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PENGANTAR REDAKSI

Puji syukur dipanjatkan kehadiran Allah SWT yang telah melimpahkan pertolongan-Nya, sehingga Jurnal Progress Volume 4 Nomor 1 edisi Oktober Tahun 2016 dapat hadir di lingkungan Universitas Wahid Hasyim Semarang. Jurnal yang ada di tangan para pembaca merupakan Jurnal yang dihasilkan oleh Pusat Kajian dan Pengembangan Ilmu-ilmu Keislaman Fakultas Agama Islam Universitas Wahid Hasyim Semarang yang terus berusaha menghadirkan informasi terbaru seputar dinamika pendidikan Islam.

Jurnal ini menjadi ajang pergulatan intelektual bagi para dosen, peneliti, guru, serta pakar yang konsen dalam bidang keilmuan khususnya pada bidang pendidikan dasar, sehingga mampu memproduksi gagasan serta hasil riset yang memberikan pencerahan di masyarakat. Kami menyakini benar bahwa tulisan yang terlahir dari para penulis menjadi ijtihad bagi mereka dalam meningkatkan kualitas pendidikan Islam.

Tulisan yang tersaji dalam volume ini *Pertama*, memperbincangan seputar Sains dan Agama yang menjelaskan bahwa Islam menjadi jawaban atas problem epistemologi yang selama ini terjadi. Melalui sains Islam, dialog sains dan Islam akan menjadi lebih jelas dan terarah dengan melihat posisi dan peran yang satu terhadap posisi dan peran yang lainnya. Upaya untuk menemukan bentuk implementasi dialog tersebut hendaknya terus dilakukan agar tidak terjadi kebimbangan di kalangan umat Islam.

Kedua, menguraikan tentang peran kepala sekolah dalam menerapkan manajemen budaya Islami berbasis pendidikan

karakter. Beberapa temuan pada penelitian ini menunjukkan adanya kelemahan dalam menerapkan manajemen tersebut, sehingga bisa berdampak pada proses pembentukan karakter peserta didik. Karakter dianggap menjadi indikator keberhasilan dalam pendidikan, karena tujuan utama pendidikan adalah membentuk pribadi mulia dan berkarater.

Ketiga, mendeskripsikan fonemana kekerasan yang masih sering terjadi di sekolah. Akibat peristiwa ini, seringkali guru menjadi sasaran tembak oleh orang tua wali murid. Sebagai upaya meminimalisir kejadian tersebut, maka ada beberapa langkah yang dapat diambil. Salah satu upaya tersebut adalah melakukan pendekatan humanis kepada peserta didik. Pendekatan humanis cenderung menggugah kepekaan sekolah, guru, murid, orangtua, masyarakat agar mampu membangun empati dan simpati atas keunikan dan kemampuan setiap manusia yang berbeda.

Keempat, pada tulisan ini membahas tentang keterampilan membaca dan menulis yang menjadi bagian dari keterampilan berbahasa. Permasalahan yang muncul adalah rendahnya semangat dan motivasi belajar siswa, kurang adanya kerjasama antar siswa dalam kelas untuk menyelesaikan tugas-tugas tertentu dalam pembelajaran. Fenomena dapat dipecahkan melalui penggunaan menggunakan model pembelajaran kooperatif.

Kelima, fokus kajian yang dipaparkan terkait kesiapan keterampilan guru sains penggunaan dan pengelolaan laboratorium. Guru sebagai pengajar tidak semata mampu memberikan pengajaran di kelas saja, melainkan bisa menyajikan materi dengan warna yang berbeda khususnya ketika melakukan pembelajaran di laboratorium.

Tanggung jawab yang harus dilaksanakan oleh guru sains terkait dengan hakikat pembelajaran IPA tidak hanya sebagai perancang, pelaksana serta evaluator pembelajaran di kelas saja, akan tetapi kesiapan untuk memiliki keterampilan dalam menggunakan fasilitas dan mengelola laboratorium juga menjadi tantangan tersendiri bagi guru sains.

Keenam, tulisan ini mencoba menggambarkan kesalahan yang terdapat pada buku teks Inggris-Biologi yang diikuti dengan memberikan gambaran tentang sebab terjadinya kesalahan karena perbedaan struktur kalimat antara bahasa Indonesia dan Bahasa Inggris. Oleh karena itu diperlukan rekonstruksi teks pada buku teks Inggris-Biologi.

