

Optimizing A Cooperative Teaching-Learning Of Students Team Achievement Division On English Mastery Of Javanese Native Children

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ABSTRACT

This study investigated the English grammar errors produced by the Javanese native children and the effectiveness of Student Team Achievement Division (STAD) cooperative-learning method in tackling the errors. This research was undertaken over a 12-week academic semester and employed a pre-test and post-test methods assigned the children to two groups under experimental and control conditions. The experimental group (N=25) and control group (N=25) enrolled in class and received the same English grammar material using different method in which the experimental group received the treatment of the STAD cooperative-learning method whereas the control group received the conventional learning method. Qualitative data collection and analysis as well as interviews were utilized. Whereas the qualitative method was used to examine the English errors produced by the children, the quantitative method was used to examine the effectiveness of the STAD method in reducing the English errors evaluated using the Paired-Samples T-Test. An in-depth interview with the teachers and the children was also conducted in order to examine (1) the causes of English errors made by the children and (2) the teachers' and children's perspectives towards the effectiveness of STAD method during teaching-learning activity. The findings showed (1) the English grammar errors were caused by the children's Javanese mental grammar which led them to apply the Javanese grammar system (L1) to English grammar system (L2) as well as the overgeneralization and false concept hypothesis (intralingual errors), (2) the STAD method was effectively reduced the English errors in which the experimental group outperformed the control group with an absolute significance of 0.024. Based on the results of the t-test and also the teachers and children's positive perception towards the STAD cooperative-learning method, it can be deduced that the STAD method is viable to reduce English errors as well as appropriate for teaching-learning to improve children's mastery in learning.

Keywords: English errors, Javanese native children, STAD method, T-test

INTRODUCTION

In this modern era, people encounter more than one language in everyday life including one's local language, the national language, or even international language. As more languages encounter one's knowledge, more linguistic notions are infiltrated in one's brain which causes challenges during language production (Soh et al, 2020). These challenges may limit children in learning a new language. As one language is formerly exposed to its speakers and more frequently, that preliminary language already dominated the brain (Rose et al, 2019). Additionally, language challenges are also triggered by the similarities and differences between the language systems (Basuki, 2022). As learners construct a new language, learners compensate for the lack of grammatical structures in the second language by leveraging their understanding of the first language. Along with applying the first language's grammar rules, language acquisition errors may also result from children improvising to build a concept of the target language's grammatical structure that corresponds to their level of understanding of the target language (Agbay, 2019). Given that, Javanese people as multilingual have encountered more than one language in their daily lives which is the local language (Javanese language), the national language (Indonesian language), and the international language (English language). As English has entirely distinct grammar rules from Javanese and Indonesian, children may face great problems to master this language. The requirement for English mastery is now irrefutable, especially in light of the fact that it has emerged as a universal tongue that everyone must be able to speak fluently. English's status as a global language and its role as a measure of one's capacity to advance in both the academic and professional spheres are the driving forces behind this demand (Juhelmi & Hasan, 2021). Thus, this research focused that children in mastering English grammar by employing the cooperative learning STAD method (Student Team Achievement Division) by measuring the academic achievement in

English grammar. To sum up, the research aims are i) exploring the challenges faced by Javanese native children in English grammar and ii) evaluating the effectiveness of STAD in improving English mastery.

METHOD

This research employed experimental methods to discover the influence of the Students Team Achievement Division as a cooperative-learning method to tackle the challenges.

The researchers set criteria for the participants which include: 1) native Javanese speakers, 2) born and raised in Java, 3) mother tongue is Javanese, and 4) the participants must be in the age of 13-14 years old. The participants were chosen from children aged 13-14 years because at this age the children were in their final critical period (Hartstrone, 2018) meaning that this period was crucial to find out how far they had mastered English. To ensure that the participants have an equal understanding of English, the researchers took participants from junior high schools in Sragen. Before starting the research, the researcher conducted a pretest to measure the English academic achievement of the participants. After that, the researchers asked for help from two English teachers with equal qualifications. One teacher was assigned to teach the control group using the traditional learning method while one teacher was given a briefing about STAD cooperative learning procedures. The study ran for 12 weeks.

