer is known to safe the entry data.

e. Dependent clause fragments

Dependent clauses cannot stand alone. But because they contain subjects and verbs, they often end up as fragments. Dependent clauses can be spotted by the kinds of words that introduce them: subordinating conjunctions like *after*, *although*, *as*, *because*, and *if* or relative pronouns like *who*, *which*, and *that*.

A dependent clause set off as a complete sentence can be corrected by combining it with the independent clause preceding or following it. Another method is to delete the subordinating conjunction or relative pronoun, thereby converting the dependent clause to an independent clause. For example:

Fragment: The strange fruit is the durian. Which grow in Indonesia.

Revised: The strange fruit is the durian, which grows in Indonesia.

2.2.2. Run-on Sentences

A run-on sentence is just the opposite of a sentence fragment. It is a group of words that looks like one sentence but is actually two sentences run together without punctuation (Yarber & Yarber, 2007: 196). In addition, Langan (2001: 436) states that run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Normally, of course, two or more independent clauses are separated by coordinating conjunction or a semicolon. But if the conjunction or semicolon is omitted, the result is a run-on sentence.

Run-on sentences can be corrected in four ways.

1. By inserting a comma and a conjunction (and, but, for, or, yet, nor, so) between the independent clauses. For example:

Run-on: Years ago I took English literature I have forgotten practically all I once knew about the subject.

Revised: Years ago I took English literatures, but I have forgotten practically all I once knew about the subject.

2. By changing one of the independent clauses into a dependent clause. For example:

Run-on: In the first inning Arema were losing six to two three innings later they were winning twelve to eight.

Revised: Although in the first inning Arema were losing six to two, three innings later they were winning twelve to eight.

3. By inserting a semicolon between the two independent clauses. For example:

Run-on: Yogyakarta palace, Central Java, is Indonesia's oldest palace it was one of known tourists object.

Revised: Yogyakarta palace, Central Java, is Indonesia's oldest palace it was one of known tourists object.

4. By using a period or other end punctuation between the independent clauses, making them two separates sentences. For example:

Run-on: The rector decision is one of the developments of institution buildings it brings many controversial in campus.

Revised: The rector decision is one of the developments of institution building.

It brings many controversial in campus.

2.2.3. Comma-Splices

A comma-splice consists of two independent clauses connected ("spliced") by only a comma instead of being joined with a comma and a coordinating conjunction or with a semicolon (Yarber & Yarber, 2007: 198). A comma-splice is only slightly less irritating to a reader than the run-on sentence; nevertheless, a comma-splice is a serious error in sentence construction because it is difficult to read. Furthermore, it suggests, like the fragment and the run-on sentence, which the writer cannot formulate or recognize a single, complete thought.

Comma-splices can be corrected in the same ways as run-on sentences.

1. By using a period or other end punctuation between the independent clauses, making them two separate sentences. For example:

Comma-splice: For many years Peter referred to Indonesia as a "native speaker" that term has been replaced by the term "teacher."

Revised : For many years Peter referred to Indonesia as a "native speaker" That term has been replaced by the term "teacher."

2. By inserting a comma and a coordinating conjunction between the independent clauses. For example:

Comma-splice: Dani enrolled in a course in balet dancing, now all of the women want to dance with him.

Revised : Dani enrolled in a course in balet dancing, and now all of the women want to dance with him.

3. By inserting a semicolon between the two independent clauses. For example:

Comma-splice: Santi told me I'd like the new Medley CD, she was right.

Revised : Santi told me I'd like the new Medley CD; she was right.

4. By changing one of the independent clauses into a dependent clause.

Comma-splice: Fifah studied English at a course institution in Malang, she learns speaking to her lecturer.

Revised: Although Fifah studied English at a course institution in Malang, she learns speaking to her lecturer.

2.2.4 Failing to Make the Subject and Verb Agree

Mistakes in subject – verb agreement are among the most common writing and speaking errors, and they are particularly irritating to readers. Luckily, mistakes in subject – verb agreement are easy to repair if we keep one simple rule in mind: the subject and the verb in sentence must agree in number and person.

Agreement in *number* means that a singular subject takes a singular verb and plural subject takes a plural verb (Yarber & Yarber, 2007: 70). The singular form of all verbs except *be* and *have* is formed by adding –s or –es: *goes, takes, writes, fishes, brings, drives*. The singular form of *be* and *have* are *is* and *has*. The singular form of the verb is used when the subject is *he, she, it,* a singular indefinite pronoun (such as *anyone* or *somebody*), or a singular pronoun. Plurals

verbs do not have these endings, and they are used when the subject is *I*, *you*, *we*, *they*, or a plural noun. For example, *Celia's father makes delicious empanadas*.

Agreement in *person* means that a subject and its verb must both be in the same person (first, second, or third). For example, *I work (not works) during the summer to pay for the courses that I take (not takes) a trip to Northern California.*

And the example of failing to make the subject and verb agree it is:

Incorrect : Every student who attended the tryouts were given a number

Correct : Every student who attended the tryouts was given a number

Problem with subject-verb agreement is not always as simple as the example above. Sometimes errors result from failure to correctly identify the subject's number due to some of the following reasons:

- Other words or phrases found between the subject and the verb, such as a prepositional phrase, can obscure the identity of the subject. For example: "The bending of waves around an object in their path is known as diffraction". Is the subject "bending", "waves", "object", or "path"? In this case, the subject is "bending". All of the others are objects of prepositions.
- Generally, compound subjects are plural. However, compound subjects that refer to a single person, place, or thing require a singular verb. For example: "The rector and director of the institute is Imam Suprayogo." In this example, both "rector" and "director" refer to the same person.
- Collective nouns, such as committee, herd, etc., are considered singular even though such nouns stand for a plurality of things.

2.2.5 Using the Wrong Form of the Verb

One reason why so many mistakes are made in verb usage is that the most sentences contain more than one verb, and consequently there are more changes to go wrong. Furthermore, the verbs most often used in the English language are irregular, which means that they change in a variety of ways. Therefore, they must be memorized. To make matters even worse, verbs change their forms and appearance more often than any other part of speech. A common problem, for instance, does not know the correct form of the verb needed to express when a particular action taking place. Another difficulty does not know the correct form of irregular verbs (Yarber & Yarber, 2007: 93).

a. Shift in Tenses

The form of a verb changes when it expresses "when" something happened: the past, present, or future. The form of the verb is called its "tense". There are six tenses in the English language: simple past, simple present, simple future, past perfect, present perfect, and future perfect. Simple tenses refer only to the time in which an action occurred. Perfect tenses refer to the time in which an action occurred and the time in which the action will be completed. Here is a list of the six common tenses in English their uses.

The Six Common Tenses

Present: I hike, or I am hiking.

Past: I hiked, or I was hiking.

Future: I will* hike, I will be hiking.

Present Perfect: I have hiked, or I have been hiking.

Past Perfect: I had hiked, or I had been hiking.

Future Perfect: I will* have hiked, or I will have been hiking.

*shall is often substituted for will in the future and future perfect tense

In general, it is considered incorrect to shift tenses within a sentence, paragraph, or complete written project without a very good reason. In the sentence below is the example of shift in tense.

Andi went to the game, but he leaves early.

The shift in tense makes the sentence above sound quite awkward. For the revised, the word "leaves" is replaced with "left" and the sentence will read correctly.

Andi went to the game, but he left early.

b. The wrong of Verb Past Participle (Irregular Verbs)

There are three basic forms or principle parts of a verb: the past, the simple present, and the past participle. Sometimes the present participle is included as well. The present consists of the verb or the verb plus a helping verb (run, is running, can run). The past form is generally formed by adding -d or -ed and can also be used in conjunction with helping verbs (walk: walked, might have walked). Many verbs, however, have nonstandard forms. They are known as

irregular verbs and they tend to be quite troublesome when one attempts to identify their principle parts. Below is a list of some of the more troublesome verbs. Their forms are listed in this order: present, past, past participle, and present participle

- o lay, laid, laid, laying
- o Lie, lay, lain, lying
- o Set, set, set, setting
- Sit, sat, sat, sitting
- Pay, paid, paid, paying
- o Go, went, gone, going
- o Fall, fell, fallen, falling
- o Choose, chosen, choosing
- O Burst, burst, bursting
- o Loosen, loosened, loosening
- o Rise, rose, risen, rising
- o Run, ran, run, running
- o Grow, grew, grown, growing
- o Stink, stank, stunk, stinking

As example:

Wrong verb: Dita is *choosed* as the chief of the class in this semester.

Revised: Dita is *chosen* as the chief of the class in this semester.

2.2.6. Using the Wrong Form of Pronoun

Langan (2001: 476) states that pronouns are words that take the place of nouns (persons, places, or things). Before explaining about the errors in using pronouns, it is important to know the class of pronouns firstly. Pronouns can be classified according to their form (the way they are spelled) and their function (the way they are used in a sentence) as follows:

1. Personal Pronouns

These pronouns refer to specific individuals, and they are divided into three parts: *first*, subject pronouns which are used as subjects of verbs, as predicate pronouns, or appositives identifying a subject and they are sometimes called nominative pronouns. Subject pronouns include *I, you, she, he, it, who, whoever, we,* and *they.* For example, she is not as tall as he (*is*). *Second*, object pronouns which are used as objects of prepositions, objects of verbs, and indirect objects. Object pronouns include *me, you, him, her, it, us, whom,* and *them.* For example, between you and me (*not I*), her voice is bad. *Third,* possessive pronouns are used to show ownership or possession of one person or thing by another. Most pronouns have two possessive forms, they are; *my, mine, our, ours, his, her, hers, its, their, theirs, your,* and *yours.* For example, it is *my* pencil.

2. Indefinite Pronouns

Although they function as nouns, indefinite pronouns do not refer to specific individual. Indefinite pronouns include *all, another, any, anybody, anyone,*

anything, both, each, either, everybody, everyone, everything, few, many, more, most, much, neither, nobody, none, no one, nothing, one and etc.

3. Demonstrative Pronouns

Demonstrative pronouns point out persons or things. It includes this, that, these, those. For example, *This* is the place I was born in. *Those* are the trees my father bought.

4. Relative Pronouns

Relative pronouns can be used in two ways in a sentence: they connect one clause with another, and they can act as subjects or objects in their own classes. Relative pronouns include *who*, *whose*, *whom*, *which*, *what*, *that*. For example, An Indonesia veteran suffering from cancer testified *that* is was caused by chemicals used during the war.

5. Intensive and Reflexive Pronouns

Intensive pronouns strengthen or intensify the subject of a verb. For example, I did it myself. Reflexive pronouns are used to direct the action of a verb toward its subject. For example, she helped herself to the cake. The pronouns that include intensive and reflexive pronoun they are; *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves* and *themselves*.

6. Interrogative Pronouns

These pronouns introduce questions. It includes *who, whose, whom, which* and *what*. For example, whose ruler is this?

Pronouns, like verbs, give problems to many writers. The use of pronouns should agree with the words to which they refer. In other words, if a

pronoun refers to a plural antecedent, the pronoun should be plural; if the antecedent is singular, the pronoun should also be singular; and if the antecedent is a pronoun in the third person, the pronoun should be in the third person. Two of the most common problems that happen in pronoun usage are pronoun reference and pronoun agreement.

a. Pronoun Agreement

Mistakes in pronouns agreement itself are divided into:

i). Agreement in Number

A pronoun must be agreement in number with its antecedent. If the antecedent is singular, the pronoun is singular. If the antecedent is plural, the pronoun is plural. Problems or errors in pronoun agreement occur when the writer loses sight of the antecedent or confuses it with other nouns in the sentence, as the following sentence.

Wrong form: The minister presented their ideas to the president in front of parliaments.

Correct : The minister presented its ideas to the president in front of parliaments.

ii). Agreement in person

Agreement in person is equally important. Person refers to the differences among the person speaking (first person), the person spoken (second person), and the person or thing spoken about (third person).

Pronouns by person

First person pronouns : I, me, my, mine, we, us, our, ours

Second person pronouns : you, your, yours

Third person pronouns : he, him, his, she, her, hers, it, its, they,

them, theirs

Mistaken or error shifts in person occur when the writers have lost of their way in their own sentence or forgotten what they were writing about. Here is the example of confusing shifts in person.

Shift: Sailors in the ocean should be very careful because you can get hard waves. (This sentence shift form third person sailors to second person you)

Revised: Sailors in the ocean should be very careful because *they* can get hard waves.

b. Pronoun Reference

Pronouns depend on other word – for their antecedent – for their meaning. If pronoun reference, the relationship of pronouns to their antecedents, is unclear, their meaning or identity will be confusing. Two most common kinds problems in pronoun reference: *vagueness* because the writer did not furnish a specific antecedent, and *ambiguity* because the wrier supplied too many antecedents. Here is an example of each kind of error.

Vague : Several minor political parties nominate presidential candidates every five years. This is one of the characteristics of the

Indonesian political system. (*What* is one of the characteristics of the Indonesian political system?)

Ambiguous : Cak Nun wrote a biography of Gus Dur that demonstrates his knowledge and sensitivity. (*Who* demonstrates his knowledge and sensitivity: Cak Nun or Gus Dur?)

2.2.7. Confusing Adjectives and Adverbs

Adjectives and adverbs are modifiers; they limit or describe other words. For example: *Moderate* exercise suppresses the appetite.

Many adverbs end in -ly (hurriedly, graciously, and angrily); some of the common, however, do not (here, there, now, when, then, and often).

Furthermore, some words that end in -ly are not adverbs (silly, manly, and hilly).

1) Using Adjectives after Linking Verbs

The most common linking verbs are be, appear, become, grow, remain, seem, and the "sense" verbs (feel, look, smell, sound, and taste). Words that follow such verbs and refer to the subject are adjectives – never adverbs (Yarber &Yarber, 2007: 218). In the following sentence, the adjective (called a predicate adjective because it follows the verb and modifies the subject) comes after a linking verb.

Mina's ideas are *exciting*. (Exciting modifies ideas.)

And here is the example of confusing adjectives;

Budi had some of meatball and now he feels badly.

(*Badly* is an adverb following a linking verb; it can not modify the pronoun *he*.)

2) Using Adverbs to Modify Verbs

When a verb expresses an action by the subject, use an adverb after it – not an adjective (Yarber & Yarber, 2007: 220). In the following sentences are the examples of confusing adverb and the revised;

Confusing adverb : Because Santi was unfamiliar with the road, she drove

careful.

Revised : Because Santi was unfamiliar with the road, she drove

carefully.