Ketujuh, pada bagian ini akan menjelaskan kajian tentang bimbingan dan konseling Islam dalam Pendidikan Islam. Peran tersebut merupakan usaha membantu individu untuk menjadi manusia yang berkembang dalam hal pendidikan dan membentuk kepribadian yang berguna dalam kehidupannya yang memiliki berbagai wawasan, pandangan, interpretasi, pilihan, penyesuaian dan keterampilan yang tepat berkenan dengan diri sendiri dan lingkungannya, sehingga urgensi bimbingan dan konseling Islam sangat penting guna mencapai perkembangan dan keoptimalan dalam proses pendidikan.

Beberapa tulisan di atas, selaku redaksi menaruh harapan besar kepada para pembaca untuk memberikan saran konstruktif dalam peningkatan kualitas jurnal Progress ini. Kami juga menyadari masih banyak kekurangan baik dalam segi penyajian maupun kesempurnaan yang ada di dalam jurnal ini. Semoga gagasan dan

pemikiran yang dituangkan dalam Jurnal Progress volume ini dapat membangun keilmuan dan pengetahuan yang lebih dalam serta dapat dijadikan rujukan dalam mengatasi persoalan-persoalan yang muncul di masyarakat, khususnya persoalan di bidang pendidikan.

Semarang, 25 Oktober 2016

Ma'as Shobirin

Jurnal Ilmu Pendidikan Dasar dan Keislaman

Daftar Isi

Pengantar Redaksi :	ii
Daftar Isi :	vi
Sains dan agama dialog untuk saling menguatkan	
Andi Fadllan :	1
Peran Kepala Sekolah dalam manajemen budaya Islami berbasis pendidikan Karakter di SMP Islam Sultan Agung (ISSA) 1 Seroja Semarang	
Suwanto :	24
Dinamika kekerasan dan pendekatan humanis di sekolah	
Kholfan Zubair TS :	47
Peningkatan hasil belajar dalam pembelajaran <i>reading and writing narrative text</i> dengan menggunakan model cooperative learning di kelas XII IPA 1 SMAN 2 Rembang Tahun ajaran 2015 / 2016	
Nurur Rosyidah :	73
Kesiapan keterampilan guru sains dalam penggunaan dan pengelolaan Laboratorium di MAN se kota Semarang	
Linda Indiyarti Putri :	95
The Rekonstruksi of The texts english about Entitled animal taxonomy	
Gadis Herningtyasari :	121
Peran Bimbingan dan Konseling Islam dalam Pendidikan	
Anas Rohman :	136

THE RECONSTRUCTION OF THE TEXTS IN ENGLISH BIOLOGY TEXTBOOK ENTITLED *ANIMAL TAXONOMY*

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ABSTRACT

This study aims to describe the errors are found in English Biology Textbook entitled *Animal Taxonomy*. By using Qualitative Descriptive method, this study classifies the errors based on Dulay, Burt, and Karshen (1982) method about Error Analysis, namely Omission, Addition, Misformation, and Misordering. From the results of the study, it was found that some categories of errors in which Omission Error is caused by the missing of items that need to complete the phrases or sentences. Then, addition error in which the addition of unnecessary items in the phrase or sentences. The next is Misformation refers to wrong form of words. The last is Misordering refers to incorrect placement of a morpheme or a group of morpheme. The errors are found in English Biology Textbook entitled *Animal Taxonomy* are caused by the different rules of grammar such as the construction of adjective and noun phrase, grammatical endings, the use of tenses, and the use of articles between two languages. From this output, it can be seen that Omission and Misordering are the dominant errors in English Biology Textbook entitled *Animal Taxonomy*. Therefore, it is necessary to reconstruct the text in English Biology Textbook entitled *Animal Taxonomy* to make it useable.

Key words: Errors, English Biology Textbook, qualitative descriptive method.

