

**JUNIOR HIGH SCHOOL STUDENTS' GRAMMAR PROBLEMS IN THEIR
WRITTEN PRODUCTION**

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



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**ENGLISH TEACHER EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
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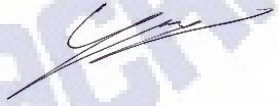
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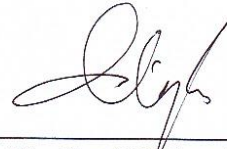
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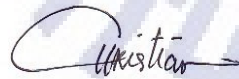
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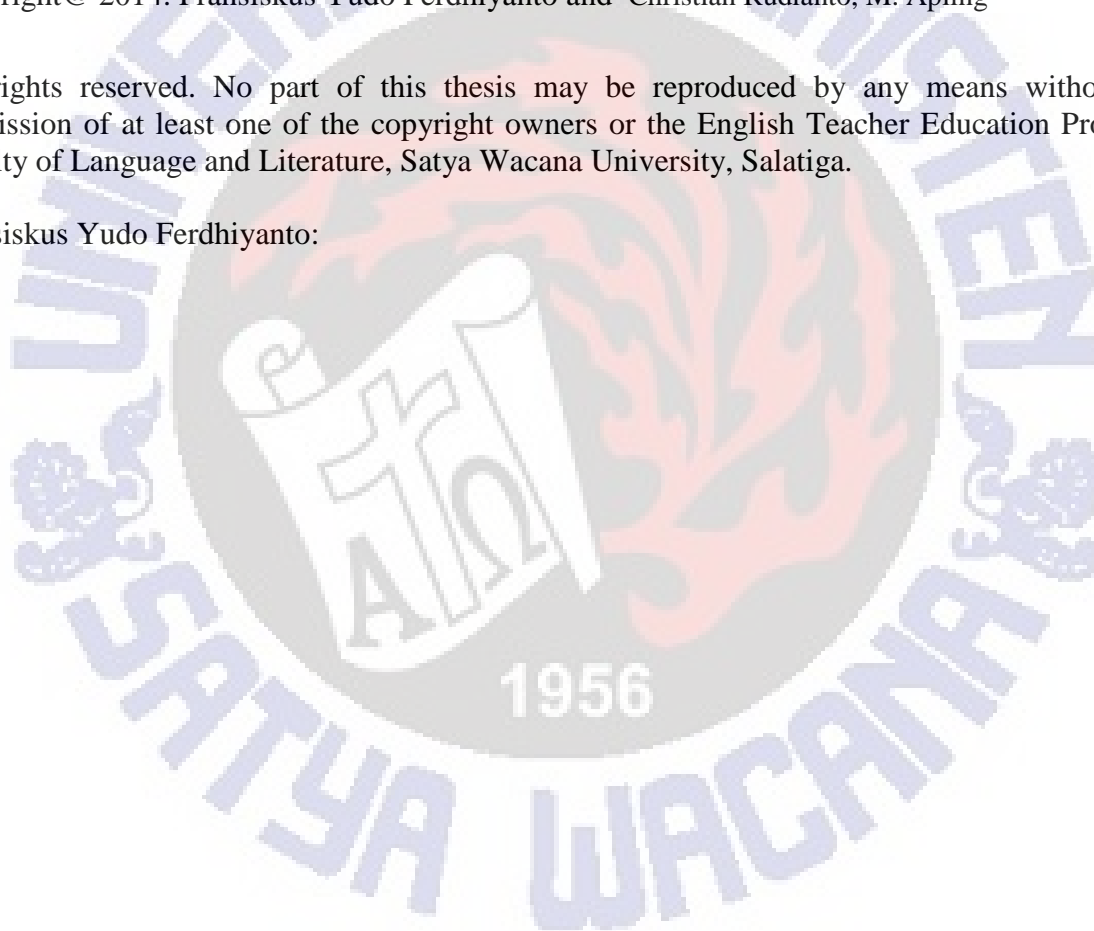
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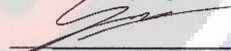
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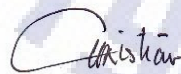
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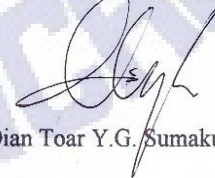
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JUNIOR HIGH SCHOOL STUDENTS' GRAMMAR PROBLEMS IN THEIR WRITTEN PRODUCTION

Abstract

This study discusses grammatical problems that appeared in junior high school students' written production. The data were taken from the participants' written production. The participants of this study were 20 Pangudi Luhur junior high school students with good grammar proficiency. Those participants were asked to create a paragraph based on topics that triggered the participants to create a paragraph using a mix of various tenses. The students' written productions were analyzed using error analysis as a method to find the most frequent errors that the students make. The analysis of the grammatical errors that found were based on the surface structure taxonomy of Dulay, Burt and Krashen (1982) where errors are categorized into verb form, preposition, article, plurality, tense, pronoun, question and word form. This study also gave a deep analysis on the reasons why those kinds of errors might appear. The result of the analysis indicates that tense, plurality, and preposition were the most frequent errors that occurred in the participants' written production. The error categorization shows what kind of errors that occurred in the participants' written production. The data analysis indicates possible reasons why such errors might appear which is compatible with Corder's (1981) theory of errors especially in grammatical errors in learning second or foreign language.

Keywords: accuracy, grammatical errors, paragraph, and unplanned writing.