2.2.8. Faulty of Parallel Structure

Parallel structure means putting ideas of the same rank in the same grammatical structure (Rozakies, 2003: 80). In addition, According to Yarber & Yarber (2007: 221) Parallel structure is a writing technique worth acquiring because it makes sentences smoother and shows the connection between ideas. Moreover, it also helps to "bind up" a sentence, making its parts and meaning much easier to grasp. That is, using parallel structure rightly can make easier the readers to understand the sentence. If there any faulty in using parallel words, phrases, and clauses in the sentences, it can influence the readers' comprehension. For example of the faulty in parallel structure:

The president Susilo Bambang Yudoyono claimed that he wanted *to clean* up the environment, improve the public schools, and reducing crime in the streets. (Infinitive, infinitive, and participle)

And the revised:

The president Susilo Bambang Yudoyono claimed that he wanted to clean up the environment, to improve the public schools, and to reduce crime in the streets. (Three infinitives)

2.2.9. Misplacing Modifiers and Participles

Modifiers are the words that describe other words in sentences (Yarber & Yarber, 2007: 211). They may be single words, phrases, or clauses; they may come before the word they modify, or they may follow it. In either case, a modifier should appear near the word it modifies, and the reader should not be confused about which word it modifies.

While **Misplaced Modifier** is one that is not close to the word it modifies and as a result modifies the wrong word. According to (Rozakis, 2003: 81) a misplaced modifier is a phrase, clause, or word placed too far from the noun or pronoun it describes. As a result, the sentence fails to convey the exact meaning. Sentences with misplaced modifiers are usually confusing and often result in unintended, though sometimes humorous, meanings.

There are two kinds of misplaced modifiers, they are;

a. Squinting Modifier

Squinting modifier is a modifier that usually appears in the middle of a sentence so that it can modify either the word that precedes it or the one that follows it. As a result, the squinting modifier makes the sentence ambiguous. For example: Her mother encouraged her regularly to diet and exercise. In this sentence, it is unclear whether regularly modifies encouraged her or to diet and exercise. Here are two improved alternatives; 1) Her mother regularly encouraged her to diet and exercise regularly.

b. Dangling Modifier

Dangling modifier is a modifier that has no word in the sentence for it to modify. It is left "dangling," and as a result it ends up accidentally modifying an unintended word, as in the following example: After reviewing my lecture notes and rereading the summaries of each chapter, the phonology examination was easier than I had thought. According to this sentence, the phonology examination reviewed the lecture notes and reread the summaries of each chapter. But this obviously not the meaning intended, and to correct this sentence, the first that is done is determining who was doing the action. By supplying the missing subject, it can then improve the sentence. The sentence then becomes; After reviewing my lecture notes and rereading the summaries of each chapter, I found that the phonology examination was easier than I had thought. (Or: After I reviewed my lecture notes and reread the summaries of each chapter, the phonology examination was easier than I had thought.)

2.2.10. Misusing Commas and Other Punctuation

Using punctuation marks is important in writing. It purposes to make our meaning intelligible to the reader. Every mark of punctuation carries some meaning and gives hints about how to read and interpret the sentence. Similarly, the capitalization of words serves as a guide to their meaning. Instead, the use of punctuation marks has to be clearly correct. If there any mistake of punctuation use, it can influence the meaning inside the sentence.

Here are the common mistakes in using punctuation marks:

1) Unnecessary comma

When commas are unnecessarily placed in sentences, it can lead to confusion and misinterpretation. To avoid misplacing commas, heed the following rules:

- Never use a comma to separate a subject from its verb or a verb from its object.
- Do not place commas after coordinating conjunctions
- Do not use commas to set off necessary clauses
- When placing commas in a series, do not place them before the first item or after the last item.

2) Comma Omissions

Sometimes it is difficult to know exactly when we need a comma and when we do not. Too many commas, however, can slow down the thought or confuse the meaning. Here are some of the common situations that might tempt us to use the comma.

 Do not use a comma after the last item in a series of adjectives preceding the noun. For example:

Nonstandard : she was a dedicated, imaginative, creative, painter.

Standard : she was a dedicated, imaginative, creative painter.

 Do not use a comma between two words joined by a coordinating conjunction. For example:

Nonstandard : An enough rest, and a breakfast are the best preparation for a test.

Standard : An enough rest and a breakfast are the best preparation for a test.

Do not separate a verb from a restrictive that clause. For example:

Nonstandard: The surgeon general has determined, that cigarette smoking is dangerous to your health.

Standard : The surgeon general has determined that cigarette smoking is dangerous to your health

Do not use a comma to separate the subject from its verb. For example:

Nonstandard: The Indonesian painter Didi, is best known for his painting of his mother.

Standard : The Indonesian painter Didi is best known for his painting of his mother.

 Do not use a comma to separate independent clauses unless the comma is followed by a coordinate conjunction. For example: Nonstandard : The blaze began at Barksdale Air Force Base, it burned

out of control for nine hours.

Standard : The blaze began at Barksdale Air Force Base, and it

burned out of control for nine hours.

3) Misuse Semicolons

Semicolons are used for two purposes: (1) to link independent clauses, and (2) to separate sentence elements that already contain commas.

Independent clauses that concern related subject matter can be linked in three

A semicolon

ways:

- A coordinating conjunction
- punctuated as separate sentences

How closely the independent clauses are related determines which of the above methods should use. If it is a very strong connection, use a semicolon. If the connection is weaker, use a coordinating conjunction. If the connection is very weak or want to separate the ideas, punctuate them as separate sentences.

Semicolons are misused when one tries to connect sentence parts of different grammatical structure. For example:

Papua is not a state; however its residents were Indonesian citizens.

4) Apostrophe Misuse

Apostrophes have three basic uses:

- To show possession
- To mark the omissions in contractions

• To form certain plurals

Apostrophes may be used to show possession. For singular nouns, acronyms, and indefinite pronouns, add the apostrophe and "s":

- ✓ Susilo's law
- ✓ Umar's book

For plural nouns that end in "s", simply add an apostrophe:

- ✓ the students' grades
- ✓ the teachers' pay

For compound nouns and phrases that indicate joint ownership, add an apostrophe and "s" to the last word:

- ✓ Nana and Cece's dorm room
- ✓ Ainun Najib and Noe's poem

For individual ownership, use the apostrophe and "s" with both names:

- ✓ Hamka's and Chairil's poems
- ✓ Nana's and Cece's dorm rooms

Apostrophes are used to indicate omissions in contractions and dates:

- ✓ can't [can not]
- **✓** '90 [1990]
- ✓ who'll [who will]
- ✓ who's [who is]

Apostrophes are misuse when it is used with personal pronouns to show possession. Personal pronouns use the possessive case to show possession. "Its" is

often misused this way. "Its" is the possessive case for "It" and does not require an apostrophe. For example:

Its' book has been legalized by the government as the best seller.

After knowing the types of grammatical mistakes that have been explained above, this study is conducted to analyze and describe the common grammatical mistakes in the reading passages of English materials which published by PRIMAGAMA. Meanwhile, as the object of analysis, it is better to know the characteristics of those materials which will be explained in the next subtopic below.

2.3. PRIMAGAMA English Materials

PRIMAGAMA English materials are the materials of English that are published by PRIMAGAMA as a guidance for the students in learning. Those materials consist of the explanation of various topics and language focus which are put in the last part of each topic. The language focus provided the items exercise in the form of reading passages and questions that must be answered by the students.

Those materials are made based on levels in school. It is begun from grade I of elementary school up to grade XII of senior high school. For the objects of analysis, this study focuses on English materials grade IX of junior high school and grade XII of senior high school especially on its reading passages.

2.4. Previous Studies

This study has relevance analysis namely about grammatical mistakes with the following studies that have been done by some researchers before.

Nur Chamimah (2007) studied about "Lexical Errors of English Writing" Written by the Students of the State Islamic University of Malang at Al-Hikmah Al-Fatimiyah". In her study, she focused on lexical errors that were made by the students of the state Islamic University of Malang in English writing written using approach of formal errors of lexis category. In the result of her study, she found that lexical errors are committed in three categories; they are formal misselection, missformation and distortion. Then, there are seventy two formal misselection, twenty six misformation, and one hundred and thirty six distortions. In formal misselection category, she found that there are three types; they are errors of suffix on fifty one errors, vowel-based type on eleven errors, and consonant-based type on ten errors. However, errors of prefix disappeared in the student's writing. In misformation category, they are coinage on two errors, borrowing on seven errors, and calques on seventeen errors. The third is distortion category, in which mostly committed by the students in their writing, occurs in four types, they are omission on twenty four errors, overinclusion on twelve errors, misselection on ninety four errors, and misordering on six errors.

Iva Syarifatin (2007) studied about "Syntactic Errors in Argumentative Essays of the Students of English Letters and Language Department of UIN Malang". In her study, she focused on syntactic errors that were made in argumentative essays of the student of English letter and department of UIN

Malang using surface strategy taxonomy proposed by Dulay, Burt and Krashen. The errors described are then classified into syntactic errors following Politzer and Ramirez' model as a guideline. In the result of study, she found that the highest number of errors in errors on omission, followed by errors on misformation, errors on addition, and errors on misordering. Within the errors found, the highest number of syntactic errors is omission of indefinite article "a" before singular countable noun, followed by omission of the plural inflectional suffix '-s/es' and the use of third singular inflection to show the agreement of subject and verb.

Nurul Maghfiroh (2007) studied about "Grammatical Errors on English Students' Thesis Writing of UIN Malang". In her study, she focused on grammatical errors that were made in students' thesis writing on UIN Malang using linguistic category taxonomy specifically on morphological and syntactical errors which proposed by Dulay, Burt and Krashen. In the result of her study, she found that the common mistakes made by the students in their writing are in syntax, and then it is followed by morphology. Students commonly make errors in the same type and category.

However, those three studies above are as the guidance which have relevance analysis with this study namely about an analysis on the grammatical mistakes.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings of data analysis based on the problem of the study as mentioned in chapter I and discussion derived from the data analysis.

4.1. Findings

This section discusses about grammatical mistakes that are found in the reading passages of PRIMAGAMA English Materials. The theory for identifying the grammatical mistakes is based on Yarber&Yarber theory (2007) in which the types of grammatical mistakes are divided into ten, namely sentence fragment (incomplete sentence), run-on sentence, comma-splices, failing to make subject-verb agreement, the wrong form of the verb, the wrong of pronoun, confusing adjectives and adverbs, faulty of parallel structure, misplacing modifiers and participles, and the last misusing comma and others punctuations. The total number of mistakes that are found in reading passages of PRIMAGAMA English materials is 81 mistakes which are divided according to different types, they are;

4.1.1. Sentence Fragment (Incomplete sentences)

Sentence fragment is a group of words lacking an independent clause.

Although it looks like a sentence because it begins with capital letter and ends with a period or other end punctuation, it leaves the reader "hanging", waiting for more to follow. In this study, sentences fragment that are found is 11 which are stated in different types of fragment;

3.3. Research Instrument

The instrument of this research is the researcher herself (human instrument). In qualitative studies, the human instrument is the primary instrument for the gathering and analyzing of data. Lincoln and Guba (1985:76) introduce the concept of human as instrument to emphasize the unique role that qualitative researchers play in their inquiry. In addition, they believe that only a human instrument was capable of this task. It is because to identify the grammatical mistakes in reading passages need intensive reading and intensive analyzing. And the only instrument that can do it is the researcher herself (human instrument) who using all of her richness as closely as possible to analyze the data to the form in which they were noted.

3.4. Data Collection

In qualitative research especially text analysis, the data collection used is usually reading process. Because the data of this study in the form of text, so it can be done by reading. And its steps are; *firstly*, intensive reading the whole passages. *Secondly*, scanning and identifying the grammatical mistakes in reading passages of English materials based on the research problem that have been stated in chapter I using Yarber & Yarber theory and take notes of them.

3.5. Data Analysis

After the data were obtained, the next step is the text analysis. It was done based on these criteria: *first*, classifying the types of grammatical mistakes

based on Yarber theory. *Second*, describing the types of grammatical mistakes that have been classified. *Third*, identifying the dominant of grammatical mistakes that are often occurred. *The last*, summarizing and concluding the research finding.

3.6. Triangulation

Triangulation is one process involved in corroboration efforts. In this study, triangulation is used to obtain the credibility and reliability of the data finding. Its purpose is to increase the researcher's understanding about the data being investigated. The type of triangulation that is used in this study is data sources triangulation which involves the data validity, research instrument and theory used.

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4.1.1. Sentence Fragment (Incomplete sentences)

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a. Prepositional phrase fragments

- What did he see? The beanstalk grew up quite close past. <u>Jack's window</u>. (1.3.2)
- o Too much vitamin A can cause nausea headaches. <u>Blurred vision, an</u> orange skin color and possibly even liver damage. (4.5.1)
- In the framework of providing better facilities to small scale industries.
 Simplification in obtaining industrial license has been introduced. (14.1.1)
- o <u>In direct production</u>. Where someone produces all that they need there is no activity, but if a surplus more than is needed is produced it can be exchanged for other goods, and this trading is the beginning of commerce.

 (15.1.1)
- o <u>In international trade</u>. Buying and selling agents often represent exports and imports. (16.1.1)

The whole sentences which are underlined above include prepositional phrase fragments because they leave the reader "hanging". From the whole data, there are 6 data that include prepositional phrase fragments. To correct them, it can be done by joining them with the sentence to which they belong.

The sentence "What did he see? The beanstalk grew up quite close past.

Jack's window" (1.3.2). Jack's window here is fragment, and to correct it namely by joining it with the previous sentence to which it belongs. So, the sentence becomes "What did he see? The beanstalk grew up quite close past Jack's window".

The same explanation of the revised prepositional phrase fragment also occurred in datum 4.5.1, 14.1.1, 15.1.1, 16.1.1.

b. **Infinitive phrase fragments**

It is usually resulted from using an infinitive as verb in a sentence. This study did not find infinitive phrase fragment sentence. It is because the use of infinitive as verb in a sentence is rarely used in reading passages of Primagama English Materials.

c. Participle phrase fragments

There are 2 data of participle phrase fragments that are found in this study, they are datum 2.2.5 and 6.1.2.

- o Said that two temples were really. (2.2.5)
- o Being career women, significant disadvantages, too. (6.1.2)

The two sentences above include participle phrase fragments because the participle as the main verb in sentences is confusing. The way to correct fragments like these is by supplying them with their missing subject or verb (or both).

The sentence "Said that two temples were really." (2.2.5) can be corrected by supplying it with its missing subject and verb. Its missing subject and verb are "it" and "is". So, the revised sentence is "It is said that two temples were really."