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan tentang error yang terdapat pada Buku Teks Inggris-Biologi berjudul Taksonomi Hewan, yang diikuti dengan memberikan gambaran tentang sebab terjadinya error karena perbedaan struktur kalimat antara bahasa Indonesia dan Bahasa Inggris. Dengan menggunakan metode deskriptif kualitatif, penelitian ini mengklasifikasikan error berdasarkan metode dari Dulay, Burt, dan Karshen (1982) tentang Error Analisa, bernama Ommision Error, Addition Error, Misformation, and Misordering. Dari hasil penelitian ini ditemukan bahwa beberapa kategori error yang disebut Ommision Error yang terjadi karena kurangnya item yang diperlukan untuk melengkapi frase atau kalimat.

Addition Error dimana item penambahannya tidak diperlukan dalam frase atau kalimat. *Misformation* yang merujuk pada kesalahan formasi kata. Terakhir *Misordering* yang merujuk pada kesalahan penempatan morfem atau kelompok morfem. Error yang terdapat pada Buku Teks Inggris-Biologi berjudul *Taksonomi Hewan* disebabkan oleh perbedaan aturan tata bahasa sebagai konstruksi dari kata sifat dan frase nomina, akhir tata bahasa, penggunaan bentuk kata dan artikel antara dua bahasa. Dari keluaran tersebut dapat dilihat bahwa *Omission* dan *Misordering* adalah error yang mendominasi pada Buku Teks Inggris-Biologi berjudul *Taksonomi Hewan*. Karena itu diperlukan rekonstruksi teks pada Buku Teks Inggris-Biologi berjudul *Taksonomi Hewan* agar lebih berguna.

Kata kunci: *Error, Buku Teks Inggris-Biologi, Metode Deskripsi Kualitatif*

A. INTRODUCTION

One of the international languages used now is English. In this case, English as a means of communication has the most important role. Obviously English has dominated world communication either in speaking or writing. Without learning English, it can be estimated that a country will be left behind in its cooperation with foreigners in improving the power of knowledge.

As a foreign language in Indonesia English is the second language for most Indonesian people. For many, it is the third, but foreign language It makes English important, so that English must be learnt by students. English is taught at Junior High School for the beginner, but at this time English is also taught at elementary schools and kindergarten as introduction and supplementary subject.

In Malaysia and Singapore English is a second language since it is also used in people's daily life. Foreign language

learners always make mistakes and errors in their learning process. It is normal for anyone who learns a foreign language which is different from his mother tongue. Error is systematic and different grades make different errors. By describing and classifying the students' error in linguistic terms, the researcher can build up the picture of the feature of the language, which is causing the students' learning problem.

Grammar is an essential requirement toward a successful result in learning any language, including English. People have to pay more attention both to what they want to say and also how they are going to express their ideas in writing.

The English Biology Textbook entitled *Animal Taxonomy* for college students in semester 3 are worth studying since they contain a great number of errors which include various linguistic items as well as grammatical elements. Such errors suggest that the writers have not yet fully mastered the rules of the language they have learnt. In general such errors are considered as "an inevitable sign of human fallibility" (Corder, 1981:65), for example, as the consequence of lack of attention or poor memory on the part of the learners or inadequacy of the teachers' teaching. Anyhow, errors are inevitable in any learning situation, which requires creativity such as in learning a second language. For text-book writers, however, such errors cannot be tolerated. They should not occur in English Biology Textbook entitled *Animal Taxonomys* from which the students learn English.

In 1976 Corder published a seminal article "The Significance of Learners Errors ",in which he proposed that the learner constructed his own version of the grammar of the target language. The outgrowth of his ideas is labeled error analysis.. Errors, then, are no longer viewed as mere deviations but rather as a source for studying the process used by the learner in learning the target language. He stated that "Errors are evidence about the nature of the process and of the rules used by the learner at a certain stage in the course (1977: 167)." So if we want to study the learner's language systems, we should find clues to the systems by analyzing the errors he commits.

The purpose of the present study is two-fold: to find the types of errors committed by the textbook writers and to explain how and why those errors occur. This study has yielded two important things. First, it gives us vivid pictures of the common phenomenon which usually occur in foreign language learning. The answers to the questions of what types of errors frequently occur, how and why the errors exist, have led us to a deeper understanding of the process of second or foreign language learning. Second, from a practical point of view, the findings have made us aware to reconsider the use of such English Biology Textbook entitled *Animal Taxonomy* for classroom resource materials. The fact shows that in most foreign language instructions, teachers and students rely heavily on textbook materials. Both teachers and students will make use of any textbooks most often regardless of the quality. The findings of

this study imply that nothing else is as important to foreign language educators, as having good, basic textbooks for their students.