In order to reveal the challenges faced by students, the researcher gave grammar test in accordance with the English curriculum in the students' school. For 12 weeks the teacher provided the students with instruction and practice of English grammar which includes the use of tenses, prepositions, singular/plural nouns, adjectives, possessive cases, articles, subject-verb agreement, and word order. An in-depth interview was also done by the researchers to reveal the reasons of the errors. The result of the pretest and posttest were examined using the t-test statistics tools to measure the significant/non-significant

influence of the cooperative-learning STAD method.

Additionally, to achieve the purpose of the study which investigates the effect of STAD cooperative-learning method in overcoming the English errors the following hypotheses were developed.

1. (H^0) = There is no significant difference between the achievement of the control group and the experimental group.
2. (H^1) = There is a discrepancy between the achievement of the control group the and experimental group.

RESULT AND DISCUSSION

Researchers analyzed the total errors made by students in English grammar. The total errors are displayed in Table 1 below.

Tabel 1. Total English Grammar Errors of Control and Experimental Group (Pre-test)

| Types of Errors | Control Group | Experimental Group |
|------------------------|---------------|--------------------|
| Preposition | 101 | 111 |
| Singular/plural nouns | 84 | 87 |
| Adjectives | 28 | 32 |
| Tenses | 588 | 594 |
| Possessive cases | 100 | 104 |
| Article | 355 | 349 |
| Noun/pronoun | 36 | 41 |
| Subject-verb agreement | 568 | 572 |
| Word order | 68 | 51 |

The errors are shown in Table 2 below.

Table. 2 English Errors Produced by Javanese Children

| Types of Errors | Data |
|-----------------|------|
|-----------------|------|

| | |
|------------------------|---|
| Preposition | Finally, in (at) midnight Cinderella came back home. (D1/P) |
| Singular/plural nouns | She has new stepmother and two stepsister . (D1/SGL/PL) |
| Adjectives | Cinderella is so happily with prince. (D1/ADJ) |
| Tenses | They gived Ella a name, Cinderella (D1/TNS) |
| Possessive cases | She mother was sick. (D1/PC) |
| Article | On (the) morning, (an) invitation arrived from (the) kingdom. (D1/ART) |
| Noun/pronoun | He always gives some food for animal. (D1/N/PRN) |
| Subject-verb agreement | A family have one pretty daughter. (D1/SVA) |
| Word order | Stepsister try shoes glass . (D1/WO) |

In terms of English prepositions, the errors emerged due to different variations and meaning in the locational and temporal prepositions of in, on, and at. Whilst in English language these prepositions having different forms and conveying different functions, which is to refer to places and times, yet in Javanese these prepositions have merely one form to convey those two functions. The Javanese preposition “ing” which are generally used as the temporal and locational preposition replaces the English preposition of in, on, and at. According to Bausastra (2022), Javanese Dictionary, the preposition of ing is used as (1) a benchmark to describe a place (ancêr-ancêr nelakake dunung) and (2) a description of a period of time (nelakake ana sajroning wektu). Prepositional errors occur due to the language and cultural background of the learner which is different from English (Gvarishvili, 2013). These different backgrounds and cultures refer

to different perspectives/points of view, for example in English the prepositions *on* and *in* have different meanings but in Javanese these two propositions have the same meaning, namely *ing*. As shown in the datum as follows: "Hang your hat **on** that hook" which is translated into Javanese become "Gantungo topimu ing gantungan kuwi". When students have difficulty finding the right preposition to use, they reflect on the word with the vocabulary they already have. Thus, this interference occurs. These prepositional errors are the result of interlanguage interference, in which the children generalize the use of locational and temporal prepositions by applying their knowledge of Javanese prepositions to English, despite the fact that English locational and temporal prepositions have different forms.

Furthermore, in the singular/plural noun case, the interference arose as a result of students omitting the suffix of '-s', which symbolizes the plurality. The researchers discovered that due to the different morphosyntax rules between the English and Javanese language cause the emergence of interference. The absence of these grammatical norms in Javanese contributes to the interference of singular/plural nouns that are brought on by students' inability to construct thinking patterns in response to changes in English singular/plural nouns. Students retain a mental grammar that is still there in Javanese as a result. Javanese does not exhibit the morphological processes that exist in English as a reflecting form of singularity or plurality of nouns. By writing the singular noun form, the students finally generalized the plural noun error. Surrayo (2021) stated that this phenomenon was caused because the children were already highly exposed to their mother tongue. In line with Rose et al (2019) that the closer a language is to its speakers, the greater the interference with the production of other languages.