Introduction

The Background of Study

Language is a means of communication that is used to convey feelings, ideas, and information from one person to another. It is used to communicate both in spoken and written form. Based on the importance of the language, our government has arranged English as a foreign language that should be mastered by the students. In Indonesia, when students learnt English, they will focus on mastering four language skills: Listening, Speaking, Reading, and Writing. Both listening and reading belong to receptive skills while speaking and writing belong to productive skills. All of the skills are to be improved in the process of teaching and learning

English. Nowadays, based on our newest curriculum that is KTSP, the students are expected to master those four skills in order to be able to use English communicatively. The aim of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) cannot be successfully accomplished if the language teaching does not think about the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, grammar needs to be mastered by the students since it is the basic rule of language.

The main objective of teaching English in junior high school level is to produce competent English students in secondary school level. The statement implies that junior high school students should be proficient in English and have thorough control of the spoken as well as the written language (School based curriculum, 2006). In relation to written communication, writing becomes an important skill that should be mastered by students. According to Carrasquillo (1994) as cited in Kianiparsa & Vali (2010) language proficiency was defined as “a skill of a language that consists of many different levels of abilities and domains”.

In the process of learning and teaching English, writing ability is the most difficult and complicated language skill which is learnt almost by the students in every level of education. According to the curriculum in Pangudi Luhur junior high school Ambarawa, Writing in the second year students is taught into 4 kinds of texts: Recount, Narrative, Procedure, and Descriptive. Here the writer used combination of writing recount text and narrative text to be analyzed.

Good knowledge is needed when the students produce words, sentences, and paragraph at the same time with good English grammatical. Some mistakes are normally made by students when they do not understand well about the English grammar. Commonly, many of the students make grammar mistakes in their English language learning especially in productive skill.

Sometimes the teacher did not realize and aware about students' mistakes. As a result, the students would make their mistakes repeatedly because they do not have the correction and it was what we have called as error. As stated by James (1998), If the learner is unable or in anyway disinclined to make the correction, we assume that the form the learners used was the one intended, and that is an error.

In order to use foreign language well, the learners should learn the rule of the target language. Errors in foreign language learning, especially in English, are common occurrence. These cases are difficult to be avoided. Many factors can cause the learners of English as a foreign language make errors. Mother tongue interference also became one of the factors.

Errors in language learning are normal. Therefore, when the teachers conduct a teaching and learning process in schools, they will find many students who have good writing in English, many students who have average skill in writing, and may be they will find many students who have low ability in writing English.

Therefore, it is essential for teachers to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. James (1998) stated that Error Analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

Errors in foreign language learning especially in English are unavoidable. They are difficult enough to be avoided. It is important to analyze errors because the analysis can give some advantages for both students and teachers. For students, error analysis is needed to show them what aspect in grammar is difficult, to show the errors made by the students, to know the source

or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English grammar.

The errors usually occur in the productive skills, speaking and writing. In analyzing the errors in productive skills, it needs much time and requires a high ability in analyzing. Therefore, the writer decided to analyze only the grammatical errors in students' writing. Based on the explanation above, the writer is interested in analyzing students' writing especially in their grammatical errors. The writer would like to carry out a research under The research question:

- What are the grammatical errors that occur mostly in proficient students' writing production in Pangudi Luhur junior high school?

To be consistent in this paper, the writer uses teacher research. The writer chooses the students of writing second year of junior high school student as the subject of the research because the writer becomes an English teacher of the research subject. The writer can gain power of control in his classroom so that complete process of research involves data collection and analysis can be achieved. English learners are expected to make writings which are good in grammar, so it is important to know whether the learners make grammatical errors or not and what kind of grammatical errors that learners make. The writer hopes the result of the research will be useful; not only for second year of junior high school students, but also for the lectures.

Theoretical Framework

In language learning the term of grammar does not seem to have a fixed and clear definition. Milroy & Milroy (1999) as cited in Artini (2001) defined grammar as a standard rule which straighten up the usage of a language (for examples by some authorities and correctness). Quirk (2000) explained grammar as complex system in which all parts of a grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another. Even though grammar has many unfixed meaning, Artini (2001) stated that linguists always have one agreement that grammar field involves two opposing sides: descriptive and prescriptive grammar. The former is described as analyzing, introducing, and explaining the grammatical correctness or incorrectness rules in a sentence, while the latter is focused in the attempt of making the learners understand how to use the language in a real context. Thus explicit grammar learning will lead to grammatical accuracy on the side of second/ foreign language learners.

The term accuracy in grammar has many meanings in the field of linguistics and language learners. Rutherford (1988) and Patton & Wilkins (2009) had the same idea of accuracy in grammar as the sufficient key for language learners to actually acquire their new language including the ability of producing correct sentence forms in terms of appropriateness in using correct verb tenses and collocations. Another agreement of accuracy in grammar was revealed by Purpura (2004) and Bao & Sun (2010), who mentioned accuracy in grammar as the capability degree of language learners to produce meaningful utterances in terms of appropriate *lexico-grammatical choices* of a new language which are used in particular context. Thus it indicates that accuracy deals with the degree of correctness and incorrectness.

Grammar knowledge is considered as one of the basic skills that junior high school students should master. Patterson (2001) argued that through low understanding of grammar,

students will have no insight knowledge of what they should do when they write and also fail in expressing their idea into written production. Thus, the accuracy-oriented approach is very important for junior high school students since based on Swan (1998) EFL/ESL learners should have a deep understanding of the target language grammar in order to produce accurate production. Those statements clearly define that as students of junior high school, they should be able to engage in formal writing assignments that require utilization of all stages of the writing process.

