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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Uswatun Hasanah

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra

Riyah Shibha Nasution
Postgraduate Program English Applied
Linguistic Study
State University of Medan
Medan, Indonesia

Rahmad Husein
Postgraduate Program English Applied
Linguistic Study
State University of Medan
Medan, Indonesia Medan, Indonesia

Anni Holila Pulungan
Postgraduate Program English Applied
Linguistic Study
State University of Medan
Medan, Indonesia
shibhariyah@gmail.com

Abstract— Abstract-This study investigates the types of grammatical errors produced by Arabic learners in English. Bilingual program is a condition that the students speak both English and Arabic languages in their daily communication. The researcher used descriptive qualitative research in conducting this study. The data are bilingual students' utterances consisting of grammatical errors in daily communication. The utterances consisted of words, phrases, clauses and sentences. The prior aim in this research is to describe the types of grammatical errors since there are two kinds of grammatical errors namely morphological errors and syntactical errors.

Keywords: *Grammatical error, bilingualism, English, Arabic language*

I. INTRODUCTION

Recently, people are considered to use two languages in their communication. This case is claimed as the phenomenon of bilingualism. The phenomenon of bilingualism is seen as the way to enhance the capability of personal quality. Being bilingual means that being able to have the competence in speaking two languages at the time.

In the popular view, Abutelabi and Weekes (2014) explained that a bilingual speaker may be someone with different levels of proficiency in the two languages, using the two languages in different contexts or learning a new language due to educational requirements, immigration, or other business and life demands. This definition, a bilingual individual is not only necessarily someone who has acquired both languages from birth, or early in life, but also one who learns a second language (L2) later in life. Then, Brice (2009) proposes that a bilingual is defined as the ability to speak, listen, read and or write in more than one language with varying degrees of proficiency.

By mastering more than one language in our communication it helps us to understand other languages easier than people who only understand one language in the whole of their communication. this view highly supported by the explanation that explained by Hudson (2007) while he stated that with the use of two languages, students gain the

increase of cognitive development as they perform more divergent and creative thinking. More specifically, Fromklin and Hyams (2007) stated that bilinguals also hold a greater awareness of meaning and structure in language because they are familiar with two languages from which they can make generalizations about the characteristics of languages instead of one. as cited above, bilingualism direct us to understand the language that we use easier because of activation in our cognitive to notice the languages particularly in tem of grammatical level.

Ma'had Al Jami'ah UIN SU, for instance, is the institution which is applied the bilingual program while the languages are English and Arabic language. This Ma'had (boarding school) used two languages in their all activities including their teaching class program like studying Tahsin (enhancing) and Tahfidz (memorizing) Quran. The students have to speak English and Arabic in daily communication. Beside, the turn time taking is provided to make students focus in what language they used. They have to speak English and Arabic in certain week. One week for English and one week for Arabic. In the language week, students must speak English and Arabic languages; it depends on the week of language.

In relation to the bilingualism particularly English and Arabic language, Ahmad (2017) found that there was no significantly differences both English and Arabic. The different items can be found in the language transparency, phonology and morphology terms. It is also supported by the findings in Bader and Mustafa (2009) that denoted the position of foreign language can influence our understanding in mastering another foreign language. It is actually two languages are integrated each other. In order to say that students who have their basic in one foreign language actually help their understanding in another foreign language.

In fact, the students in Ma'had Al Jami'ah are mostly from boarding school (Pesantren) so that they have a basic in understanding Arabic language. Meanwhile, it does not influence to the students in using English well. The students mostly produced the errors in the communication when they speak by using English.

Based on the background of the study, the problem is formulated as the following:

What types of grammatical errors of speech are produced by students in bilingual program of Ma'had Al Jami'ah UIN North Sumatra?

Moreover, the grammatical error is seen as the condition that produced by language user in every single context communication without using the function of the pattern in the language itself so that the idea, information and lesson are not conveyed by the listener.