1. The View of Errors Analysis

Dulay, Burt, and Krashen (1982) as cited in (Muriungi., et.al, 2011, p. 93-114) there are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this case, there only discuss about one category of error

analysis in which *Surface strategy taxonomy* because this step that the researcher use in analyzing the data. Surface strategy taxonomy highlights the way surface structures are altered (Dulay, Burt, and Krashen (1982) as cited in Muriungi., et.al, 2011, p.93- 98). The surface strategy elements of a language are altered in specific and systematic ways. Among the common errors are: *Omission Error*, this error is characterized by the absence of an item that must appear in a well-formed sentence/phrase. e.g. “The student in our class were excited”. It should be “The students in our class were excited”. *Addition Error*, this error is characterized by the presence of an item which must not appear in a well-formed sentence / phrase, e.g. adding -s for all of plural such as mans, foots, childs, mouses, etc and adding -ed to the verbs of past tense like hitted, and beated. *Misformation*, this error is characterized by the use of the

wrong form of the morphemes or structure. The dog eated the chicken. *Misordering*, this error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, For examples: I don't know what is that and He is all the time late.

2. Contrastive Analysis

Contrastive analysis in general term is an inductive investigative approach based on the distinctive elements in a language (Kardaleska, 2006). In common definition, the term can be defined as the method of analyzing the structure of any two languages with a view to estimate the differential aspects of their system, irrespective or their genetic affinity of level development (Geethakumary, 2006).

Contrastive Analysis of two languages in question: L1 and L2, pointing at the specific features of each language system (in its major areas: phonology, morphology, lexicology, syntax, text analysis) helps in the process of anticipation of possible difficulties with the L2 learners. A part of the difficulties can be attributed to the mother tongue (first language) interference (Kardaleska, 2006).

A systematic comparative study analyzing component wise the differences and similarities among languages was clearly recognized towards the end of 19th century and the beginning of 20th century, especially in Europe. The term "Contrastive linguistics" was suggested by Whorf, for comparative study which is giving emphasis on linguistic

differences. Meanwhile contrastive linguistics has been redefined as “a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them” (Geethakumary, 2006).

Contrastive analysis provides an objective and scientific base for second language teaching. While learning a second language, if the mother tongue of the learner and the target language both has significantly similar linguistic features on all the levels of their structures, there will not be much difficulty in learning the new language in a limited time. For knowing the significantly similar structures in both languages the first step to be adopted is that both languages should be analysed independently. After the independent analysis, to sort out the different features of the two languages, comparison of the two languages is necessary. From this analysis it is easy to make out that at different levels of structures of these two languages there are some features quite similar and some quite dissimilar.

3. Textbook Analysis

The success or the failure of English teaching does not only depends on students and teachers but also the use of visual aids, methodology, teaching material and other facilities. The process of teaching and learning English must cover the four language skills, in sequence of acquisition for a first language learner: namely reading, speaking, writing,

and listening with the main emphasis on the reading skills. It does not mean that the teacher should not teach only reading skills, but the students have to master all of the other three skills that are listening, speaking, and writing.

One more aspect that influences the language learning is a textbook. Textbook is considered to be the course of the study, the guide on methods of instruction and the source of language activities and practice exercises (Greene and Petty, 1963:430).

B. METHODS

This study uses a descriptive qualitative approach. This strategy tries to solve the current problem, which has actual characteristics. Because of these characteristics, I do not use the hypothesis as temporary answer to solve the problem. The steps of descriptive qualitative is collecting data, arranging the data and interpreting the data. Qualitative research is concerned with description. The source of data is the English Biology Textbook entitled *Animal Taxonomy*.