In the process of learning a new language, error is a term which is very familiar for language learners. Many language researchers try to define errors in language learning; Corder (1981) believed errors as the result of the strategy employed by language learners in their process of acquiring a new language where the strategy is mostly affected by their mother tongue. Another definition of errors was revealed by Alwright and Bailey as cited in Pawiro et al (2002), they stated that error is a nonstandard productions of a new language which is produced by language learners. Furthermore, they also added that errors could be divided into phonological, lexical, morphological, syntactic, discourse, and content errors. Corder (1973) called errors as “breaches of the code system” which indicates that errors are mostly caused by the poor knowledge of language system, especially in grammar system. XieNan (2007) argued that errors mostly happen because of lacking knowledge of grammar in the side of language learners. He also mentioned that making errors is the evidence of learning since it happens when language learners want to try something new but they get it wrong.

In language learning phase, there are two basic aspects where errors might occur. Ellis (1994) differentiated them as competence error and performance error. In short, competence errors involve error in knowing the language and performance errors involve error in doing

something with language. The writer can observe student's performance through their writing. Hornby (2000) further argued that grammatical means connected with the rules of grammar or correctly following the rules of grammar. In this study the students' grammatical errors refer to the inappropriate application of an English rule. The basic concept of performance in student's written production, of course becomes the main point in this case. Beforehand, Radford says that grammar is the study of how words, phrases, and sentences are formed. A grammar of a language is a description of how words, phrases and sentences are formed in the relevant language. If a grammar of a language that is not formed appropriately, it could be concluded that there is a grammatical error.

Another argument of grammatical errors was stated by Harmer (2004), he explained that the correctness of form, the appropriateness of style, and the unity of topic should be considered in producing appropriate language and well-arranged paragraph to present piece of work. As fluency could be learned with continuity, accuracy should be learned through a long process of embedding a depth understanding of grammar. Thus, for foreign language learners, grammatical error seems to be the hardest aspect to avoid. Even though in a language learning process there are many kinds of errors that might be produced by language learners, my concern in this study only focused on the grammatical errors that often happen in the stage of language learning. In this case, Dulay, Burt, and Karshen as cited in Mahadir & Ting (2010) gave a more detail of categorization in grammatical errors such as verb form, preposition, article, plurality, tense, pronoun, question, and word form to reflect the common types of errors made by language learners. In their categorization, however, they excluded inappropriate word choices.

In the process of language learning, writing is one of the language skills that a language learner must acquire. Spratt (2005) explained that writing categorization as one of the productive

skills is based on their involvement in producing language rather than receiving it. Although both writing and speaking are productive skills, these two skills are basically different. As stated by Bachani (2003), in term of communication context, writing is slightly differentiated from speaking. Speaking is always intended for face to face communication among the audience present, while writing is always used by writers to express and communicate their ideas to the readers who actually separated both time and spaces distances.

Another definition of writing is mentioned by Nunan (2003) as both physical and mental activity that is aimed to express and impress. Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. To support the definition of writing proposed by Nunan, Brown (2001) explained that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. Writing belongs to cognitive activity. Hayes in Weigle (2002) stated that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. Ability to maximize the cognitive aspect in writing will lead the writer to convey the clear message to the reader. In other words, the writing is successful. Nunan (1989) stated that grammatical system is required to convey one's intended meaning in gaining successful writing. Later on, Nunan (2003) emphasized that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to

communicate the ideas to the readers or audience. That is why, writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity. Here, grammar competence is needed to gain successful communication.

The main focus of this research is expressing opinions at the paragraph level. Therefore, paragraph writing or the organization of a paragraph is of primary importance. A paragraph is considered as a basic unit of organization in writing in which one main idea is developed by related sentences. It can consist of one sentence to ten sentences. Oshima and Ann Houge (1999) stated that the number of sentences in a paragraph is unnecessary but it should be enough to support and developed main idea clearly. A paragraph consists of several sentences which develop a main idea in a unit of content. Dorman and Dawe (1987) stated that a paragraph may stand alone as a brief work, but usually it functions as a part of a longer piece of writing. The explanation above can be concluded that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.

The Study

Context of the Study

This study was designed to reveal the grammatical problems that appeared in Pangudi Luhur junior high school Amabarawa students' written production. This study was a case study of good proficient students' written production in the Indonesians junior high school.

Participants

The participants of this study were 20 junior high school students, in academic year 2011 / 2012, with good grammar proficiency. The term good referred to students with good achievement in grammar course of English subject.

Data collection

The data for this study were collected from paragraph writing made by students in eighth grade. The students in this target group wrote their essays under more controlled terms. Their paragraphs are short and consist of approximately 200-400 words. The students had no access to any books, dictionaries or any help from a teacher when writing their essays. Furthermore, their time was limited and they were given specific topics to write about. In this study, there was 1 simple topics that led the performer to create an essay in the combination of past and present structure. The topics that were given were simple topics titled “Pengalaman adalah guru terbaiku saat ini (experience is my best teacher at this moment)”. The topics were given in Indonesian on purpose. The reason was because I did not want to show the different tenses which were implicit in the topic. The combination of topic was to trigger the participants to produce both using past on the begining and lead the participants to change their next part of their writing from past to present tense. Therefore, the participants were expected to use mixed tenses in their writing.