In the term of grammar, Feng (2013) highlighted that grammar can be viewed in the two kinds of grammar since it can be seen as the functional grammar and formal grammar. Functional grammar, based on systemic linguistics, emphasizes the way spoken and written language operates in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured, and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on groups of words that function to make meanings.

A. Types of Grammatical Errors

Obviously, Mardijono (2003) classified grammatical errors refer to the two main clause parts, they are: morphological errors and syntactical errors.

B. English and Arabic languages

Based on the same position as the foreign language in Indonesia, Mohammad (2015) explained that similarities between the two languages in comparison. In Arabic, students study the conditionals as hypothetical and come in an if-clause and a main clause. In English, it comes as a main clause and a subordinate clause that is similar to the syntactic structure of Arabic. This makes it easy to learn conditionals by transferring the knowledge from Arabic.

English has two kinds of 'conditional if' sentences, the unreal conditional and the real conditional. The 'unreal conditional if' is translated as /law/ in Arabic, whereas the 'real conditional if' is translated as /Iḍā:/ and /in/. That is, the verb of the conditional clause which follows all of the above mentioned Arabic particles are always in the past tense (Khalil: 1999), for example: Iḍā: ḍahab is literally translated as 'If he went', however in English it would read 'If he goes'. 'insaalanifa-saujeebuhu' is literally translated as 'If he asked me then I will answer him.', however in English it would read as 'If he asks me I will answer him.'

Furthermore, in English the 'conditional unreal if' is followed by a past tense clause, followed by 'would' indicating unreal conditional, whereas in Arabic, the only indicator is the word /law/. Hence, Arab learners tend to omit the word 'would' in speaking and writing. 'If they were here, they would pay her.' is often produced by Arabic speakers as 'If they were here, they pay her', omitting 'would' as it is not used in this context in Arabic. Another common feature between Arabic and English syntax is the use of conjunctions. In Arabic, students can produce correct sentences using (and,

but and so) that has the same meaning when they transfer it literally in English. An example of simple connectives is 'and' which is translated as /wa/ in Arabic. As in English the Arabic connective 'wa' is used to connect both words and clauses.

However, in English, when listing a number of words, 'and' is used to connect the last word in the list of words, whereas in Arabic, /wa/ is used before every subsequent word following the first word in the list, for example: English: The man, woman and child was killed. Arabic: QutilaArrajlwalimra a wad tiftl.

On the other hand, In Arabic, the adjective-noun order is noun + adjective (qalamazraq) while in English the order is (adjective + noun) so that it instead of blue pen.

Second, another problem that may face due to different syntactic features of Arabic and English is that Arabic is a null-subject language. In Arabic, it syntactically correct to produce nominal clauses and verbal clauses while in English only verbal clauses are correct such as (sā'id 'ayrak, yusā'idk), the correct equivalent in English is (help others so they help you). However, it will translate it to (help others, so help you). Dropping the subject here is clearly due to the Arabic syntactic feature that accepts it as correct without the subject. The subject in Arabic structure is covert while in English structure the subject is overt and comes before the verb, this is another word order issue. In Arabic they can drop copula be creating nominal correct statements such as (Akhi muhandis) while in English it is essential to use the copula be to produce such a statement (My brother is an engineer).

II. RESEARCH METHOD

The research design that will be used in this research is qualitative research. In line with this case, Djajasudarma (2006:16) elaborated that description in qualitative design is a description of the characteristics the data accurately in accordance with the nature of the data itself. The qualitative research will be used in this research since the data refer to the form of quality of verbal not in the form of number.

The data of this study are bilingual students' utterances in bilingual program consisting of grammatical errors in the daily communication. Hence, the utterances consisted of words, phrases, clauses and sentences. The source of the data in this study is Ma'had Al Jami'ah UIN North Sumatra students.

The source of data in this study is six students. They are selected by purposive sampling with the following criteria as follows: (1) the students who have good capability in mastering Arabic language since their background education were graduated from boarding school. This can be seen from the list report by the English council development program in Mahad Jamiah UIN North Sumatra in academic year 2018/2019 (2) the students who use English and Arabic in their daily communication.