While the sentence "Being career women, significant disadvantages, too." (6.1.2) is also corrected by supplying it with its missing verb namely "is". So, the sentence becomes "Being career women are a significant disadvantage, too."

d. Noun phrase fragments

Noun phrase fragment is a type of fragment which is a noun followed by a modifier with no main verb. There are two data that include noun phrase fragments. It is occurred in datum 2.2.2 and 10.1.1, they are:

- o There many interesting old street with cafes and restaurants. (2.2.2)
- Later than aeroplane made it possible for people to travel from one continent to another in a matter of hours. (10.1.1)

The sentence "There many interesting old street with cafes and restaurants." (2.2.2) can be corrected by supplying its missing verb. In this case, the missing verb of its sentence is "are". So, the revised sentence is "There are many interesting old street with cafes and restaurants."

While on sentence "Later than aeroplane made it possible for people to travel from one continent to another in a matter of hours." (10.1.1) can be corrected by supplying its missing subject and verb which are in the form of past. They are "it" and "was". So, the sentence then becomes "It was later than aeroplane made it possible for people to travel from one continent to another in a matter of hours."

e. Dependent clause fragments

This study found one datum that include dependent clause fragment, it is occurred in datum 3.2.2.

 When the water particles are too heavy for the air to carry. The air is said to be "oversaturated". (3.2.2) The sentence that underlined above belongs to fragment because it is the dependent clause that stands alone, however, the dependent clause cannot stand alone in sentence. On underlined sentence "When the water particles are too heavy for the air to carry. The air is said to be "oversaturated"." (3.2.2) can be corrected by combining it with the independent clause preceding or following it. So the sentence becomes "When the water particles are too heavy for the air to carry, the air is said to be "oversaturated"."

4.1.2. Run-on sentences

It is a group of words that looks like one sentence but actually two sentences run together without punctuation. Run-on sentences from the whole data are found in two data, they are datum 1.4.1. and 2.2.2

- o Before it begins to flower the leaves and stem become dry and look dead, but the main root in the ground still alive. (1.4.1)
- We hired a mini bus Budi my closest friend in Yogya, acted as a tour guide. (2.2.2)

The two sentences above are run-on sentences because it is actually two sentences that there is no punctuation between them. The sentence "Before it begins to flower the leaves and stem become dry and look dead, but the main root in the ground still alive." (1.4.1) can be corrected by inserting a comma, so the revised sentence is "Before it begins to flower, the leaves and stem become dry and look dead, but the main root in the ground still alive."

On the sentence "We hired a mini bus Budi my closest friend in Yogya, acted as a tour guide." (2.2.2) can be corrected by using a period or end punctuation between the independent clauses, making them two separate sentences. So, the sentence becomes "We hired a mini bus Budi. My closest friend in Yogya, acted as a tour guide."

4.1.3. Comma-Splices

A comma splice is similar to a run-on sentence, but it uses a comma to join two clauses that have no appropriate conjunction. Comma-splices that are found in the data is two, they are found in the datum 1.1.1 and 9.3.2

- o Without it, the world could be dark, <u>cold</u>, <u>lifeless world</u>. (1.1.1)
- o Another recent study found that both men and women who kept physically fit were much less like, to develop high blood pressure which may lead to heard disease than those who did not keep it. (9.3.2)

The two sentences above include comma-splices because they actually two clauses that have no appropriate conjunction. The underlined clause in the sentence "Without it, the world could be dark, cold, lifeless world." (1.1.1) can be corrected by changing the comma with semicolon and inserting a coordinating conjunction between them. So, the revised sentence is "Without it, the world could be dark, cold; and lifeless world."

While on the sentence "Another recent study found that both men and women who kept physically fit were much <u>less like</u>, to develop high blood pressure which may lead to heard disease than those who did not keep it. "(9.3.2) can be

"Another recent study found that both men and women who kept physically fit were much less like; to develop high blood pressure which may lead to heard disease than those who did not keep it."

4.1.4. Failing to Make the Subject and Verb Agree

This mistake is often occurred in writing. Sometimes a writer make mistake in making subject – verb agreement in sentence, not only agreement in number but also in person. Mistake in failing to make the subject and verb agree in this study which are found is ten, they are occurred in datum 1.5.2, 3.1.1, 2.1.1, 2.1.2, 2.1.3, 2.2.3, 9.4.1, 11.1.2, 13.1.1 and 15.1.3

Those mistakes their self are divided into two, namely:

First, Failing to make the subject and verb agree in number in which occurred in datum 3.1.1, 2.1.1, 2.1.2, 2.1.3, 2.2.3, 9.4.1, 13.1.1 and 15.1.3

- The road range from small gravel side roads to great concrete superhighways. (3.1.1)
- o <u>Algae is</u> a primitive form of life, a single-celled or simple-celled organism that is able to conduct the process of photosynthesis. (2.1.1)
- o Green algae, or *Chlorophyta*, is generally found in fresh water. (2.1.2)
- o <u>Brown algae, or Phaeophyta, grows</u> in shallow, temperature water. (2.1.3)
- O The best restaurants is the Pilot Boat down by the beach, which has very good food and excellent wine. (2.2.3)

- The moat surround all area where several species of animals live together as they would naturally. (9.4.1)
- O The reasons of their failure are they lack capital, the quality of the goods are too bad to be competitive and it is difficult for them to market the industry's products. (13.1.1)
- o And 80 standardization developed.

The sentence above include failing to make subject and verb agree in number because between the number of subject and verb is different.

The sentence "<u>The road range</u> from small gravel side roads to great concrete superhighways" (3.1.1) includes failing to make the subject and verb agree because between the subject "The road" which shows singular is not followed by the singular form of the verb. So, the correct subject and verb agree in its sentence is "<u>The road ranges</u> from small gravel side roads to great concrete superhighways".

The sentence "<u>Algae is a primitive form of life</u>, a single-celled or simple-celled organism that is able to conduct the process of photosynthesis." (2.1.1) is failing to make subject and verb agree because the subject in which in the form of plural is followed by the singular form of the verb, and the correct subject and verb agree is "<u>Algae are</u> a primitive form of life, a single-celled or simple-celled organism that is able to conduct the process of photosynthesis."

The same explanation of the revised subject and verb agree like on the such sentences above also occurred in datum 2.1.2, 2.1.3, 2.2.3 and 13.1.1

The revised sentence of "<u>Green algae</u>, or <u>Chlorophyta</u>, is generally found in fresh water". (2.1.2) is "<u>Green algae</u>, or <u>Chlorophyta</u>, <u>are</u> generally found in fresh water."

The revised sentence of "<u>Brown algae</u>, <u>or</u> Phaeophyta, <u>grows</u> in shallow, temperature water." (2.1.3) is "<u>Brown algae</u>, <u>or Phaeophyta</u>, <u>grow</u> in shallow, temperature water."

The revised sentence of "<u>The best restaurants is</u> the Pilot Boat down by the beach, which has very good food and excellent wine." (2.2.3) is "<u>The best</u> <u>restaurant is</u> the Pilot Boat down by the beach, which has very good food and excellent wine."

The revised sentence of "<u>The moat surround</u> all area where several species of animals live together as they would naturally." (9.4.1) is "<u>The moat surrounds</u> all area where several species of animals live together as they would naturally."

The revised sentence of "The reasons of their failure are they lack capital, the quality of the goods are too bad to be competitive and it is difficult for them to market the industry's products." (13.1.1) is "The reasons of their failure are they lack capital, the quality of the goods is too bad to be competitive and it is difficult for them to market the industry's products."

While on the sentence "And 80 standardization developed" (5.1.3), 80 here is plural that is followed by singular form, however, plural has to be followed by plural form too. So, the correct subject and verb agree is "And 80 standardizations developed".

The second is failing to make the subject and verb agree in person in which occurred in datum 1.5.2 and 11.1.2

- o Farmer with very large farms sometimes use planes to plant seed. (1.5.2)
- o In North America, the first <u>conservationist were</u> the Indians. (11.1.2)

The two sentences above belong to failing to make the subject and agree in person because between the subject of person and the verb is different.

The sentence "Farmer with very large farms sometimes <u>use</u> planes to plant seed." (1.5.2) is failing to make the subject and verb agreement because the subject "Farmer" which is in the form of the third person singular is followed by the plural form of the verb. So, the correct subject and verb agree on its sentence is "Farmer with very large farms sometimes <u>uses</u> planes to plant seed."

While on the sentence "In North America, the first conservationist were the Indians." (11.1.2), between the person form of "conservationist" which is the third person singular is also followed by the plural form of the verb. So, the correct subject and verb agree is "In North America, the first conservationist was the Indians."

4.1.5 Using the Wrong Form of the Verb

Using the wrong form of the verb that is found from the whole data is two.

They are occurred in the datum 2.1.1 and 1.1.3. The wrong of the verb itself divided into two:

a. Shift in tenses

This study found two data that include shift in tenses. They are datum 2.1.1 and 1.1.3.

- At first man was very nice, but then he get angry, "you stupid bird! Why
 can't you say the word? Say Catano or I'll kill you!" but the parrot would
 not say it. (2.1.1)
- o I remember him saying, "Little girls don't do things like that." (1.1.3)

The two sentences above include shift in tenses because they are sound awkward. The sentence "At first man was very nice, but then he get angry, "you stupid bird! Why can't you say the word? Say Catano or I'll kill you!" but the parrot would not say it." (2.1.1) is the simple past tense which the time refers to past, yet, there is one verb that is not in the past form, namely "get". For the revised, the word "get" is replaced with "got". So, the sentence becomes "At first man was very nice, but then he got angry, "you stupid bird! Why can't you say the word? Say Catano or I'll kill you!" but the parrot would not say it."

While on the sentence "<u>I remember him saying</u>, "Little girls don't do things like that." (1.1.3) includes shift in tense because it missed the main verb of the past tense namely "was". So, the revised one is "<u>I was remember his saying</u>, "Little girls don't do things like that."

b. The wrong of Verb Past Participle (Irregular Verbs)

It is sometimes occurred when someone does not know the correct form of irregular verbs. However, this study did not find the wrong of verb past participle

(irregular verb). In general, the use of verb past participles in reading passages of Primagama English materials has followed the rules.

4.1.6. Using the Wrong Form of Pronoun

The wrong form of pronoun that are found in the data is three which are divided into two form, they are:

a. Pronoun Agreement

The wrong form of pronoun agreement that is found in this study is one, it is in datum 3.2.1.

o Every day thousands of vehicles travel this scenic highways. (3.2.1)

The underlined sentence above includes the wrong form of pronoun namely disagreement in number because between the using of pronoun and the antecedent is different. The pronoun in sentence "this scenic highways" of "Every day thousands of vehicles travel this scenic highways." (3.2.1) is wrong form. It is because the antecedent "scenic highways" does not agree with the pronoun "this" that it should use "these". For the revised sentence, the pronoun "this" is replaced with "these". So, the sentence becomes "Every day thousands of vehicles travel these scenic highways."

b. Pronoun Reference

The wrong forms of pronoun references that are found from the whole data are two, they are in datum 1.5.1 and 1.1.3

- o Thank you for <u>you</u> second letter. (1.5.1)
- o <u>I remember him saying</u>, "Little girls don't do things like that." (1.1.3)

The two sentences above have wrong forms of pronoun references because the relationship of pronouns to their antecedents, is unclear, their meaning or identity are confusing. The sentence "*Thank you for you second letter*." (1.5.1) is appearing the vagueness. It is because the author did not furnish a specific antecedent. So, for the revised sentence, the second word of "you" is replaced with "your", and the sentence becomes "*Thank you for your second letter*."

Like the previous sentence, "<u>I remember him</u> saying, "Little girls don't do things like that." (1.1.3) is also appearing vagueness because the author did not furnish a specific antecedent. So, as the revised sentence, the word "him" is replaced with "his", and the sentence becomes "<u>I was remember his saying</u>, "Little girls don't do things like that."

4.1.7. Confusing Adjectives and Adverbs

This study did not find the mistake of confusing adjectives and adverbs.

From the whole data, it seems that the use of adjectives after linking verb is rarely used. In other hand, the authors have more attention at the use of adverbs that are used to modify verbs.

4.1.8. Faulty of Parallel Structure

The faulty of parallel structure is often occurred in a sentence because the authors miss their refer word, phrase or clauses. This study found three data that have faulty of parallel structure; they are in datum 4.3.1, 5.2.1 and 2.1.4.

- o In a twenty years study of adults, <u>makes and females</u> who were overweight, as children usually remained overweight as adults. (4.3.1)
- Even if they are not actually at the Flemington Racecource people_will be found glued to their television screens or listening to the race on their radios. (5.2.1)
- o It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy great <u>and floating on the water</u>.

 (2.1.4)

The underlined word in the sentence "In a twenty years study of adults, makes and females who were overweight, as children usually remained overweight as adults" (4.3.1) is faulty of parallel structure because between "makes" and "females" has different part of speech. For the revised one, the word "make" is replaced with "males" which has the same part of speech. So, the sentence becomes "In a twenty years study of adults, males and females who were overweight, as children usually remained overweight as adults".

The underlined clause in the sentence "Even if they are not actually at the Flemington Racecource people will be found glued to their television screens or listening to the race on their radios." (5.2.1) include faulty of parallel structure because the verb that is used in the first clause is different to the second, namely the first is past form while the second is continuous. For the revised sentence, the verb on the second clause is replaced with the past form. So, the sentence becomes "Even if they are not actually at the Flemington Racecource people will be found glued to their television screens or listened to the race on their radios."

Like the previous datum (5.2.1), the verb of underlined clause is continuous form in the sentence "It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy great and floating on the water." (2.1.4) is replaced with the present form, namely "floats". So, the revised sentence becomes "It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy great and floats on the water."

4.1.9. Misplacing Modifiers and Participles

Mistake of misplacing modifiers and participles were not found in this study. In the data, the placing of modifiers and participles in PRIMAGAMA English materials, have followed the rules.

4.1.10. Misusing Commas and Other Punctuations

It is one of errors that influence the sentence meaning, because every mark of punctuation carries some meaning and gives how to read and interpret the sentence. This study found forty one (41) errors in misusing commas and other punctuations which are divided into different types.

1. Unnecessary comma

When commas are unnecessarily placed in sentences, it can lead to confusion and misinterpretation. In this study, the unnecessary comma that is found in the data is one; it is in datum 11.1.1

O Uncontrolled killing <u>for profit or sport, was</u> once the chief cause of extinction.

The comma in the sentence above is unnecessarily used, because it leads to misinterpretation. And for the revised sentence, the comma in the sentence is omitted. So, the sentence becomes "Uncontrolled killing for profit or sport was once the chief cause of extinction."