The instrument of this research was collected to be analyzed and described. Analysis of the essays only focused on detecting grammatical errors. Therefore, no highlighting will be put on the students' spelling or the content of their essays. Furthermore, I did not have actual information of the target groups' previous grammar teaching. I have assumed that they have got a grammar introduction of some type during their 1.5 years in junior high school.

Data analysis

In analyzing the data, error analysis method was employed. Corder (1973) as quoted by Ellis (1994) suggested the following steps to conduct an error analysis research:

- 1) Identification of errors

In this step, I studied the acquired data and tried to find out the grammatical errors by underlying the errors. I tried to analyze the data as objective as possible.

2) Classification of errors

Once the errors have been identified, I classified them into 8 categories, they are:

- a) Errors in using tenses
- b) Errors in the use Preposition Plurality
- c) Errors in the use of article
- d) Errors in using verb forms
- e) Errors in the use of pronoun
- f) Errors in the use of preposition
- g) Errors in the use of conjunction
- h) Errors in the use of word order

3) Calculation of the errors

the errors were calculated in order to know how frequent these errors were occurred in Pangudi Luhur junior high school students' written production. In calculating the frequency of these each error, I employed the following formula:

$$P = \frac{N_1}{\sum N} \times 100\%$$

in which,

P : percentage of each error

N₁ : total of the given error

Σ N : total of the whole errors

By calculating the frequency of each error, the most frequent error and the least frequent error made by the students were identified.

4) Making table of result analysis

Once the errors are calculated and arranged, I made the result of the analysis in the form of table. This table is meant to reveal the identification of the percentage of each error. Therefore, the result of the analysis of the grammatical errors in writing made by Pangudi Luhur junior high school students in the eighth grade was presented in the form of a table.

5) Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, I had to make a valid conclusion in the form of a brief description of the errors.

Discussion

There were many parts where the participants produced grammatical errors in their written production. They seemed to have difficulties in considering their written grammar. I assumed that when the participants were required to write a paragraph without any preparations, they lost their monitoring system and control in the grammatical accuracy. The analysis of the data contains the categorizations of grammatical errors based on the theory of Dulay, Burt and Krashen (1982, p.50) where the grammatical errors are categorized as verb form, preposition, article, plurality, tense, pronoun, question and word order. Analysis on the fundamental reasons why those kinds

of grammatical errors occur in the writing while the participants of this study are expected to produce accurate outputs, since they have good proficiency of grammar, is presented after identifying the most frequent occurrence to provide a rich understanding of grammatical errors.

The categorization shown in Table 1 is frequencies of grammatical errors made by the participants, based on theory of Dulay, Burt and Krashen (1982) and Selinker, (1972) in Richards.

Table 1. Error Categories made by the Junior High school students in Pangudi Luhur

No	Type of error	Examples	Frequency	%
1	Tense	My father didn't thought me to become bad	120	49.6
2	Plurality	I have a lot of fishes	28	11,6
3	Article	My grand father give me a opinion	21	8.7
4	Verb form	This time I tried to tell you my worst experience.	6	2.5
5	Pronoun	My little sister gave 2 breads. One for my mom and for I .	3	1.2
6	Preposition	He gave me a chance to be a leader at my group.	27	11.2
7	Conjunctions	My teacher was smart but diligent?	18	7.4
8	Word order	My memory bad make me think twice before doing something.	19	7.8
Total			242	100

Table 1 shows that the most frequent errors were *tense* category with 120 errors or 49.6%, where the students had incorrectly used verbs in creating sentences as shown in example below:

1. *I writed my wish on my diary note.*
2. *My mother asked me and give me some money.*
3. *I was so tired and start to make wish list.*

In example number 1 the student has added an incorrect suffix of verb “*write*”. In English, regular verbs are often inflected with certain suffixes (endings), for example the *-ed* suffix is used in regular verb as in (play, played, played). In other case, Irregular verbs have different suffixes such as (write, wrote, written). The irregular verbs are often very problematic for second language learners of English because they all differ from each other.

Example number 2-3 show errors of mixing different verb tense, such as the present and the past tense. In example number 2 the student used the past tense “*asked*” with the present tense “*give*” in the same phrase. Mixing verb tense of this type is very commonly made error among learners. That finding shows that junior high school students, even the ones with good proficiency of grammar, still have problems in tenses.

Another error category which also tends to occur is plurality with 28 errors or 11.6%. The participants seemed to have problem when they had to put plural inflection “*s*” or “*es*” in plural nouns as shown in example below:

4. *I played with the other childrens.*
5. *I saw many mistake in my self.*
6. *It was beautiful memory with many of friend around me.*

The students failed to recognize the plural form of the object of the sentences. It seems that the students do not understand the rule in of plural inflection.

Another error category which also occurs in the data is preposition with 27 errors or 11.2 %. The most common errors are errors of transfer, creating sentences as shown in example below:

7. *My father was angry when he saw me sit in the chair*
8. *I have become a class leader since two years.*
9. *My teacher asked me to put my book on the bag.*

Some learners have difficulties using prepositions simply because there are no rules or guidelines on how to use them. Transfer errors are the most common prepositional errors that second language learners make, such as in translating sentences directly from their mother tongue into the second language. Sometimes the use of their first language can be very helpful in translating a sentence into their L2, but usually they fail and use an incorrect preposition, instead.

Another category is article, with 21 errors or 8.7 %. To be able to use an article correctly, the students have to be able to differentiate the use of definite article, indefinite article, and even no article using. Failure to differentiate them will result in errors as the followings:

10. *My sister gave me a opinion about my life.*
11. *My teacher ever gave me a illustration about a success man.*

It seems that putting incorrect usage of the indefinite articles a/an, or the in front of either definite or indefinite noun are constraints in the participants' written accuracy.