C. FINDINGS AND INTERPRETATIONS

The data is English Biology Textbook entitled *Animal Taxonomy*. I made the error lists of some sentences in translating the data in the form of table as follow:

Table 1: Table of error lists in English Biology Textbook entitled *Animal Taxonomy*

No. (1)	Original Text (2)	Reconstructed Text (3)	Kinds of Error (4)
1	Mammals are a group of animals that occupy the highest place in the history of development and is a Vertebrate animals that really best suited to life on land	The mammal is a group of animals that occupies the highest place in the history of development and as a Vertebrate animal.	<p>Terminology / translation</p> <ul style="list-style-type: none"> - that really best suited to life on land (misconception of theory) <p>Grammatical</p> <ul style="list-style-type: none"> - Ommision of plural marker -s - Misordering of verb
2	All mammals haired although in certain groups of hairs that grow only in certain body parts	All mammals' hair in certain groups of hair grow only in certain body parts	<p>Grammatical</p> <p>Addition of <i>-ed</i> (haired → hair) and plural marker <i>-s</i> (hairs → hair)</p>
3	Mammals have mammary glands, which produce fluids as food for their children	The mammal have mammary glands, which produce fluids as food for their young	<p>Terminology / translation</p> <ul style="list-style-type: none"> - Inappropriate diction (children → young) <p>Grammatical</p> <ul style="list-style-type: none"> - Misformation of adjective (children → young)
4	Habits of child care is highly developed in mammals and	Habits of the young care is highly developed in mammals and	<p>Grammatical</p> <ul style="list-style-type: none"> - Misformation of adjective (child → young)

	reached its peak in humans	reached its peak in humans	
5	Many of them are active at night (nocturnal) so that almost never seen in everyday life	Many of them are active at night (nocturnal) so that they are almost never seen during the day time	Terminology / translation - Inappropriate diction (everyday life → day time) Grammatical - Misordering of complex sentence - Ommision of possessive pronoun
6	Certain types of game animals used for meat or skin velvety smooth haired	Certain types of animals are used for their meat or their velvety smooth skin.	Terminology / translation - Strange terminology Grammatical - Addition of verb <i>game</i>
7	Some members of rodents or carnivores may cause harm to humans because it can damage crops or prey on livestock	Some members of rodents or carnivores may cause harm to humans because they can damage crops and endanger livestock	Grammatical - Misformation of <i>ofmbe</i> - Misordering of complex sentence - Ommision of conjunction <i>and</i>
8	Mammals that have been known to mankind is not less than 4,000 species	Mammals that have been known to mankind are more than 4,000 species	Grammatical - Addition of degree comparison (too much)
9	To facilitate knowing and	To facilitate knowledge and	Terminology / translation

	studying the type-species of mammals are in the group-classified into a particular group	research development the types of mammals can be classified into particular groups	- Confusing sentence Grammatical - Misformation of parallel structure of noun in a series
10	Females have skin glands on the underside of the body (eg in the abdominal region, pectoral and inguinal) that issued the milk after delivery	Female's skin glands are under the body (eg in the abdominal area, pectoral and inguinal) are parts of the mammal's body that produce the milk	Grammatical - Omission of possessive marker's - Addition of preposition - Misformation of verb

If we look at the table, it can be seen that in general, Misformation and Misordering are the dominant errors in English Biology Textbook entitled *Animal Taxonomy*. The errors are caused by the difference of English and Indonesian structures of phrases, the use of grammatical endings, and the ways of expressing meaning.

Here is the table for the percentage of kinds of errors (all error sentences):

Table 2: Table of percentage of kinds of errors

Kinds of Error	Items of error	Percentage of Error
Addition	12	11,2%
Ommision	20	18,8%

Misformation	23	21,4%
Misordering	52	48,6%
Total	107	100%

From the table above we can see the percentage of error in addition 11,2%; omission 18,8%, misformation 21,4%, and misordering 48,6%.

D. CONCLUSIONS

From the result of the study, it can be concluded from both of the text, there are some errors in the textbook, they are: the Omission Error, such as Omissions of article, preposition, pronoun, plural marker, auxiliary verb, possessive marker, and to be. Then, the addition error, such as addition of be, addition of pronoun, and addition of plural marker -s. The next is Misformation that consists of misformation of be, misformation of verb, and misformation of parallel structure of ideas. The error of structure or Misordering that consist of the error structure of noun phrase, the error structure of adjective phrase, error in structuring possessive phrase, the error structure of simple sentence/simple sentence with compound verb, the error structure of complex sentence, the error structure of simple future sentence, and the error structure of question word. From this correction, it can be seen that Omission and Misordering are the dominant error in English Biology Textbook entitled *Animal*

Taxonomy. The errors in output occur because English and Indonesian are different in the structure of the words.

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