2. Comma omissions

The comma omissions that are found in the data are thirty nine. They are;

- because of the importance of Wetlands, maintaining their natural hydrological processes is essential not only for the diversity of flora and fauna they support, but also for their benefits to people. (1.2.2)
- o Suddenly we heard the yelp of a dog. (1.3.2)
- Without hesitating for a moment I stepped into the water and thought it.

 (1.3.3)
- o When <u>harvest time comes they also use</u> a machine called a "combine" to cut the rice. (1.5.3)
- At first man was very nice, but then he get angry, "you stupid bird! Why can't you say the word? Say Catano or I'll kill you!" but the parrot would not say it. (2.1.1)
- One day after for many hours to make the bird say Catano, the man got very angry. (2.1.2)
- o The next day the man came back to the chicken house. (2.1.3)
- o In the chicken house there were four old chickens. (2.1.4)

- o So we spent the whole day. (2.2.3)
- All of the five objects are <u>interesting but Borobudur and Prambanan</u>

 Temples are more interesting than the other. (2.2.4)
- <u>Later on more</u> events were held, for example, long jump, javelin throw,
 boxing etc. (2.3.1)
- o The Olympic Games were stopped, <u>but in 1896 a Frenchman</u>, Baron Pierre Coubertin, revived them. (2.3.2)
- o The purpose of joining these festivals was not to be the winner but to take part. (2.3.3)
- o So she could device the time properly. (4.2.1)
- Even if they are not actually at the Flemington Racecource people will be found glued to their television screens or listening to the race on their radios. (5.2.1)
- o By 9 am on Cup day many breakfast parties are already underway in the course parks and public enclosures at Flemington. (5.2.2)
- <u>It is good to be at home but we just loved</u> our brief visit to Indonesia. (5.3.1)
- o We have been to other countries <u>before but Indonesia</u> is now on the top of our list and we plan to be back there by the end of 2007. (5.3.2)
- o For example, in Australia we would wait to enter traffic but in Bali if we waited we would never more. (5.3.3)
- O At pedestrians crossings in Australia there are always flashing lights and the car drivers know that as soon as the person steps out. (5.3.4)

- Many Indonesia people were able to speak to us in English and that made us feel embarrassed cause we couldn't talk to them in Bahasa Indonesia.
 (5.3.5)
- o When we return we will be more prepared on that issue. (5.3.6)
- o So see you all soon and selamat everything! (5.3.7)
- While on exchange he was surprised to learn that there are Muslims communities in Australia and that there are over 600,000 Muslims in Australia. (5.4.1)
- o Shepparton a large country town in central Victoria, has become a new area for immigrants, including recent immigrant coming from Iraq. (5.4.2)
- o <u>I think my first memories started</u> when I was about three or perhaps four years old. (1.1.1)
- o One day I hit him on the head with a book and he began to cry. (1.1.2)
- On Sunday I went downtown to do some shopping. (1.2.1)
- o Then I went to a restaurant for lunch. (1.2.2)
- o <u>First I called</u> my parents, but they were out. (1.2.3)
- o So finally I phone my boss at home. (1.2.4)
- Once upon a time there was a poor widow who had an only son named Jack. (1.3.1)
- o Then Jack walked along the path leading to the castle. (1.3.3)
- It reproduces on the surfaces of enclosed bodies of <u>water such as</u> ponds or lakes and has the appearance of a fuzzy great and floating on the water.

 (2.1.4)

- o <u>For example there is</u> the marine Aquarium and Dinosaur land, and <u>in the</u> <u>summer you</u> can escape from the crowds and relax in the Jane Austen gardens with beautiful views over the sea. (2.2.1)
- o Rain is advantageous because it brings water for all living things. (3.2.1)
- We all know how good vitamin C can be for us but did not you know that too much of it can cause nausea, diarrhea, and in severe cases, it can from kidney stones? High levels of vitamin B6 can also nerve damage. (5.5.2)
- O But then, <u>after they have a career they</u> know which field that they can do best and which one they cannot. (6.1.1)
- Along with specialization came the process of making the job easier.
 (15.1.2)

The thirty nine sentences that are mentioned above include comma omissions, because they give hints about how to read and interpret the sentence. For the revised sentences, they are supplied by comma. As an example, Without hesitating for a moment I stepped into the water and thought it (Datum 1.3.3) it makes the readers confused to interpret it. In order that the readers are easy to comprehend the meaning, it is supplied by comma. So, the sentence becomes "Without hesitating for a moment, I stepped into the water and thought it.

The same way is also applied for the other data. For the details, it can be seen in the appendix 2 about the summary of data analyses.

3. Misuse semicolons

The mistake of misusing semicolons was not found in this study. It is because the most sentences parts that are used in the reading passages are in the same grammatical structure.

4. Apostrophe Misuse

Apostrophe misuse found in the data is one. It is in datum 1.3.4.

o <u>He was of an excellent bread</u>, he said.

The sentence above is categorized as apostrophe misuse, because the apostrophe that should be used to show possession of sentence is omitted.

Normally, the direct speech uses apostrophe. For the revised sentence above, the apostrophe is supplied in the sentence. So, the sentence becomes "He was of an excellent bread," he said.

4.1.11. Others

Beside the mistakes which are found mentioned in the previous, the others mistake have been found in the data. As in datum 1.3.4 "<u>He was of an excellent</u> <u>bread," he said</u> which is categorized as mistake of addition of the article. It includes wrong attachment of indefinite article to uncountable noun of "excellent bread". So, for the revised, article "an" that attaches "excellent bread" is omitted. The correct sentence is "He was of excellent bread," he said.

The other is occurred in datum 2.2.1 "Yesterday Budi's classmates and I went to visit <u>five tourist object</u> in Yogyakarta and its surrounding e.g. The Sultan Palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple

and Borobudur Temple." which is categorized as mistake of the use of number. It includes substitution of plurals for singular (disagreement of plural marker and words follow it). The underlined words "five tourist object" is disagreement of plural marker. For the revised, the word "object" that followed the previous words which are plurals is added by –s. So, the sentence becomes "Yesterday Budi's classmates and I went to visit <u>five tourist objects</u> in Yogyakarta and its surrounding e.g. The Sultan Palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple and Borobudur Temple."

In addition, it is occurred in datum 5.1.1 "It is our duty as good citizens to help the government carry out these <u>programmers</u> successfully." which is categorized as misuse object pronoun. The object that should be noun is replaced by pronoun, so it results in confusing meaning. For the revised sentence, the object pronoun "programmers" is substituted by noun "programmes". The correct sentence becomes "It is our duty as good citizens to help the government carry out these <u>programmes</u> successfully."

The last occurred in datum 6.1.2 "Being career women are <u>significant</u> <u>disadvantages</u>, too." which is categorized as failure to attach –s/-es and omissions of article. The words "significant disadvantages" that should be singular becomes plural. For the revised, it attaches article "a" before "significant" and omits "s" of the word "disadvantages". So, the correct sentence is "Being career women <u>are a significant disadvantage</u>, too."

After classifying and describing the data, it can be seen that the dominant of grammatical mistakes which was identified in reading passages of PRIMAGAMA English materials is misusing commas and other punctuations. Based on the data analysis, the number of mistakes in misusing commas and other punctuations is 41 mistakes which are divided into three categories, they are: unnecessary comma is one mistake, comma omissions in thirty nine (39) mistakes and apostrophe misuse in one error. Meanwhile, misuse semicolons were not found in the data. Thus, the two research problems have been answered in this section, and to make it clearer, it will be explained in the discussion below.

4.2. Discussion

This discussion derives the data analysis that has been explained in the previous section. Based on the findings, the results of this study show that PRIMAGAMA English materials especially in the reading passages still have many grammatical mistakes. It seems that although PRIMAGAMA is one of believable and well-known course in Indonesia, they still make mistake in arranging the reading passages of English materials.

The types of grammatical mistakes that are found are; sentences fragment, run-on sentences, comma-splices, failing to make subject-verb agreement, the wrong of the verb, the wrong of pronoun, faulty of parallel structure, misusing comma and others punctuations. Meanwhile, confusing adjectives and adverbs and misplacing modifiers and participles are not found in the data. Beside the

eight of mistakes that have been mentioned, there were the others mistake found in the data which does not include in the Yarber & Yarber theory.

The total number of grammatical mistakes that are found in the whole data is 81 mistakes which are divided into different types, they are; *first*, 50% (forty one mistakes) in misusing commas and other punctuations which becomes the dominant mistakes that is found in the data. It consists of three categories; in unnecessary comma is one percent (one mistake), 48% (thirty nine mistakes) in comma omissions and one percent (one mistake) in apostrophe misuse.

Second, it is followed by 12% (ten mistakes) on sentence fragment. The mistake of sentence fragment is divided into four categories, they are; 6% (five mistakes) in prepositional phrase fragments, 2% (two mistakes) in participle phrase fragments, 2% (two mistakes) in noun phrase fragments and one percent (one mistake) in dependent clause fragment.

Third, 12% (ten mistakes) is failing to make the subject and verb agree. It consists of two categories, namely 9% (eight mistakes) in failing to make the subject and verb agree in number and 2% (two mistakes) in failing to make the subject and verb agree in person.

Fourth, 3% (three mistakes) is using the wrong form of pronoun. It consists of two categories, they are: in pronoun agreement there is one percent (one mistake) and there are 2% (two mistakes) in pronoun reference. Fifth, faulty of parallel structure is 3% (three mistakes). Sixth, run-on sentence is 2% (two mistakes). Seventh, comma-splices are 2% (two mistakes). Eight, using the wrong of the verb is 2% (two mistakes) which are found in shift in tenses. And the last is

4% (four mistakes) which include one percent (one mistake) of addition of the article, one percent (one mistake) of the use of number, one percent (one mistake) of misuse object pronoun and one percent (one mistake) of failure to attach —s/-es and omissions of article.

Thus, from the discussion of two research problems above, this study concludes that the problems in grammar are still faced by many people. So, it comes to the conclusion that "No body is perfect in the world". Therefore, mastering English grammar early is very important to avoid making mistakes.



CHAPTER V CONCLUSION AND SUGGESTIONS

After presenting the findings and the discussion in the preceding chapter, this study will conclude and provide some suggestions.

5.1. Conclusion

After identifying and describing the data, this study reveals that there are many kinds of grammatical mistakes found in the reading passages of PRIMAGAMA English materials.

Those mistakes are sentence fragment, run-on sentences, comma-splices, failing to make the subject and verb agreement, the wrong form of the verb, the wrong of pronoun, faulty of parallel structure, misusing commas and other punctuations and the last is other errors which are not proposed by the theory of Yarber & Yarber (2007), such as: mistake of addition of the article, mistake of the use of number, mistakeof misuse object pronoun and failure to attach –s/-es and omissions of article. Meanwhile, confusing adjectives and adverbs and misplacing modifiers and participles are not found in the data because they have followed the rules.

Based on the findings and the discussions of chapter II, this study finds that the dominant of grammatical mistakes occurred in misusing commas and other punctuations which 48% mistakes are found in comma omissions. Thus, from the explanation above, it can be concluded that the problems in grammar is still faced by many people.

5.2. Suggestions

As we know, the grammatical structure is complicated thing to be learned. Although many people have mastered it, sometimes they still make mistakes in constructing sentence. Therefore, based on the significance of the study, this study aims to give beneficial contribution for the students, readers, teacher, authors, and other researcher. Here some suggestions for them.

Considering mistakes in misusing commas and other punctuations are mostly found in this study, hopefully for the students and the readers are able to increase their understanding about the use of grammar correctly and punctuality, so they can recognize the grammatical mistakes especially misusing commas and other punctuations in their reading. For the teachers, it is also suggested to pay more attention about the use of grammar especially the use of commas and other punctuations and can provide the sufficient explanation to the students about it.

For the authors of PRIMAGAMA English materials, hopefully it can give a feedback and to pay more attention about the use of grammar especially misusing commas and other punctuations in their reading in order to there is no misunderstanding by some readers in comprehending the sentences in reading passages of English materials. It is because using punctuation marks is important in writing in which its purpose is to make the meaning intelligible to the reader.

The last, the suggestion is delivered for the other researcher who interest to analyze the same field. This study hopefully can be reference or comparison that might be relevance to the next researcher in doing further research about grammatical mistakes.

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APPENDIX 1

Data 1

Junior High School Grade IX

First Material

Text I

The sun is centre of the solar system. The sun is nearer to us than any other star, only 156 million km away. Without it, the world could be dark, cold, lifeless world. You should never look at the sun directly as its intense brightness could damage your eyes.

The sun is not solid, but a very dense mass of gass. The outer surface of the sun which can be seen is called the photosphere. It's a sea of boiling gas. It sends out the light and heat we see and feel on earth. The part above the photosphere is the chromosphere. It is thin, but it looks like a flaming forest. This is so because burst of heat-light energy called spicules flame through it.

Above the chromosphere is the corona, which looks like a halo. The hottest part of the sun is its center or core, where the nuclear reactions take place. Energy moves from the core, through the many layers, such as the chromosphere and photosphere, to reach the surface and out into space.

■ Text 2

Indonesia, with total area of about 37 million h.a.of wetlands, has the largest remaining area of natural wetlands in Asia. Yet, wetlands area under tremendous development pressure. Up to 50% of the total area of wetlands in Indonesia are degraded or converted to other land uses. The loss of wetlands causes a drastic decrease in fisheries resources and biodiversity. Loss of wetlands also leads to prolonged dry seasons and an increase in both frequency and harshness of flooding. This flooding in turn has caused erosion in coastal areas and along riverbanks. These environmental changes also have a negative impact on the livelihood of local people.

Because of the importance of wetlands, maintaining their natural hydrological and ecological processes is essential not only for the diversity of flora and fauna they support, but also for their benefits to people.

■ Text 3

One Sunday morning my uncle and I went out for a stroll outside the town. We followed a lovely country – road leading to an extensive wood in the neighbourhood. On reaching the skirt of the wood we left the high – road and turned into a by path, leading to a pond as my uncle told me. Suddenly we heard the yelp of a dog. We hurried to the pond and found a puppy half way in the pond, struggling to reach the shore.

However, his attempts were in vain. A sting had been tied round his neck, to the other of wick a big stone had fastened. Without hesitating for a moment I stepped into the water and thought it reached to my waist, I succeeded in saving the poor creature. I cut the string and plunged the stone into pond. I was through and therefore we hurried home, with new-found treasure in my arms. When I had put on dry clothes, I looked a little more closely at my half-drowned friend.