The last category is word order, which is 7.8 %. English has the default word order which is “subject” + “verb” + “object” and with addition of an adverbial the phrase takes form of “adverbial” + “subject” + “verb” + “object” . In Indonesian, the order “adverbial” + “subject” + “verb” + “object” “ is commonly used. However, such word order in written English sentences is incorrect because the subject must always come before the verb as shown in example below:

12. *Now is my turn at movement and reaching the future.*

Those findings are compatible with what Ellis (1997) believed. She believed that errors might occur in language learners' productions in their process of acquiring a new language or second language where the errors are mostly influenced by their mother tongue/ L1. From the error categories, it can be said that those errors are affected by the Indonesian grammar which all the participants had already acquired since they started to learn Bahasa. In Indonesian grammar, there are no different tenses in different ranges of time. In order to express idea in different time frame, Indonesian needs to add time signals, such as "yesterday", "tomorrow", "this morning". These time signals are very common for Indonesian learners. That kind of difference can be a serious problem for Indonesians who learn English. That is why; most of the participants, even when they already had a very good proficiency of English grammar, still have difficulties when they have to construct and combine any kinds of English outputs with combination of tenses.

Another influence of Indonesian grammar appeared in the plurality form. In Indonesian language, the term of plurality is formed by repeating the word twice if to emphasize that the word is in plural. Unlike Indonesian, in English there is a big difference relating to variable nouns. English have both a plural and a singular form which differ from each other. The different term between Indonesian and English to indicate plurality may lead to problem in students' understanding.

The last one is *article* category. Putting *a*, *an*, or *the* in front of a noun can be very problematic for the participants since they have to think about the condition of the noun whether it is a definite or indefinite noun. This finding is compatible with what Raehan and Leacock (2006), who states that mastering the English articles is one of the most discouraging tasks faced by the language learners, especially when article does not exist in L1.

The result of this study is in line with Corder's (1971) theory of grammatical errors. Thus, it can be concluded that even junior high school students with high proficiency of English grammar still have problems and difficulties in some categories of grammatical errors. A description and examination of the participants' written production indicated that even though the participants are considered as junior high school students with good proficiency of grammar, they still have problems with grammar when they produce written productions. Although they had been taught about it before, they still made errors when making grammatical correct sentences. It could be because, in Bahasa Indonesia, we do not have the verb conjugations. Furthermore, we do not have time signals in expressing ideas in different time frame. They are unfamiliar to those and because English is still foreign for them. And those are the possible causes of their errors.

The basic reason why the participants produced errors in tenses and plurality categories was also revealed in participant's written production. It seemed like participants had difficulties in controlling the tenses during the writing. The totally different structure of the language between Indonesian language and English became a constraint in their tense accuracy.

Those statements suggest that even junior high school students with good proficiency of grammar still produce errors in their writing since they still have difficulties in giving a detailed monitor toward their grammar when they are writing. Furthermore, their English is sometimes influenced by their L1 or mother tongue.

Conclusion

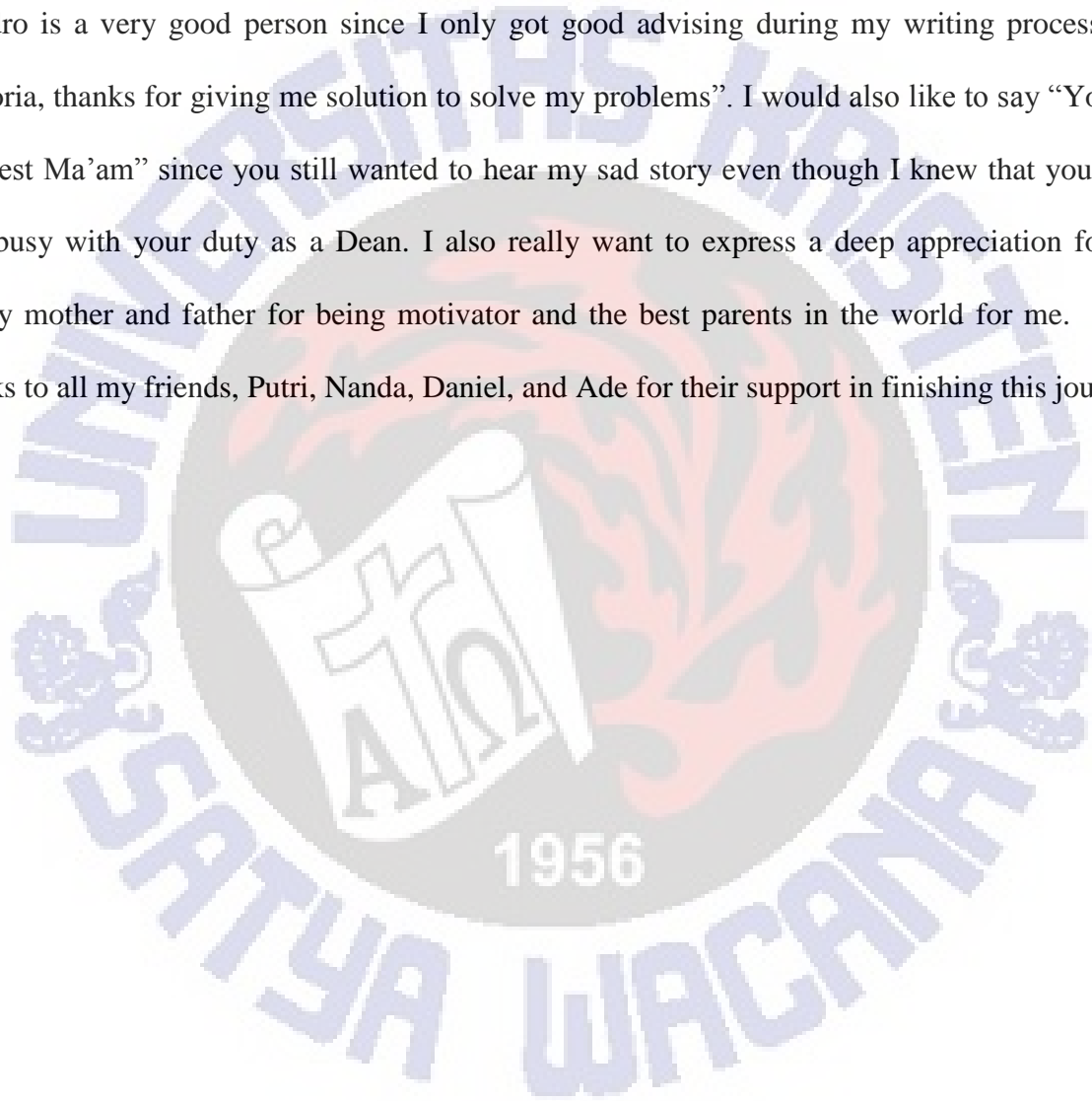
In this study, I have revealed some grammatical problems that occurred in writing assignment produced by Pangudi Luhur Ambarawa junior High school students with good proficiency of grammar. The categorizations of the grammatical errors indicate the kinds of