Additionally, the errors in terms of English adjective also arose along with the reason of the prepositional error which is the

interlingual interference. The word "happily" is an adverb in English; however the children used it as an adjective in the datum (D1/ADJ). The explanation is that in Javanese, "bagya" (happy) which denotes the part of speech not merely an adjective but also an adverb, noun. Meanwhile, in describing the state of happiness as an adverb, adjective, or noun, the English part of speeches have different functions which are happy, happily, and happiness. These was due to children's lack of knowledge in English lexicon.

Another grammar error was also found in English tenses which function is to indicate the time of the happening events. Tenses involve the conjugation of verbs in showing present, past, or future time. However, in the Javanese language, such conjugation is nonexistent. The error is shown in (D1/TNS), the verb 'gived' is fallacious due to the overgeneralization of regular verb construction employed in irregular verbs. The errors of tenses prompted by intralingual errors due to students lack of knowledge in morphosyntax of English past verbs. This is inseparable from the fact that the Javanese language does not have a system of time sense (Masoud et al, 2021) where verbs can describe the time of an event. As a result, students who are not familiar with changes in verb morphosyntax become unaware of the production rules of the second language so that they tend to ignore and forget to apply the rules of the second language. In addition, this difference in the 'system of time sense' causes students to need more effort in mastering a second language. Thus, students' limitations on the rules for changing second language morphosyntax can occur. In the case of possessive case in which the students employed a subject noun instead of possessive pronoun was caused by the Javanese possessive case which is gender-neutral, hence, speakers are only required to inflect the subject by adding the suffix '-e' to indicate possessiveness as inspected in the datum below.

(D1/PC) She (**her**) was sick
mother

Ibuke loro

Following this datum, the possessive case of the noun phrase “her mother” is constructed by two words which are “her” and “mother”, yet in the Javanese language this phrase is constructed solely into one word which is “ibuke”. Given that the possessive adjective “her” denotes possessiveness, in the Javanese language the suffix ‘-e’ solely already signifies possessiveness. This case relies on the principle that the possessive case in Javanese is generated by the inflectional process of the insertion of the suffix ‘-e’ rather than the possessive determiner forms. The noun “mother” is interpreted as “ibuk” while the possessive adjective “her” is in the inflection form ‘-e’ so that it forms the noun “ibuke”. The difference in the complexity of the forms of possession between Javanese and English, where there is a change in the forms of possessive words in English possessive pronouns and possessive adjectives which do not exist in Javanese. The difference in pronoun determiners between L1 and L2 creates difficulties in the process of acquiring a second language, especially if there are striking differences between the two languages (Hansen et al, 2021).

Another error also emerged in the use of English article (D1/ART), the interference occurred due to the omission of article “a” on the noun “invitation” and the article of “the” on the noun phrase of “on morning” and the noun “kingdom”. Basically, in Javanese language there are grammatical rule regarding the use of determiner article. As students usually form a noun in a sentence without article, so that they neglect and unaware about the use of determiner in English grammatical rule. The students have not yet developed the thinking patterns of the English grammar rules, therefore, their mental grammar is still ingrained in Javanese rules. This causes children’s unawareness of the use English articles in sentences. Thus, this interference occurs as the Javanese grammar rules serve as the children default supplier in the brain

(Abbas, 2021). The proximity of students to Javanese rather than English is also one of the causes of this interference. This is in line with the findings in Rose et al (2019) research on language production that interference that occurs in second language production is evidence of the domination of the proximity of the first language to its speakers, in which the closer a language is to its speakers, the interference to other language production will be the greater it is. As a result, Javanese pupils who have grown up speaking the language without articles have a propensity to produce foreign language using Javanese grammar.