He looked miserable, but my uncle assured me that he would grow into a nice dog. He was of an excellent breed, he said.

I took my dog home with me. It appeared afterwards that my uncle had been right. The ugly little thing grew into a beautiful dog. Now, he is about two years old. I think and you have never seen a more beautiful day than others.

■ Text /

Our country has different kinds of flowers. It is the biggest flower in the world. One of them I called *Raflesia arnold*. The flower is nearly one metre in diameter and 1.40 metres height.

This flower comes from the name of British Government General, Sir Thomas Stamford Raffles, who built the Botanical garden in Bogor. Although it is called Rafflesia, the man who discovered the plant was Beccary, an Italian botanist.

Rafflesia consists of two parts, the stick, like part which grows in the middle and the petals around and below it.

The rafflesia plant begins to flower in its tenth year. It blooms three or four times a year. Before it begins to flower the leaves and stem become dry and look dead, but the main root in the ground still alive.

While the flower is blossoming, it has a very unpleasant smell which attracts insects especially greenflies. They seem eager to explore the flower. But if the flies touch the bottom part of the stick like centre, they die.

■ Text 5

4, Blig street PO.BOX 555 Sydney 2000 Junes, 1996

Dear Wirtomo,

Thank you for you second letter. It is interesting to read about the farming tools used by farmers in our village.

Unlike the farmers in our village, most farmers in my country use machines to help the work. The machines are very useful since most farms are very big. They use tractors to plow the land. Another machine is a seed drill; it makes holes in the ground, then it drops seed into them. It may even drop a small amount of fertilizer with each seed. They also use planes to spray chemical onto the rice fields. When harvest time comes they also use a machine called a 'combine' to cut the rice. It also separates the rice kernels from stalks. You know that a 'combine' can harvest more grain than 200 people working by hand.

Well, that's all for this time. I am looking forward to receiving another letter from you.

Sincerely yours,

Jim Tognolini

Second Material

■ Text 1

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very smart. This parrot would say any word except one. He would not say the name where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first man was very nice, but he then get angry, "You stupid bird! Why can't you say the word? Say Catano, or I'll kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano or I'll kill you!" but the bird wouldn't talk.

One day after for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. You are more stupid than the chicken". Soon I will eat them and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw the three dead chickens on the floor. The parrot was screaming at the fourth chickens, "Say Catano or I'll kill you!"

Text 2

Mr/Mrs. Smith 10/4 Epping Road North Ryde 2113 NSW Australia Dear Mom and Dad,

I am writing to share my enjoyable experience with you. I hope this letter will find you all well.

Yesterday Budi's classmates and I went to visit five tourist object in Yogyakarta and it surrounding e.g. the Sultan palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple, and Borobudur Temple. We hired a mini bus Budi my closest friend in Yogya, acted as a tour guide. We departed very early in the morning and were back home at 6.15 p.m. So we spent the whole day.

All of the five objects are interesting but Borobudur and Prambanan Temples are more interesting than the other. Borobudur is a Buddhist temple, while Prambanan is a hindu one. A friend of mine said that these two temples were really wonderful. After I saw them by myself, they are even more wonderful than what I have imagined. Of these two objects, Borobudur is the most wonderful object I have ever seen. It is much bigger than Prambanan; it is one of the biggest amazed by this huge building. I am sure you will admire it, too. Make sure you take your camera with you when you visit it next year.

Well, I will write to you again next week to tell you more about the temple mentioned above.

Said that two temples were really.

Love

Jane

Text 3

The first Olympic Games were held at Olimpia in 776 BC. The first Olimpic Games were also called ancient Olympic Games. There was, however, only one sport event, a running race. The competitors of the game were only men, while women were not allowed to join. Later on more events were held, for example, long jump, javelin throw, boxing, etc. The winners of the festival just received a crown of leaves, but it was a great honor.

The Olympic Games were stopped, but in 1896 a Frenchman, Baron Pierre Coubertin, revived them. They were held in Athen, Greece. The games became the first modern Olympic Games. There were thirteen countries joining these games and nine sports were on the agenda.

The purpose of joining these festivals was not to be the winner but to take part. Now the winners of the competition do not get crowns of leaves but they get medals instead. The first-place winners get gold medals, the second-place winners, silver medals, and the third-place winners, bronze medals.

In 1954 the Olympic Games were held in Tokyo, and in 1988 they were held in Seoul, the capital of South Korea.

o Third Material

Text 1

There are some railways on Java Island. The great railway was built to link the DKI province, West Java, Central Java, the DIY and East Java. Today there are Mutiara, the Senja Utama, the Parahyangan, the Pajajaran, the mataram train, and the Argo Bromo train. We can go in the compartment of business class or executive class. Railways have faced competition from other means of transportation.

People can go from one place to another by bus, private car, taxi, truck, van, "angkutan kota" and "angkutan pedesaan". Most of the roads are good enough for the buses and cars to pass. But some roads are very bad. The buses and the cars bump along the rough road. The roads are bumpy. The road range from small gravel side roads to great concrete superhighways. Great concrete superhighways are found in Jakarta, west Java and in Surabaya. The Jagorawi toll concrete road connects Jakarta, Bogor and Ciawi. Every day thousands of *vehicles* travel this scenic highways. People in rural areas and in isolated areas need bicycles, "angkutan pedesaan", "ojek" and "becak". They are still vital to the development of natural resources or agricultural products in isolated areas. Even in Kalimantan, people can go from one place to another by boats along the Mahakam and the kapuas rivers. From Surabaya to Madura, and from Banyuwangi to Bali island people can go by ferry.

Indonesia's three main airlines are Garuda Indonesia Airways, Sempati Air and Merpati Airlines. Helicopters are used for observing the traffic jams along the roads in the north, coastal areas in West java and Central.

Text 2

KAMPUNG NAGA A Village of Taboo

Kampung Naga is a part of the village of Neglasari. It is in the Salawu district, regency of Tasikmalaya, west Java. The peaceful and green village is only 500 metres from the main road between Garut and Tasikmalaya.

To reach the place, people need to go down a stairway of 350 steps. It leads from the side of the highway to a place on the Ciwulan river. The village is located on a hillside by the river.

The population of the village keeps on dwindling. This means that the number of people is gradually getting smaller and smaller. Many younger people have gone to find jobs at the other places like Tasikmalaya, Bandung, Bogor, and Jakarta.

The "Kuncen" or village elder, Darodji, said there were 347 people in 1979. Ten years later there were 329 and in 1991 there were only 319 people which consisted of about 100 families.

Most of the Kampung Naga villages are either farmers or farm laborers. They live very simply. They do not demand much. For example, the rich man in the village lives in a house which is not different from any other in the village. There is no television set, no bed with mattress, no sofa, not even a cupboard. They do not paint their house either.

The people of Kampung Naga believe that they are descendents of Eyang (Grandfather) Singaparna. He is believed to be the person who founded the village. There are a number of taboos in the Kampung Naga Society. These are known as the *tilu basa*, or the three taboos, which are *pamali*, *teu hade* and *cadu*.

Pamali is the 'small' taboos. For example: sleeping in a door, or mentioning the name of Eyang Singaparna. *Teu hade* is more serious taboo is *cadu*, for example damaging the *bumi ageung* which is the community hall or defining the grave of Eyang Singaparna.

Fourth Material

■ Text 1

Aloy's mother died one year ago. She died because of the traffic accident when she was going to her office. She left Aloy's father, Oliver and Aloy himself. One day, Mr. Oliver asked Aloy that he wanted to get married again. Aloy agreed. He was very happy because he would have a new mother. Mr.oliver invited Aloy to come to Mrs. Spear's house. Aloy was very glad to know his mother to be Mrs. Spears. She has acute son, Donn. He is three years younger than Aloy. He is eight years old. He is studying in the Elementary School. Now they are waiting for the happy day the marriage of Mr. Oliver and Mrs. Spears.

■ Text 2

Sarah had an examination last week. She did it very well. She was not nervous. She always believed her own capability. She didn't ask her friends when she did the test. She did it from the easiest to the most difficult. So she could device the time properly. She also prepared her writing equipments well. She didn't have a problem with them. She was satisfied with her result. She got the highest.

■ Text 3

It is estimated that fifty million Americans are overweight. The excess weight decreases life expectancy. If a young man from fifteen to eighteen years of ages is 10 percent overweight, her life expectancy is reduced about 7 percent. People in the same age group who are 30 percent overweight have their expectancy reduced from 22 to 42 percent. Physicians indicate that the average weight of people in their early twenties is now accepted is the desirable weight throughout life. If their weight drops below this average as they become

older, they are more likely to avoid degenerative conditions are high blood pressure, diabetes, hardening of the arteries, strokes, and inflammation of the kidneys.

Recent studies support the concept that an overweight child usually becomes an overweight adult. In a twenty years study of adults, makes and females who were overweight as children usually remained overweight as adults.

A person is considered to be overweight if he or she is 10 percent above the ideal weight. If the person is 20 percent or more above the ideal weight, he or she is considered obese.

Fifth Material

Text 1

Indonesia has some of the richest in the world. The total area of forested land is approximately 120 million hectares.

These forests have existed for millions of years and they have much to offer us. They are important for their products, such as timber, rattan, resin, etc. They are also important for keeping the soil fertile. The leaves of the forest trees fall to the ground and become humus. The humus is fertilizer for the soil. The forests are also important for preventing soil erosion and floods. The roots of the trees prevent the soil from being washed away by the train.

Some years ago the forests in Indonesia looked from the air were like an unbroken carpet of green. Today there are a lot of bare patches where trees have been cut down for timber. Forests are cleared for farms, mines and settlements. In some areas the destruction is continuing at a very rapid rate. If we do not stop this, our forests will be gone by the end of this century.

Our government realizes this and has taken some steps to prevent the destruction. Some regulations have been issued to protect the forests. In addition, the projects are as important as other big development projects. It is our duty as good citizens to help the government carry out these programmers successfully.

Text 2

Australians certainly worship sport and leisure. One special horse race, which occurs on the first Tuesday every November, stops the entire nation. Even if they are not actually at Flemington Racecource people will be found glued to their television screens or events or listening to the race on their radios. Other people will attend the thousands of parties, local race meetings or events that are part of the carnival atmosphere and excitement of Melbourne Cup Day. Australians all over the country, of every age and from every part of society, take an interest in the horses running in the Melbourne Cup. Melbourne Cup is also the 'carnival' centerpiece of the four race-days of Cup Week. By 9 a.m. on Cup Day many breakfast parties are already underway in the on-course car parks and public enclosures at Flemington. For many Melbournians, Melbourne Cup Day is truly event of the year. The Melbourne Cup is one of the world's most challenging horse race, and one of the richest. The race is run over 3200 metres and is a handicapped race. This means, theoretically, that the better the horse is, then the more weight it has to carry.

Text 3 Mr./Mrs. Bambang Jl. Diponegoro 89 Yogyakarta Indonesia

We are now book in Bairnsdale and back at work at Paynesville Primary school. It is good to be at home but we just loved our brief visit to Indonesia. We want to tell you why. It was the first time we had ever been to Indonesia. We have been to other countries before but Indonesia is now on the top of our list and we plan to be back there by the end of 2007. We were absolutely blown away by the rice paddies. We just loved to see the green rice paddies so carefully scooped out of the very steep hills. And to see the people working away, often well above their knees in deep mad and totally amazed by the traffic. People seem to drive quite differently from here. For example, in Australia we would wait to enter traffic but in

Bali if we waited we would never more. Oh yeah, we certainly don't have nearly as many motorbikes. The number of motorbikes was over the top really thousands and thousands of them. At pedestrian crossing in Australia there are always flashing lights and the car drivers know that as soon as the person steps out on the crossing cars must stop and allow the pedestrians to cross first. Many Indonesia people were able to speak to us in English and that made us feel embarrassed cause we couldn't talk to them in Bahasa Indonesia. When we return we will be more prepared on that issue. So see you all soon and selamat everything!

Paulin and David

Text 4

Dadi, a lecturer in the Department of Comparative Religion at the State University Syarif Hidayatullah in Jakarta, was very interested in the Muslim Exchange Program. Dadi confesses that he was somewhat ignorant about Islam in Australia before he left Indonesia. Did it exist or not? While on exchange he was surprised to learn that there are over 600,000 Muslims in Australia. There are Islamic Centres in Melbourne, Canberra and Sydney for instance. And it wasn't just in big cities such as Sydney or Melbourne that Dadi encountered Muslim communities. Muslims also live in country rural areas. Shepparton a large country town in central Victoria, has become a new area for immigrants, including recent immigrants coming from Iraq. Some residents are of Albanian descent and have actually been a part of the community in Shepparton for nearly sixty years. Those people told Dadi that Australia provides a wonderful opportunity for them to have a better life. Shepparton is a famous fruit growing district and many of them are heavily involved in this primary industry.

Data 2

Senior High School Grade XII

First Material

Text 1

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big. Old house we lived in. it was suburb of London. I can also remember starting school when I was five. There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him in to the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But Thomas never pulled my hair again.

■ Text 2

On Sunday I went downtown to do some shopping. Then I went to restaurant for lunch and asked for the check. But I found I didn't have enough money. How embarrassing! So what do I do? First I called my parents, but they were out. After that I tired my roommate, but he was out too. So finally I phoned my boss at home. He was very nice and brought me some money.

■ Text 3

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shinning into a part of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past. Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess's mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Second Material

Text 1

Algae is a primitive form of life, a single-celled or simple multiple-celled organism that is able to conduct the process of photosynthesis. It is generally found in water but can also be found elsewhere, growing on such surfaces as rocks or trees. The various types of algae are classified according to pigment.

Blue-green algae, or *Cyanophyta*, can grow at very high temperatures and under high-intensity light. This is a microscopic type of algae, and some species consists of only one cell. Blue-green algae is the oldest form of life with photosynthetic capabilities, and fossilized remains of this type of algae more than 3,4 billion years old have been found in parts of Africa.

Green algae, or *Chlorophyta*, is generally found in fresh water. It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy great and floating on the water. In large quantities, this type of algae may reproduce enough to give a green color to an entire lake.

Brown algae, or Phaeophyta, grows in shallow, temperature water. This type of algae is the largest in size and is most recognizable as a type of seaweed; kelp is a type of brown algae that has grown to lengths of up to 200 feet. Its long stalks can be enmeshed on the ocean floor; or it can float freely on the ocean's surface.

Red algae, or Rhodopyta is a small, delicate organism found ill the deep waters of the subtropics, where it often grows with coral. This type of algae has an essential role in the formation of coral reefs: it secretes lime from the seawater to foster the formation of limestone deposits.