grammatical errors that mostly occurred in the participants' unplanned writing. the grammar errors made by the second year students of Pangudi Luhur Junior High school Ambarawa in writing are in the use of tenses for the highest errors with percentage 49,6% (120 errors), the second one is errors in Plurality with percentage 11,6% (28 errors), the third is errors in preposition with percentage 11,2% (27 errors), and the fourth is errors in article with percentage 8,7% (21 errors), and the last is word order with percentage 7,8 % (19 errors). The percentages of grammatical errors indicate participants' lack of awareness of grammatical accuracy and also their monitoring system related to grammar errors when they were writing an essay. The results of participants' written production show how those grammatical errors could occur in their paragraph writing. The findings of this study give us an outlook of how it needs a long learning process for language learners in order to build up their awareness in grammatical accuracy and to minimize the interference of L1 grammar. Therefore, to improve their writing English skill, junior high students should have a good memory of grammar knowledge in order to have a thorough control of English language in the written form as well as in the spoken.

This study identified grammar errors in junior high school students' written work, but the writer does not give detailed reasons of why these errors were made. My recommendation for further studies is that this study be extended to investigate the source of certain error patterns found in L2 written work.

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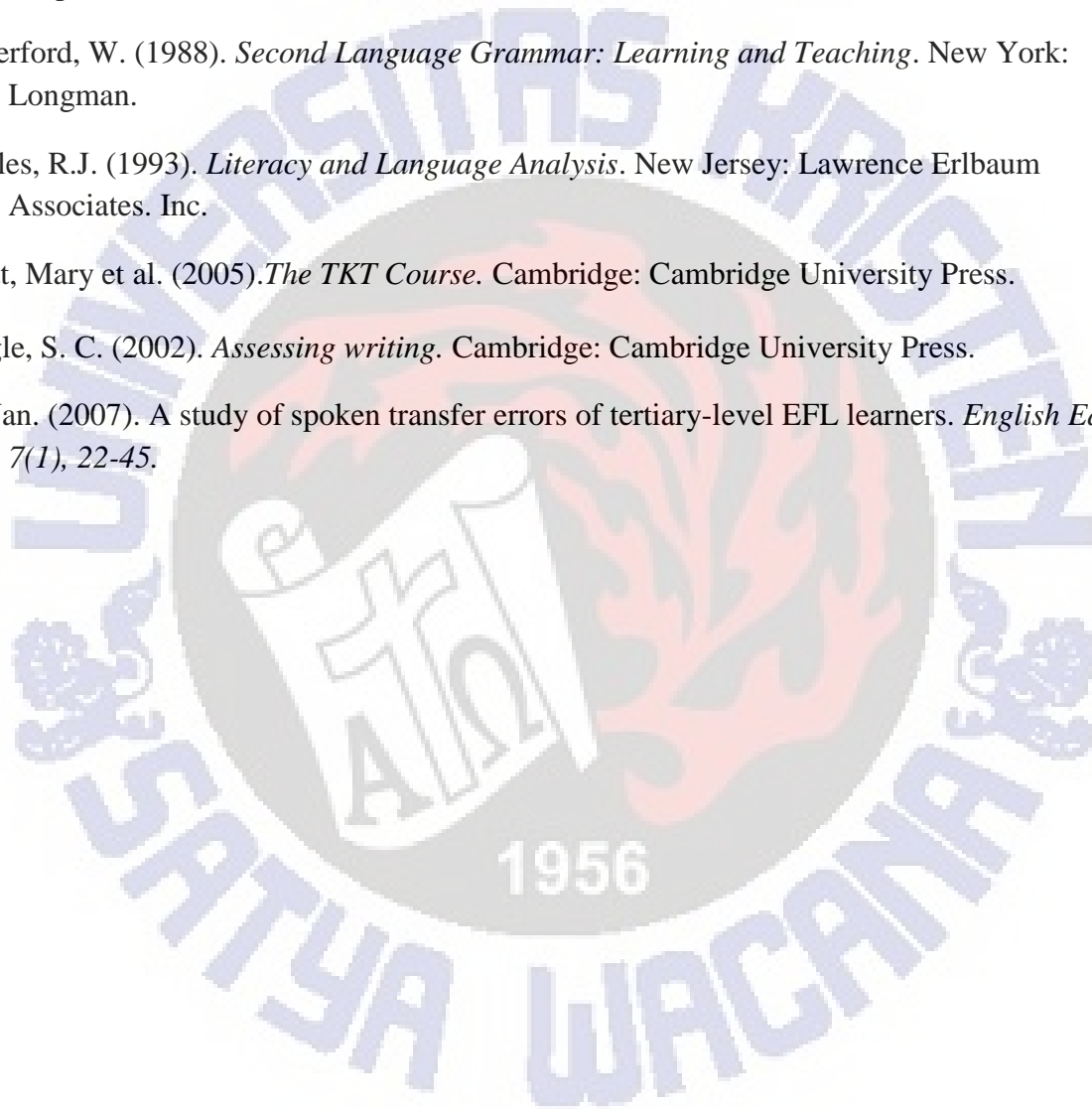
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APPENDIX