Bogdan and Biklen (1992:31) stated that 'the researcher is as the key instruments. It means that everything is controlled by the researcher. Observation sheet and guided interview are the supporting instrument of data collection in this paper. This

way will be used to examine the syntactical error of speech by students in bilingual program of Ma'had Al Jami'ah North Sumatra.

III. RESULT AND DISCUSSION

Here are the examples of the preliminary data by the students of bilingual program in Ma'had Al Jami'ah UIN North Sumatra.

Conversation I:

ا: هل نظرت ب ديك تا؟

Have you found my book?

ب: لا، اين ضعه تو .

No, I have not. Where did you put it?

ا: ذهنت ا لى الجامعة و هناك وضعت كتاب على المكتب حقا . والآن....

I went to the class and I put my book on my table. Oh really

ب: ممكن فى الممكن الاخر يا حد ب د تي

It could be in other places, dear.

This preliminary data, the students communicate by using Arabic language syntactically since it can be seen from the structure of Arabic language that they used correctly. In order to say that the student rarely produce the errors in speaking Arabic language. In addition, some terminologies of grammatical in English existed in Arabic language. Therefore, the syntactical rules of English also happen in Arabic language such as verb agreement and verb tense case. It can be proved from the conversation above as follows: the word Dzahabtu derives from dzahaba- yadzhabu, the sign of letter Ta is referred to the past tense in Arabic and it is known as the Fi'il Madhi. The word of Satata'allamu derives from Ta'allama- Yata'allamu, the sign of letter Sa is referred to the future tense while in Arabic language it is known as the Fi'il Mudhori'.

Conversation II

A: Where my cloth?

B: Where you put?

A: ...I finish take bath, I put my cloth in here. You take it?

B: No, I have many cloth. You look at the other place. I think you forget just now.

A: I think so. Thank you.

Based on the preliminary data above, the students did their conversation syntactically in English. The case of this conversation mostly seems quite different with the conversation that the students spoke in Arabic language. The errors in this preliminary data ease to find out as follows:

Where my cloth instead of where is my cloth. The word of using is as the linking verb not existed. By following the term of syntax it should be put in the word of where so that the interrogative sentence in this case will be sentence grammatically. Then, the sentence where you put instead of where did you put. The word of using did is as the verb agreement not existed more. By following the term of syntax it should be put in the word after where so that the interrogative sentence in this case will be sentence syntactically. I finish

take bath instead of I have taken bath. In this case, the student does not aware in using the form of verb phrase. This sentence actually refers to the present perfect tense since it consist of have followed by past participle.

You take it instead of have you taken it. In relation to this case, the student does not aware in using the form of verb in producing the interrogative sentence. The students frequently omit the word of verb agreement in the interrogative sentence. I have many cloth instead of I have many clothes. The student does not aware in using singular and plural formation in a sentence. It seems that the pattern in singular and plural is strongly misused in this sentence. You forget just now instead of you have forgotten. The student does not aware in using the form of verb phrase. This sentence actually refers to the present perfect tense since it consist of have followed by past participle.

Conversation I

A: I want to tell you. Nisa is not here. Her body sick and she want check up.

B: oh my god, how many days that she wants to go home? Has she told to you?

A: yes, but I say yesterday excuse to you.

B: I don't her actually.

A: she by glasses, she only just now excuse to me. But I say to she excuse to you.

B: okay, I am waiting for her.

Conversation II

A: do you feel okay here?

B: yes, interesting for me in memorize the quran

A: it makes you feel comfort here, there are many trees

B: absolutely, I not sleepy

A: how much we pay in the canteen for lunch?

B: please your repeat your asking.

A: how much we pay in the canteen for lunch?

B: oh, eighteen thousand

Based on the data above, it found that mostly students produced the grammatical errors referred to the term of syntactical errors in part of verb phrase.

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