■ Text 2

Lyme Regis is a beautiful old seaside town, with a lively little harbour, beaches, and lovely walks, either by the sea or in the country nearby. For example there is the Marine Aquarium and Dinosaur land, and in summer you can escape from crowds and relax in the Jane Austen Gardens with beautiful views over the sea. There many interesting old street with cafes and restaurants. The best restaurants is the Pilot Boat down by the beach, which has very good food and excellent wine.

Third Material

■ Text 1

Speech Production

The gross components of the speech system are the lungs, trachea (windpipe), larynx (organ of speech production), pharyngeal cavity (throat0, oral or buccal cavity (mouth), and nasal cavity (nose).

In technical discussions, the pharyngeal and oral cavities are usually grouped into one unit referred to as the vocal tract, and the nasal cavity is often called the nasal tract. Accordingly, the vocal tract begins at the output of the larynx (vocal cords or glottis) and terminates at the input to the lips. The nasal tract begins at the velum and ends at the nostrils. When the velum (a trapdoor-like mechanism at the back of the oral cavity) is lowered, the nasal tract is acoustically coupled to the vocal tract to produce the nasal sounds of speech.

Meanwhile, air enters the lungs via the normal breathing mechanism. As air is expelled from the lungs through the trachea, the tensed vocal cords within the larynx are caused to

vibrate by the air flow. The airflow is chopped into quasi-periodic pulses, which later are modulated in frequency in passing through the throat, the oral cavity, and possibly the nasal cavity. Decoding on the positions of various articulators (i.e., jaw, tongue, velum, lips, and mouth), different sounds are produced.

In the physiological mechanism for creating speech, the 11.msg and the associated muscles act as the source of the air for exciting the vocal mechanism. The muscle force pushes air out of the lings and through the trachea.

When the vocal cords are tensed, the airflow causes them to vibrate, producing socalled voiced speech sounds. When the vocal cords are relaxed, in order to produce a sound, the airflow either must pass through a constriction in the vocal tract and thereby become turbulent, producing so-called unvoiced sounds, or it can build up pressure behind a point of the total closure within the vocal tract, and when the closure is opened, the pressure is suddenly and abruptly release, causing a brief transient sound.

■ Text 2

Rain is advantageous because it brings water for all living things. But rain can be disastrous, too, because too much rain will cause floods which can wash away people, houses and other valuable properties.

The following is how rain is formed.

The air is filled with tiny particles known as 'vapour'. Vapour is actually the gaseous form of water. Vapour is a part of air. The air around us is constantly moving because the air near the surface of the earth is hotter and lighter. This is why this air rises. The air higher up in the sky is cold and heavy, so it sinks. The rising of hot air and sinking of cold water cause the air to move. When the hot air rises to a certain level, the vapour presents in it, cools and changes to water. This is known as 'condensation'. When the water particles are too heavy for the air to carry. The air is said to be "oversaturated". The water particles then fall as rain.

Fourth Material

Text 1

The 'battle of the sexes' started with Adam and Eve, and it will probably continue forever. The opinion that men are superior to women has long been accepted in many cultures, but the feminist movement is trying to change this view. Feminists claim that boys and girls are exactly equal at births but become unequal because of the way they are treated by society. However, recent research contradicts the view that males and females are by nature alike.

Without a doubt, societal influences both inside and outside the family cause many differences to develop. Inside the family, boys learn to be men by watching and copying their fathers, and girls learn to be women by watching and copying their mothers. Outside the family boys who play with dolls after a certain age receive disapproval, as do girls who continuo to play with Ninja Turtles (although the pressure may not be quite as strong on girls).

However, not all differences are caused by social influences. Some are due to differences in the physiology of the brain. For example, more men than women are left side of the body. Right-brain people generally have better reasoning abilities, whereas left-brain people generally have better language skills.

In fact, girls are better at language than boys. For both men and women, the language centre is on the left side of the brain. However, girls not only begin speaking earlier than boys, but they also speak more clearly and develop larger vocabularies. In contrast, more boys than girls stutter and have trouble learning to read. Boy's difficult with language may be result of the right-brain dominance.

While it is clear that some differences with language are rooted in the physiology of the brain, it is equally clear other differences are not. For example' boys and girls are equal in math ability until about seventh grade. Then girls start to fall behind, perhaps because math teachers encourage boys more. Furthermore, there are many exceptions to theses general patterns. Just as some women are good at abstract algebra, some men become skilled poets and public speakers.

Although continuing research will yield further information about gender difference, it will never resolve the battle between sexes.

■ Text 2

The idea that coffee is bad for your heart pops up periodically. Over the last 20 years several studies – mainly – found that regularly drinking very strong coffee could sharply increase cholesterol levels. Researchers even isolated fatlike chemicals, cafestol and kahweol, responsible for the rise. It turned out that the European brewing method – boiling water sits on the coffee grounds for several minutes before straining – produces high concentrations of cafestol and kahweol. By contrast, filter and percolation methods remove all but a trace of these chemicals. Moreover, the studies involved a large amounths of coffee – five to six cups a day. Average coffee drinkers consume only two cups.

Text 3

Two common types of body decoration in tribal societies are tattooing and scarification. A tattoo is a design or mark made by putting a kind of dye (usually dark blue) into a cut in the skin. In scarification, dirt or ashes are put into the cuts instead of dye. In both of these cases, the result is a design that is unique to the person's tribe. Three lines on each side of a man's face identify him as a member of the Yoruba tribe in Nigeria. A complex geometris design on a woman's back identifies her as Nuba – and also makes her more beautiful in the eyes of her people.

Text 4

Scientists have discovered the bones of what may be the largest meat-eating dinosaur ever to walk the earth. The discovery was made by a team of researchers from Argentina and North America in Pentagonia, a desert on the eastern slopes of the Andes in South America. Besides the interesting fact that the dinosaur was huge and horrifying, it is even more biggest meat-eaters lived as loners and instead indicates that they may have lived and hunted in packs. The Tyrannosaurus Rex lived in North America and was believed to hunt and live alone.

The newly discovered meat-eater appears to be related to the Gianotosaurus family, being as closely related to it as a fox would be to a dog. It is actually not of the same family at all as the Tyrannosaurus Rex, being as different from it as a cat is from a dog.

The fossilized remains indicate that the animals lived about 100 million years ago. With needle-shaped noses and razor sharp teeth, they were larger than the Tyrannosaurus Rex, although their legs were slightly shorter, and their jaws were designed to be better able to cut the body of their prey into pieces quickly and precisely.

■ Text 5

Nutrition messages can be very confusing. One minute you're advised to eat plenty of fruit and vegetables to get your essential vitamins and minerals and next, you're told than too many vitamins might actually be harmful. But wait! If you take vitamins supplements, you should be aware that very high intakes of some vitamins could be potentially harmful. If you eat a healthy, balanced diet, then there is no need for you to take supplements. Here are some of the effects that excessive intakes of some vitamins can have: too much vitamin A can cause nausea headaches. Blurred vision, an orange skin colour and possibly even liver damage. Over-consumption of vitamin D can lead to loss of appetite; weakness and excessive thirst and the other fat-soluble vitamin E and K can interfere with some blood clotting medications. We all know how good vitamin C can be for us but did you know that too much of it can cause nausea, diarrhea, and in severe cases, it can from kidney stones? High levels of vitamin B6 can also nerve damage.

Text 6

Time is a very important commodity when you are a university students; there simply never seems to be enough of it to go around. You will need to attend classes, study, complete homework assignments, work on research, eat, sleep, perhaps hold down a part-time job, and maybe actually find time to relax for a moment or two. If you manage your time wisely, you will fine that there is enough time to do all these things. One valuable tool in time management is to monitor how you spend a week monitoring your time; you can evaluate what you have done with your time and learn to make the best use of it. During the week of personal time monitoring, you should divide each twenty four hour day into fifteen minute

blocks, so each day has ninety-six block of time. Then, write down how you spend each fifteen-minute periode. At the end of a week, you will see just how much time you have spent productively and how much time you have not.

■ Text 7

(1).....

(2) It often must be distinguished from lack of communication, for the rapid spread of rumour may very well be due to effective communication. (3) The term rumour refers not to a method of its communication, but to its content. (4) Under crowd conditions, it becomes difficult to check the source and accuracy of the information one receives, and thus to evaluate it, and so rumours are acted on as if they were true information. (5) Rumour often arises because of a lack of information. (6) People want to know what is happening, and so the rumour fills that need. (7) Many TV programmes provide gossips especially those about celebrities. (8) Rumour may also be created as a rationalization or justification for emotional excesses and collective behaviour.

■ Text 8

The term 'primitive art' has been used in a variety of ways to describe works and styles of art. One way that this term has been used is to describe the early period within the development of a certain style of art. Another way is to describe artists who have received little professional training and who demonstrate a non-traditional naivete in their work. A wonderful example of this second type of primitive artist is Grandma Moses, who spent all her life living on a farm and working at tasks normally associated with farm life. She did not begin painting until she reached the age of seventy-six, when she switched to painting from embroidery too difficult. Totally without formal education art, she began creating panoramic images of everyday life on the farm that have achieved international fame.

Text 9

In the process of trying to discover the various causes of such accidents, an investigator considers factors related to the time of day. He collects information on the number of accidents occurring during the various working hours of the day, and by using statistical methods he is able to show that the accident rate increase during the morning and also during the afternoon. Further statistical studies than reveal some of the major contributing factors involved in these accidents.

■ Text 10

Traditional nineteenth-century education is usually associated with the image of astern teacher standing in front of a blackboard in a one-room schoolhouse, teaching only the three R's of reading, writing, arithmetic, and demanding rote (mechanical repetition) learning in an atmosphere of silence and restraint. Accurate or not, that image conflicts sharply with the modern reality. Today, the typical public school offers students a diversity of subject areas, a plethora of educational materials, and a variety of activities from creative dramatics to journalism. The modern school complex contains an array of educational facilities. Within the classroom setting, students are encouraged to speak up and engage in guided discussion. In fact, articulate speech and debate are desirable skills. Children are encouraged to interrelate on class projects that are independent of the teacher.

Sixth Material

■ Text 1

Career Women

In modern world, women have the benefit from wider chance of getting a career outside their household sphere. Many women, however, have some difficulties deciding whether they will pursue a career or not. Some of them stay at their offices, while at the same time they act as a housewives. But, the others choose to concentrate their attention to their household only.

Being career women offers the advantage of a wider chance of self-actualization. They can widen their knowledge and develop their capacity. For example, many women do not

know exactly what is their talent before they start a career. But then, after they have career they know which field they can do best and which one they cannot. This will help them to refocus their life goal.

Another big advantage is that they can help supporting their household's finance so that men do not become the single fighter in financing their families. For example, if a wife works, she can help her husband financing their children's educational budget, so that their children can have the best education.

Being career women, significant disadvantages, too. They have more burdens in their life, as they have to manage their job as well as their household. For example, a female teacher has to prepare teaching material for tomorrow class while at the same time she has to think about how to handle her naughty son.

In addition, being career women can be risky for their household. For example, many women have to spend their time more in their career as it grows more challenging, so they have only limited time left for their family, resulting in their lack of care and attention for their husband and children. The extreme impact of this situation is the broken home.

In the end, the decision that each women makes will depend on their own personal values, as well as their readiness for taking on the considerable consequences of each choice.

o Seventh Material

■ Text 1

THE SMARTEST ANIMAL

Once there was man went a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working, the tiger was surprised to see a big animal listening to a small animal. He wanted to know more about buffalo and the man.

After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?" the buffalo answered, "Oh the man is very intelligent".

The tiger asked "Can you tell me how intelligent he is?" No, I can't tell you," said the buffalo, "but you can ask him." So the next day the tiger said to the man, "Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. "Yes", said the man, "But I'm afraid you will kill my buffalo when I am gone. Can I tie you to a tree?" after the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even if you haven't seen it."

Eight Material

Text 1

When we buy a mobile phone, we have to think about the advantages as well as the disadvantages. Doing so, we will be able to make a wise decision.

If we decide to buy a mobile phone, we can start asking ourselves the usefulness of the equipment. We may ask, "Do we want it for our prestige or its usefulness?

After we decide to use a mobile phone, we should make a choice on the type of mobile phone. With the various choices the market, we should decide the one that meet our needs. We must know what we need.

As the consequence of its high operational costs, we have to pay more for a mobile phone compared to a fixed telephone. That is why we have to think carefully before we decide to use it. Therefore, we only use the mobile phone for important talks. It will not be wise if we use it for a chat with a friend.

With all the consequences of the mobile phone, we indeed should give serious considerations before using it.

They are:

- 1. Ask your self, "Do I really need it at the moment?"
- 2. Buy the mobile phone that suits your budget.
- 3. Prioritize the function of the mobile phone for you, rather than its features that may interest you.

4. Use the mobile phone for important talk.

Ninth Material

Text 1

Stress is an experience that puts pressure or a requirement on us. That pressure means we have to adjust to our new situation or environment. Stress can last for a short period, as when a driver has to act to avoid having an accident, or, it can last longer, as when a woman is told she has a medical problem and thus must change her diet or daily routine in order to become well again. We all experience stress in different ways. Some people experience stress as just a nervous or busy feeling. Other people experience stress so strongly that may cause them to seek professional help at hospital. Still other people may die from experiencing so much stress that it leads to heart disease or other serious health-related problems. Sometimes these health-related problems are physical, and other times they are psychological. Some people have a personality type that causes them to experience stress more than others. These people are often impatient, competitive, and aggressive and are always short on time____

■ Text 2

- (1).....
- (2) Hackers tend to have a more through knowledge of systems and a more highly developed skills set, whereas virus writers generally take a shallower approach to what they are doing. (3) While both hackers and virus writers are initially attracted by the technical challenge, hacking is more about power and control. (\$) When they are hacking and they got into a system, they remain involved with that system they take it over and dominant. (5) On the other hand, once a virus writer releases a program into the wild, the virus goes off and keeps on making copies of if self independently of the author. (6) It is not as intimate or connected a relationship as writer relinquishes control and becomes disassociated from the actual activity he or she has set in motion. (7) Social pressure is changing the impressions people have of hackers and virus writers.

■ Text 3

The health benefits of aerobic exercise are not as obvious as the health, risk of cigarette smoking, nevertheless, people who lead inactive lives, without much exercise, have been found to be at greater risk for heart disease and other illnesses. Research at Harvard and Stanford recently reported the results or a major study of 17,000 middle-age and older men who were first studied as college student, between 1926 and 1950 and then followed up periodically for many decades. The researchers found that those men who exercised regularly, even at moderate levels, lived longer than those who did not. Even after collecting for such factors as family history, the death rate due to hearth disease of at least active group was almost twice as high as that for the most active group. Another recent study found that both men and women who kept physically fit were much less like, to develop high blood pressure which may lead to heard disease than those who did not keep it.