Adita Putri Puspaningrum : **Fall from Tree**

1. I meeted with my grandfather two weeks ago.
2. She did had alot of tree.
3. I gone there.
4. I seed many fruits there.
5. My grandfather can climbed.
6. I got a lot of mango.
7. Tree mango
8. The size was small and sweet
9. The mango in the tree
10. I picked a aplle for my sister.

Andreas Amos Prasetyo : **Saving for Future**

1. I was liked buy snack when I was child.
2. My mom telled me that it's bad.
3. My Father did not thought me to become bad.
4. I have to save my money.
5. I could not bought snack again.
6. I was became sad.
7. I wanted to buy many car.
8. My father gave me a opinion.
9. He told me to save my money on Bank.
10. I thought my father was patient or kind.

Bernadus Setiawawan Yuki Tri W : Learn from my Mother

1. This time I tried to tell you my worst experience.
2. I musted to be a chef.
3. My Mother helped and give me some new kitchen tools.
4. I cannot cooked with gas stove.
5. She gived me some good recipes.
6. I did not used glove to cook.
7. She were patient.
8. I cut some carotes.
9. I heard that in a onion contain much of vitamin.
10. I put some vegetables in the table.
11. I borrowed a book cook.

Bonita Restu Dwijayanti: My Birthday

1. Two days ago I celebrate my birthday with my family.
2. I did not wanted celebrate my birthday with my friend.
3. My mother buy some snacks to celebrate my birthday
4. My sister turned off the lamp and start to sing.
5. My Father said that birthday party is not important.
6. I taked a knife to cut the bread.
7. I got many reward.
8. She gave me a owl bag.
9. One for my mom and for I.
10. There were 2 candle in the bread.
11. The package was big and the reward was small.
12. My grandfather gave me a yellow good t-shirt.

13. I am so happy at that time.

Chleitosia Violen Dentya : Exercise without warming up

1. We should followed exercise on Friday.
2. I weared sport shoes.
3. They are warming up at 2.30 o'clock.
4. I am late.
5. I ran and Join to the other student.
6. I saw many student was ready in field.
7. Before doing a activity.
8. I forget at that time.
9. I felt something bad at my body.
10. I saw there are ni wound and it was pain.
11. Teacher physic took me to the clinic room

Emmanuela chrisanta : My Past My Future

1. I readed a book with tittle " The Secret"
2. I finded a good sentences.
3. I writed my wish on my note book.
4. I did not wanted to be fail in future.
5. I buy a diary note.
6. I spended my money to buy some toys.
7. I opened and read the page one by one.
8. I had many wish in future.
9. Some sentence was good.
10. She gave me a opinion about future.

11. I had a poster in the wall.
12. I saw a good book in the top of rack.
13. It was difficult and useful in the future.
14. It was my habit bad in the past.

Hana Sih Setya Gumelar: **My Beautiful Memory.**

1. I have a beautiful story when I were child.
2. I do not liked stay in town.
3. I cutted the wood to make toy.
4. They can made some good toys.
5. We do it together.
6. I eated together with them.
7. It was beautiful memory with many of friend around me.
8. I saw many kind of game.
9. She gave me a orange for us.
10. I played with them in the sand
11. I put my snail on my pocket.
12. They were funny but they were fun.
13. I made car toy with wood.

Inggita Pramesti Ayuningtyas: **Fishing Make Me Patient**

1. I like fishing when I was child.
2. I go to pound to fishing.
3. I sitted on the bench.
4. I waited and get a fish.
5. I have a lot of fishes.

6. I put my fish on the net.
7. I pay on the cashier.
8. Fishing is tiring and fun.
9. There were fish lele, fish gurame, and fish nila.

Joshua Christian Dwi Purba : My Mistake in Bali

1. My school gone to Bali.
2. I did not entered the cave.
3. I forgeted to use sun block.
4. My skin was turn dark.
5. I could swam in the swimming pool.
6. I weared swimsuit.
7. I did not bought snack.
8. I saw many dancer and visitor.
9. The dancer came in the stage.
10. I took a picture with three tourist.
11. I got a interesting experience in Bedugul.
12. I came in the beach.
13. I got many mistake in Bali and I was happy there.
14. I love Island Bali.