......

Text 4

.....

At that time, zoos were places where people could go to see animals from many parts of the world. The animals lived in cages that were made of concrete with iron bars, cages that were easy to keep clean. Unfortunately for the animals, the cages were small and impossible to hide in. the zoo environment was anything but natural. Although the zoo keepers took good care of the animals and fed them well, many of the animals do not thrive, they behaved in strange ways, and many of them became ill. While in modern zoos, people can see animals in more natural habitats. The animals are given more freedom in larger areas so that they can live more as they would in nature. Even the appearance of zoos has changed. Trees and grass grow in the cages, and streams of water flow through the areas that animals live in. there are a few bars; instead, there is often only a deep ditch, filled with water, which is called moat. The moat surround all area where several species of animals live together as they would naturally.

Text 5

A lot of research has been carried out in recent years into sleep. We known a great deal about the (9)__, of sleep and we are beginning to know about the biochemical changes (10)__. However, we are still a long way from finding out answers to such questions as how much sleep a person needs. (11)__ the physiological bases of sleep remain very much a matter of hypotheses, we do nevertheless have (12)__ evidence on how much sleep people do in fact obtain. We still need to know more about the kinds of 13__ that sleep derivation causes. In spite of the considerable effort devoted to 14__ way we sleep, there is disagreement in this area. The fact that sleep derivation causes numerous harmful effect 15__ that the body requires sleep to restore itself. However, more research is needed to determine whether this is so or whether this is so or whether sleep is the result of 67 to the environment. There is also the possibility that these two alternatives may not be incompatible.

Tenth Material

Text 1

Emigration And Immigration

An immigrant is some one who chooses to enter a new region to live and work. An emigrant is someone who leaves his home to live and work elsewhere. But a migrant is someone who migrates or continually travels from one place to another. And refuges are people who flee their countries for their safety.

Lots of people leave their homes for an unknown future in a new land. In modern times the main reasons have been economic. Often people have fled poverty, even terrible famines. These people saw little future in their own lands. They often heard stories of a better life from people who had emigrated earlier.

Improvements in transportation have made immigration easier in modern times. The building of railroad in the 1800's made travel over land easier. After 1850 the steamship made crossing oceans faster, easier, and more comfortable. Later than aeroplane made it possible for people to travel from one continent to another in a matter of hours. Changes communications have also encouraged immigration. Today television and radio bring news of far-off countries into home everywhere.

But while travel has become easier, immigrants have still faced problems in their new lands. They have often had little money or income and few friends in their new countries. Many have been unfamiliar with the costumes and the language. Sometimes the newcomers have been despised for being different and have been unable to get good jobs and housing.

For these reasons, immigrants have been settled in areas where the people from their old country already live. There they can hear their own language while learning a new one. Clubs may provide aid in getting job and housing or in learning the new language and custom.

Immigrants have contributed many things to the countries where they settled. Their skills and labour have helped build cities mine minerals from the land, and run factories. Immigrants have also brought diversity and richness to the cultural life of the new lands.

Eleventh Material

■ Text 1

Wildlife Conservation

The word conservation comes from a Latin word meani9ng "to keep" or "to guard". It once meant careful preservation and protection chiefly of forests and wildlife. Now we know that we must apply conservation to everything in our environment.

The practice of conservation is really a way of life that avoids waste of natural resources and finds ways to share the limited supplies. It means that we must not pollute the environment or must clean up areas that are already polluted.

The earth has more than 1.500.000 kinds or species, of plant and animal. Part of the wildlife kingdom has already been lost and a great number of species are gone, cannot be recreated, and we may never know what value it might have had in the web of life.

Uncontrolled killing for profit or sport, was once the chief cause of extinction. Today, laws regulate hunting and fishing in many countries. But other dangers to wildlife still exist.

As the pollution grows, more forest are cleared, and wildlife habitat are lost. New dams may threaten the existence of certain kind of fishes. A highway may cut some animals off from source of food.

Conservating other natural resources help to protect wildlife. If we use less paper, fewer trees will be cut down. If we use less electricity, fwer dams will be built. We can help to conserve wildlife directly too by obeying hunting and fishing law, planting bushes and shrubs to provide food and shelter for wildlife.

Conservation is not a new concern of society. It has been an important part of civilization for many countries. In North America, the first conservationist were the Indians. They killed only the animals that they needed, and they wasted nothing.

o Twelfth Material

■ Text 1

Environment (Air, water/sea, land)

The earth is our environment. The environment includes everything in our surroundings and all the conditions that affect our lives. In the short time human beings have been on earth, we have learned to change the environment to provide for our needs and luxuries. We have grown plants and domesticated animals; we have cleared forests to open up land for farming; we have mined and refined the earth's minerals; we have learned to use minerals for fuel and as materials to make tools, houses, and machines.

We use water to wash ourselves, our clothes, and our dishes, to cook our food and in many other ways. Without ample water, our lives would be very different. Life itself could not exist without water. It is certain that all living things need water. Every year there are water shortages in various places on earth. The problem is not that. There is not enough water. It is that the right amount of water is not in the right places at the right time.

Water supplies in some areas are gradually being used up. If the biggest natural underground reservoir or the ground-water is being pumped out so fast, the water level is falling about one meter each year. At this rate it will be dry the year 2020.

In any community the various organism are linked in a complicated web of relationships. Air, water/sea, and land are closely related. These are usually in delicate balance with one another. If the natural web is disturbed the results may be disastrous. Most disturbances and destruction come from man's activities. And man is interfering with nature all the time.

o Thirteenth Material

Text 1

Adoption System in Industry

There are various kinds of industry in Indonesia: industry at home, small-scale industry, chemical industry, food industry, etc. most of the owners or producers of the industries are very rich people. They have much money to establish industries. If they are skilled manager, they will be able to run and manage the business industries very well. Because of the good management, they get good profit and they can also invest their money in another industry.

Lots of Indonesian businessmen have been successful in business, but there are some who have falled in business. The reasons of their failure are they lack capital, the quality of the goods are too bad to be competitive and it is difficult for them to market the industry's products. The workers lack enthusiasm for the job because they are underpaid.

Many changes and rapid development should be made. They should be adopted in business industries by the successful producers by lending them money.

Much can be done by the successful producers. Before offering financial aid, they observe and analyze the steps taken by the producers of the industries. Suggestion is given and money is invested. They co-operate to prevent the industries from bankruptcy and the workers from being outed. The workers are trained to be skillful and to do specialized job.

After some time, the industries will surely develop because of good and careful management, financial aid, educational training and specialization.

Fourteenth Material

■ Text 1

Small Scale Industry

Within the effort to raise production capacity of non-oll product, small scale industries that cooperative and nucleus industrial development scheme. It's in these types of industries that cooperative and nucleus industrial programme is relevance. In the framework of providing better facilities to small scale industries. Simplification is obtaining industrial licence has been introduced. Besides, various types of credits may easily be supplied to them, such as "Mini Credits", "Midi Credits", "Small Investment Credits". In the context of products of small scale industries, they are given an opportunity to take part in various exhibition industrial products and handicrafts at home as well abroad. These industries have also given assistance by the government to up grade their quality and design in order to develop their export.

In addition, 9 small scale industries Developmental Centres were set up. 13 Promotion Service Unit, 7 Information Service Units and 80 Common Service facilities were spread in 15 provinces.

Small scale industries growth during the third five year development plan reached only an average of 5% per year this means that it's lower than what had been planned for the same period. Viewed from the number workers absorbed, 4,423 employed by this sub sector during the third-five year development plan so that there were an increase of about 801,868 workers.

o Fifteenth Material

Text 1

COMMERCE

In direct production. Where someone produces all that they need there is no activity, but if a surplus – more than is needed – is produced it can be exchanged for other goods, and this trading is the beginning of commerce.

When goods are exchanged for goods, for example clothes for food, the trade is called in primitive societies bartering was the usual form of trading. And people who found were very good at producing a type of goods then specialized in producing only that thing, or offering that type of service 80 even today in many countries people still have the name of their forefathers' specialization, e.g. Smith (English), Schmidt (German), Kutnetsov (Russian) all meaning a man who made shoes for horses.

Along with specialization came the process of making the job easier. Simplification that by breaking the job down into easy stages unskilled people with no speciality could handle one stage of production. This meant that more people could be used to more of the same product. And in addition to this the product could be made at the same level the same standard-but as a repeated process. And 80 standardization developed.

These three processes: specialization, simplification, and stardardization are the basis the foundation – of all modern production whether a man, machine, or even a computer produces the product.

Sixteenth Material

■ Text 1

In international trade. Buying and selling agents often represent exports and importers. However, when direct contact is wanted buyers and sellers can locate one another by embassies, chambers of commerce, trade associations and journals, reference books such as pass which is a trade directory, the British Export Houses Association, in the UK, and merchant and commercial banks, and international trade fairs.

Once contact has been made the importer will base his order on catalogues, brochures, booklets, or leaflets that are sent to him. Or he may base his order on samples – examples of the product or patterns and designs – which are sometimes sent, but he can also look at

exhibitions and fairs, or he may order through representative of the exporter's company situated in he buyer's own country.

Orders can be placed on firm basic, meaning they are definite, or firm for only a period, for example firm 20 days means definite for only 20 days. The seller's quotation may also limited-firm 15 days, because he may have another customer or he thinks prices will change in that period.

Seventeenth Material

Text 1

Money and Banks

Sometimes people have extra money. They do not want to lose it or have it stolen. They deposit the money in a bank, to keep it safe. At other times, people may not have enough money for their needs. They ask a bank to lend them the money they need. Of course, they must pay the bank for this service. A family that borrows Rp 500,000.00 from a bank must pay interest on the loan. When the loan is paid back, the borrowers may actually have to pay Rp 505,000.00.

The Rp 5,000.00 is income for the bank. Some of this money is to pay people who work in the bank. Some is used to buy equipment or to advertise. And some is given to people who deposit in the bank. The bank not only keeps money safe for depositors but also pays depositors for the use of their money. If you put Rp. 1,000,000.00 in a bank and leave it there for a year the bank may give you Rp 150,000.00, or 15 percent interest. In other words, at the end of one year, your Rp 1,000,000.00 will have grown to Rp 1,150,000.00.

This example illustrates the two important functions that banks serve – they keep money safe, and they lend money. There are some 47 banks in Indonesia today. Some have dozens of branches. Others have only one office.

A bank's assets (money and property) come from many sources. Some came from deposit. Some come from money invested in the bank by stockholders. And some come from profits from the bank's operation.

Most of the day-to-day business of a bank involves the traditional services of accepting deposits and making loans. But banks provide many other services as well.

There are two main types of deposits-time deposits and demand deposits. Money put in saving accounts usually stays there for a period of time. Hence, savings accounts are a type of time deposit. Money put into a checking can be withdrawn or transferred from the bank without previous notice, by presenting a demand in the form of the check. Hence, checking accounts are demand deposits.

APPENDIX 2

SUMMARY OF DATA ANALYSIS

Table 1

	Materi	Text	Datum		Types of Error Based on Yarber &Yarber Theory (2007)											
	al	No.		Error Sentences	&Yarber Theory (2007))7)			Reconstructed Sentences
	No.			A NATIONAL	_/	Λ_	//>		4					1 .		
J					a	b	C	d	e	f	g	h	i	j	k	
U	1	1	1	Without it, the world could be dark, cold, lifeless			√ ¹		7							Without it, the world could be dark,
N				world.		-4										cold; and lifeless world.
I	1	2	1	Wetlands area under tremendous development	1											Wetlands area is under tremendous
0				pressure.								1				development pressure.
R				Because of the importance of Wetlands,)								Ι,		Because of the importance of
***	1	2	2	maintaining their natural hydrological processes is										1		Wetlands, maintaining their natural
H				essential not only for the diversity of flora and			2/									hydrological processes is essential,
G				fauna they support, but also for their benefits to												not only for the diversity of flora
H				people.									/ /			and fauna they support, but also for
п													Ш			their benefits to people.
S	1	2	1	On reaching the skirt of the wood we left the high		. 1										On reaching the skirt of the wood,
\mathbf{C}	1	3	1	<u>– road</u> and turned into a by path, leading to a pond		1										we left the high – road and turned
H				as my uncle told me.	1				7							into a by path, leading to a pond as
o	1	2	2	Cuddenly we heard the right of a dec					\prec							my uncle told me.
o	1	3	2	Suddenly we heard the yelp of a dog.			- 0							1		Suddenly, we heard the yelp of a
L	1	3	3	Without hesitating for a moment I stepped into the	1	e í		1						V		dog. Without hesitating for a moment, I
	1	3	3	without nestitating for a moment 1 stepped into the water and thought it.			7 "							٧		stepped into the water and thought
G				water and thought it.												it.
R	1	3	4	He was of an excellent bread, he said.										1	V	"He was of excellent bread," he
A	1	3	4	The was of an excellent oread, he said.										٧	٧	said.
D				Before it begins to flower the leaves and stem												Before it begins to flower, the
E	1 1	4	1	become dry and look dead, but the main root in		1										leaves and stem become dry and
	1	7	1	the ground still alive.		٧										look dead, but the main root in the
IX				the ground still alive.												ground is still alive.
	1	5	1	Thank you for <u>you</u> second letter.						V						Thank you for your second letter.
	1	3	1	Thank you for you second fetter.		<u> </u>				٧				1		Thank you for your second fetter.

	1	5	2	Farmer with very large farms sometimes <u>use</u> planes to plant seed.	C			1						Farmer with very large farms sometimes <u>uses</u> planes to plant seed.
J U N	1	5	3	When <u>harvest time comes they also use</u> a machine called a "combine" to cut the rice.	O L/	K	9/	4	1			1		When harvest time comes, they also use a machine called a "combine" to cut the rice.
I O R	2	1	1	At first man was very nice, but then he get angry, "you stupid bird! Why can't you say the word? Say Catano or I'll kill you!" but the parrot would not say it.			5	2	√			V		At first, the man was very nice, but then he got angry, "you stupid bird! Why can't you say the word? Say Catano or I'll kill you!" but the parrot would not say it.
I G H	2	1	2	One day after for many hours to make the bird say Catano, the man got very angry.			5/			4		1		One day, after for many hours to make the bird say Catano, the man got very angry.
S	2	1	3	The next day the man came back to the chicken house.		9						1		The next day, the man came back to the chicken house.
C H	2	1	4	In the chicken house there were four old chickens.								1		In the chicken house, there were four old chickens.
O O L G R A	2	2	1	Yesterday Budi's classmates and I went to visit five tourist object in Yogyakarta and its surrounding e.g. The Sultan Palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple and Borobudur Temple.	Y	S	TP	1					V	Yesterday, Budi's classmates and I went to visit <u>five tourist objects</u> in Yogyakarta and its surrounding e.g. The Sultan Palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple and Borobudur Temple.
D E	2	2	2	We hired a mini bus Budi my closest friend in Yogya, acted as a tour guide.		1								We hired a mini bus. Budi, my closest friend in Yogya, acted as a tour guide.
IX	2	2	3	So we spent the whole day										Therefore, we spent the whole day.
	2	2	4	All of the five objects are interesting but Borobudur and Prambanan Temples are more interesting than the other.								V		All of the five objects are interesting, but Borobudur and Prambanan Temples are more interesting than the other.