Kevin Riando Yuerson Sahar : My Experience in Break Dance Competition.

1. I follow dance competition on 28th April 2012
2. I can dance beautifully.
3. My partner fell and wake up again.
4. Some audience did laugh at my team

5. We runned to the back stage
6. There were 12 team joined to dance competition.
7. Some student come to give support
8. We had a extra time to prepare.
9. We waited on the waiting room.
10. Success is not about cup and it about good trial.
11. We got turn second.

Kukuh wicaksana: **Umbrella Before Rain**

1. I knowed that october is rainy season.
2. I took a bath and weared uniform.
3. My mother go to office.
4. I did not saw the road.
5. My friend and I sitted to wait bus.
6. I runned to class.
7. I did not told my mother about it.
8. Many child and teacher took their umbrella.
9. Some man used rain coat.
10. Next time I have to take a umbrella to school.
11. I saw a good umbrella on a shop.
12. I bought a pink small umbrella.

Monica Rossy Kusumastuti : **My Shocking Experience**

1. Last year I did not come to Jogja
2. We prepare our bag and go to Semarang.
3. My Father rided a motorcycle and sitted on the back.

4. A cat run on the road.
5. My father did not saw a big hole.
6. I jumped and falled to the road.
7. Many person come to help me.
8. I saw some wound on my foot.
9. A Nurse gave me a injection.
10. I should stay on a room.
11. My Mother waited on waiting room.
12. I was sad but I wanted to run from the hospital
13. A big handsome doctor came to me.

Nia Hariana : **Silent but Dangerous**

1. I did not remembered the day I get ciko, my dog.
2. My uncle gived to me.
3. Ciko eatted everything.
4. I forgeted to give food.
5. Ciko runned and attack me.
6. My friend looked and throwed a stone.
7. Some bandage in my hand.
8. He took something on the small box.
9. He gave me a anesthetic medicine.
10. It was like a exam for me.
11. I did not professionally animal lover.
12. I said thanks to he.
13. He check in my wound.
14. Sometime he was silent and active.

15. There were no serious problem.

Rachael Fallensia : My Lovely Grand Father

1. I did not stayed with my parents when I was child.
2. I stayed and live in my grandfather's house.
3. He teached everything to me.
4. I had to washed my clothes by myself.
5. I could readed holly bible there.
6. He helped and supports me when I need something.
7. I played with many child.
8. He gave me a advice about making friend.
9. They had a idea to make something new.
10. I love him at that time.
11. I followed he to care plants.
12. All of whole family was on living room
13. He looked so old and never felt to do everything.
14. I like read book religious.

Rani Dhiyas Pratita : My Sister's Advice

1. I wanted to swimmmed in the river.
2. My friend and I goed to the river to swim.
3. My sister called my name and search me.
4. I did not told my sister about my plan.
5. She sayed that river was dangerous.
6. I saw many snail on the stone.
7. I tried to take some fishes.

8. She was a active girl.
9. I am so afraid at that tome.
10. I jumped on the river.
11. She is a wild girl and kind girl.
12. I love to swim in river clean.

Sang Ayuning Jati Wijayanti : **Important Note**

1. I were forgeted about something.
2. I imagined about my wish.
3. I writed my wish on my diary note.
4. I putted my diary note in class
5. My mother asked me and give me money.
6. I was so tired and start to make wish list.
7. I wrote some sentence in it.
8. My friend gave me a idea.
9. It was good to be able to show my self will good.
10. I checked my mistake at my self.
11. I wanted to be better at future.
12. The diary is not Important and the note is important.

Serafina Indah Chrisanti : **Sentence from My Mother**

1. One day my mom come back to home and knock the door.
2. She did not brought snack for me.
3. I run to her.
4. My Mother gived her basket to me.
5. I took some money from her and go to market.

6. My mother looked at me and say something to me.
7. I saw many mistake in my self.
8. I bought many snacks.
9. Now I knew I am a emotional girl.
10. I saw some money on wallet.
11. Live on difficult time.
12. I have to choose between bad things or good things.
13. Crisis economic

Stefanus Satrio Hadi Wibowo : **Finally I Can**

1. Dewa and I wanted to ride motorcycle.
2. I come to my uncle's house and ask him to teach riding motorcycle.
3. I were quite and start to learn.
4. We went to field and start to learn.
5. I imitated and practice it hardly.
6. I felt satisfy and take a rest for awhile.
7. I saw many man there.
8. We did exercise before.
9. We sit in the edge of field.
10. It was difficult and finally I could ride motorcycle
11. The day hot.

Stephani Devina Danuwinata : **Experience from Book**

1. I sayed to the librarian.
2. When I am a child.
3. I wanted to borrowed a book.

4. I readed the book in library.
5. I did not realized that time is over.
6. I finded and writed some good words from it.
7. I saw many book in library.
8. A ordinary book
9. Book at the bag.
10. It was good but meaningful.
11. I usually read book history.

Theresia Febriza Ayu Segara Putri : **Follow Retreat**

1. Last weekend we have "retreat" activity outside my school.
2. We leaved our school and went to camping area.
3. After a long journey we arrive at the woods and found a good camping site.
4. Some women cutted the rope.
5. Than they starts to work and built their tents
6. They cutted the grass and cleaned the garden.
7. Some rope and nail.
8. In short time a tents were ready
9. We had to put everything on the tent.
10. We were all tired and happy.
11. We must have team good.