	2	2	5	Said that two temples were really.	1									It is said that two temples were
														<u>really</u> .
	2	3	1	<u>Later on more</u> events were held, for example, long	5		1							Later on, more events were held, for
				jump, javelin throw, boxing etc.		-/								example, long jump, javelin throw,
J				SILVA		1	- /							boxing etc.
U	2	3	2	The Olympic Games were stopped, but in 1896 a	-/		1/							The Olympic Games were stopped,
N				Frenchman, Baron Pierre Coubertin, revived										but in 1896, a Frenchman – Baron
I				them.					7					Pierre Coubertin – revived them.
O	2	3	3	The purpose of joining these festivals was not to						C		1		The purpose of joining these
R				be the winner but to take part.						- 1				festivals was not to be the winner,
TT				< 2, 4 8 1				A	Z					but to take part.
H	3	1	1	The road range from small gravel side roads to				1						The road ranges from small gravel
I G				great concrete superhighways.					,					side roads to great concrete
H)/							superhighways.
п	3	1	2	Every day thousands of vehicles travel this scenic						$\sqrt{}$				Every day thousands of vehicles
S				highways.										travel these scenic highways.
$\frac{1}{C}$	4	2	1	So she could device the time properly.										So, she could device the time
H) '						properly
0				In a twenty years study of adults, makes and							$\sqrt{}$			In a twenty years study of adults,
o	4	3	1	<u>females</u> who were overweight, as children usually					4					males and females who were
L				remained overweight as adults.										overweight, as children usually
				0/2										remained overweight as adults.
G	5	1	1	It is our duty as good citizens to help the		0	TP							It is our duty as good citizens to
R				government carry out these <u>programmers</u>			/ 1							help the government carry out these
A				successfully.							,	Ι,		programmes successfully.
D				Even if they are not actually at the Flemington							$\sqrt{}$	1		Even if they are not actually at the
E	5	2	1	Racecource people will be found glued to their										Flemington Racecource, people will
				television screens or listening to the race on their										be found glued to their television
IX				radios.										screens or listened to the race on
													1	their radios.
	_		_	By 9 am on Cup day many breakfast parties are								1		By 9 am on Cup day, many
	5	2	2	already underway in the course parks and public								1		breakfast parties are already
				enclosures at Flemington.										underway in the course parks and

														public enclosures at Flemington.
	5	3	1	It is good to be at home but we just loved our brief										It is good to be at home, but we just
J				visit to Indonesia.	S									loved our brief visit to Indonesia.
U				We have been to other countries <u>before but</u>				7	,					We have been to other countries
N	5	3	2	<u>Indonesia</u> is now on the top of our list and we plan		1 .	17							before, but Indonesia is now on the
I				to be back there by the end of 2007.	L/	1	1/^		4					top of our list and we plan to be
O														back there by the end of 2007.
R	5	3	3	For example, in Australia we would wait to enter			4		7					For example, in Australia we would
				traffic but in Bali if we waited we would never		4					,			wait to enter traffic, but in Bali, if
H				more.		<u>, A</u>		1		- 1			Щ,	we waited we would never more.
I				At pedestrians crossings in Australia there are					Z		-		1	At pedestrians crossings in
G	5	3	4	always flashing lights and the car drivers know			Ç				Y			Australia, there are always flashing
H				that as soon as the person steps out.										lights and the car drivers know that
S							2/	V	4			\perp	Ι,	as soon as the person steps out.
$\frac{\mathbf{S}}{\mathbf{C}}$				Many Indonesia people were able to speak to us in		Ы							1	Many Indonesia people were able to
H	_	_	_	English and that made us feel embarrassed cause										speak to us in English and that
0	5	3	5	we couldn't talk to them in Bahasa Indonesia.									7	made us feel embarrassed, cause we
o)						couldn't talk to them in Bahasa
L		2	(When we not make will be some many and an elect		-							- 1	Indonesia.
	5	3	6	When we return we will be more prepared on that					7				1	When we return, we will be more
G	5	2	7	issue.				- 1				4		prepared on that issue.
R	3	3	/	So see you all soon and selamat everything!									1	So, see you all soon and selamat
A				While an ayahanga ha was summised to learn that		C.							1	everything! While on exchange, he was
D	5	4	1	While on exchange he was surprised to learn that there are Muslims communities in Australia and			/ "						٧	surprised to learn that there are
\mathbf{E}	3	4	1	that there are over 600,000 Muslims in Australia.										Muslims communities in Australia
				that there are over 600,000 Muslims in Australia.										and that there are over 600,000
IX														Muslims in Australia
				Shepparton a large country town in central									1	Shepparton, a large country town in
	5	4	2	Victoria, has become a new area for immigrants,									'	central Victoria, has become a new
	3	'	_	including recent immigrant coming from Iraq.										area for immigrants, including
				morading recent miningrant coming from fluq.										recent immigrant coming from Iraq.
						<u> </u>	1	<u> </u>	l			I		1000m miningram coming from maq.

Table 2

	Material No	Text No	Datum	Error Sentences	Types of Error Based on Yark &Yarber Theory (2007)									ber		Reconstructed Sentences
	110	110		7 23 1	0		4	Λ.			01	(=00	,,,			
S				GI' MA	a	b	c	d	e	f	g	h	i	j	k	
E	1	1	1	I think my first memories started when I was	L/		//		4							I think, my first memories started
N I				about three or perhaps four years old.	A		0	P								when I was about three or perhaps four years old.
O R	1	1	2	One day I hit him on the head with a book and he began to cry.		2			1					V		One day, I hit him on the head with a book and he began to cry.
н	1	1	3	<u>I remember him saying</u> , "little girls don't do things like that.")			1	V	文	3				I <u>was</u> remember <u>his</u> saying, "little girls don't do things like that."
I G	1	2	1	On Sunday I went downtown to do some shopping.			7/							1		On Sunday, I went downtown to do some shopping.
Н	1	2	2	Then I went to a restaurant for lunch.		2								1		Then, I went to a restaurant for lunch.
S C	1	2	3	First I called my parents, but they were out.										1		First, I called my parents, but they were out.
H	1	2	4	So finally I phone my boss at home.												So finally, I phone my boss at home
0	1	3	1	Once upon a time there was a poor widow who						1						Once upon a time, there was a poor
L				had an only son named Jack.				. / '								widow who had an only son named Jack.
G	1	3	2	What did he see? The beanstalk grew up quite		0-	70		.]							What did he see? The beanstalk
R				close past. <u>Jack's window</u> .		5	/ 1									grew up quite close past <u>Jack's</u>
A	1	3	3	Then Is also well and also at the weeth less directed the												window.
D E	1	3	3	Then Jack walked along the path leading to the castle.										V		Then, Jack walked along the path leading to the castle.
	2	1		Algae is a primitive form of life, a single-celled or												Algae are a primitive form of life, a
X	2	1	1	simple-celled organism that is able to conduct the process of photosynthesis.												single-celled or simple-celled organism that is able to conduct the
I	_		_													process of photosynthesis.
	2	1	2	Green algae, or <i>Chlorophyta</i> , is generally				√								Green algae, or <i>Chlorophyta</i> , are
				found in fresh water.												generally found in fresh water.

	2	1	3	Brown algae, or Phaeophyta, grows in shallow, temperature water.				1						Brown algae, or <i>Phaeophyta</i> , grow in shallow, temperature
				shanow, temperature water.	S		1							water
S E N I O	2	1	4	It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy great and floating on the water.	L/	K	7/5	りた	14			1	V	It reproduces on the surfaces of enclosed bodies of water, such as ponds or lakes and has the appearance of a fuzzy great and floats on the water.
R H I G H	2	2	1	For example there is the marine Aquarium and Dinosaur land, and in the summer you can escape from the crowds and relax in the Jane Austen gardens with beautiful views over the sea.					INIT!	1	IN3		V	For children, there is the marine Aquarium and Dinosaur land, and in the summer, you can escape from the crowds and relax in the Jane Austen gardens with beautiful views over the sea.
S	2	2	2	There many interesting old street with cafes and restaurants.	V									There <u>are</u> many interesting old street with cafes and restaurants.
C H O O L	2	2	3	The best restaurants is the Pilot Boat down by the beach, which has very good food and excellent wine				1	7.4					The best restaurant is the Pilot Boat down by the beach, which has very good food and excellent wine
G	3	2	1	Rain is advantageous because it brings water for all living things.				7					1	Rain is advantageous, because it brings water for all living things.
R A D	3	2	2	When the water particles are too heavy for the air to carry. The air is said to be "oversaturated".	Ú	Ś	TP							When the water particles are too heavy for the air to carry, the air is said to be "oversaturated".
E X I	4	5	1	Too much vitamin A can cause nausea headaches. Blurred vision, an orange skin color and possibly even liver damage.	V									Too much vitamin A can cause nausea headaches, blurred vision, an orange skin color and possibly even liver damage.
I	5	5	2	We all know how good vitamin C can be for us but did not you know that too much of it can cause nausea, diarrhea, and in severe cases, it can from kidney stones? High levels of vitamin B6									$\sqrt{}$	We all know how good vitamin C can be for us, but did not you know that too much of it can cause nausea, diarrhea, and in severe

	1	1	l	, ,					Т	1	1			
				can also nerve damage.	S		2							cases, it can from kidney stones? High levels of vitamin B6 can also nerve damage.
S E N	6	1	1	But then, <u>after they have a career they</u> know which field that they can do best and which one they cannot.	LI	K	4/	4	1				\checkmark	But then, after they have a career, they know which field that they can do best and which one they cannot.
I	6	1	2	Being career woman, significant disadvantages, too.	√ _		10	P						 Being career woman <u>are a</u> significant disadvantage, too.
R H I G H	9	3	2	Another recent study found that both men and women who kept physically fit were much less like, to develop high blood pressure which may lead to heard disease than those who did not keep it.		2)	1				777			Another recent study found that both men and women who kept physically fit were much less like; to develop high blood pressure which may lead to heard disease than those who did not keep it.
S C	9	4	1	The moat surround all area where several species of animals live together as they would naturally		9		1						The moat surrounds all area where several species of animals live together as they would naturally
H O O L	10	1	1	Later than aeroplane made it possible for people to travel from one continent to another in a matter of hours.	1				24	///				It was later than aeroplane made it possible for people to travel from one continent to another in a matter of hours.
G R	11	1	1	Uncontrolled killing for profit or sport, was once the chief cause of extinction.	1 10	S	TP	1					V	Uncontrolled killing for profit or sport was once the chief cause of extinction.
A D	11	1	2	In North America, the first <u>conservationist were</u> the Indians.	U			V						In North America, the first conservationist was the Indians.
X I I	13	1	1	The reasons of their failure are they lack capital, the quality of the goods are too bad to be competitive and it is difficult for them to market the industry's products.				V						The reasons of their failure are they lack capital, the quality of the goods is too bad to be competitive and it is difficult for them to market the industry's products.

14	1	1	In the framework of providing better facilities to small scale industries. Simplification in obtaining industrial license has been introduced.	√ S		4/						In the framework of providing better facilities to small scale industries, simplification in obtaining industrial license has been introduced.
15	1	1	In direct production. Where someone produces all that they need there is no activity, but if a surplus – more than is needed – is produced it can be exchanged for other goods, and this trading is the beginning of commerce.			(2)	10	THE SAME	CER			In direct production, where someone produces all that they need, there is no activity, but if a surplus – more than is needed – is produced, it can be exchanged for other goods, and this trading is the beginning of commerce.
15	1	2	Along with specialization came the process of making the job easier.			9/				1	1	Along with specialization, came the process of making the job easier.
15	1	3	And 80 standardization developed		9		~					And 80 standardizations developed
16	1	1	In international trade. Buying and selling agents often represent exports and imports.	1								In international trade, buying and selling agents often represent exports and imports.

- a : Sentence Fragment (Incomplete sentences)
- b : Run-on sentence
- c : Comma~splices
- d : Failing to make subject-verb agreement
- e: The wrong form of the verb
- f: The wrong of pronoun
- g : Confusing adjectives and adverbs h : Faulty of parallel structure
- I: Misplacing Modifiers and participles
- J: Misusing comma and others punctuations
- K: Others

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Judul Skripsi : An Analysis on the Grammatical Mistakes in

Reading Passages of PRIMAGAMA English

Materials

No.	Tanggal	_ Perihal /	Paraf
1.	10 Maret 2008	Pengajuan dan ACC Judul	1.
2.	2 April 2008	ACC Proposal	2.
3.	17 April 2008	S <mark>emin</mark> ar Prop <mark>osal ////////////////////////////////////</mark>	3.
4.	21 April 200 <mark>8</mark>	Konsulta <mark>s</mark> i Skrips <mark>i</mark> (bab I)	4.
5.	28 April 2008	Penga <mark>juan Bab I d</mark> an Kon <mark>s</mark> ultasi	5.
	777.10000	Bab III	
6.	5 Mei 2008	Pengajuan Bab III dan Konsultasi	6.
		Bab II	
7.	12 Mei 2008	Revisi dan ACC Bab I, III	7.
8.	2 Juni 2008	Konsultasi Bab II dan Pengajuan	8.
	11 0/17	Bab II	
9	9 Juni 2008	Konsultasi Summary of data	9.
		analysis	
10.	23 Juni 2008	Konsultasi Bab IV	10.
11.	28 Agustus 2008	Revisi dan ACC Bab II Dan	11.
		Pengajuan Bab IV ,V	
12.	11 September 2008	Revisi IV, V dan Konsultasi Bab I,	12.
	_	II, III, IV, V dan Abstrak	
13.	12 September 2008	ACC Keseluruhan	13.

Malang, 12 September 2008 Dekan Fakultas Humaniora dan Budaya

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