In the case of noun/pronoun case (D1/N/PRN) shows the misuse of the subject pronoun “he” because the context of the data is referring to a woman. This interference was prompted by the genderless Javanese pronoun in which both subject pronouns for you, she, he, and they have the equivalent meaning of “dheweke” as well as the object pronoun you, her, him, and them. Hence, this results in the mistakes committed by the students by using English pronouns interchangeably. A further difference between English and Javanese noun/pronoun rules is there is no object and subject pronoun in Javanese. For instance, in the data which children mistook the use of she as a subject and object in “she eats an apple” and “I saw her crying” by answering the test with the pronoun “he” and “him” was due to there is no distinction between the two pronouns’ references to the woman as subject and object. In Javanese, both noun and pronoun of he and she as a subject or an object means “dee”. Those data may be translated into “Dee mangan apel” and “Aku ndelok dee nangis”.

In the subject-verb agreement case, the nonexistent Javanese language principle which involves morphosyntactic rules of verb conjugation to agree with the subjects encourages the speakers to employ the same exact form of verbs to agree with singular/plural subjects. The interference which occurs because there is no morphological pattern in the verb form that distinguishes

between single/plural subjects or known as isomorphism (Payne, 2011:110). In Javanese, the form of a single/plural word is not explicitly shown through lexical changes but through context, for example like "Cinderella ndue mbakyu akeh". The use of the word akeh"(many), pirang-pirang (numerous) and other plural markers used by Javanese speakers to indicate the pluralism of a word without having to change its lexical form. This subject-verb agreement interference also occurs due to the absence of an auxiliary verb. Semantically, auxiliary verbs have no meaning, but this auxiliary verb has a grammatical function to help the main verb, forming tenses, and forming negative or interrogative sentences (Herring, 2016). Conceptual differences between Javanese and English play a big role in students' lack of competence in the subject-verb agreement. In line with the opinion of Pandapatan (2020) which confirms that the lack of agreement on subjects and verbs in L1 is the reason for students' lack of competence, especially in writing skills.

Lastly, the word order errors were motivated due to the influence of different phrase structures of Javanese (head-modifier) and English (modifier-head). As opposed to English, where noun phrases are formed by placing the modifier first instead of the head, Javanese noun phrases begin with the head followed by the modifier. However, the children employed the Javanese phrase structure rules in constructing the English noun phrase by placing the head of the phrase before the modifier. The data in word order interference are as follows: in "shoes glass" which means "sepatu kaca", "party night" which means "pista bengi", "garden secret" which means "taman rahasia". Then, the influence of the conversational variety of Javanese into the formation of the written/standard variety of English also causes word order interference. Spencer & Petersen (2018) revealed that there is a strong connection between the everyday language children use to communicate and their writing abilities in which children's daily communication style

may affect their style of writing. In order to overcome word order interference in L2, children should be exposed to create L1 with the appropriate language structure.

Based on the findings and explanation above, fundamentally, the errors that occurred were due to interlingual and intralingual errors. Most cases in this study are primarily prompted by interlingual error rather than intralingual error because of the children's cognitive limitation of the target language. As the children lack proficiency in English grammar rules, the children fill the inadequate knowledge by implementing the Javanese grammar system in English language production. Whilst the interlingual interference occurred, another error namely intralingual error also emerged. The intralingual errors in this study are categorized as overgeneralization and false concepts hypnotized (Sari, 2016; Surrayo, 2022). These two concepts are intertwined which occur due to the generalization of the target language's grammatical functors. Overgeneralization refers to the implementation of one construction in another context that isn't applicable (i.e. the application of inflectional suffix /-ed/ on irregular verbs). Meanwhile, the false concepts hypothesized refers to the hypothesis created by the learner regarding the target language (i.e. the application of the verb to be "was" to refer to past events). The interlingual and intralingual are related to the children's conceptual framework both in the Javanese and English language. While the ingrained mental grammar of Javanese causes the interlingual, the ingrained mental grammar of English also prompts the children to overgeneralize the grammar system based on their cognitive limitations.

The factors that cause interference that occur are caused by the difference in complexity between the Javanese and English grammatical systems. This difference in complexity lies behind the cognitive limitations (Mahmoud, 2014) of English grammar rules. Finally, students fill their gaps in English by using the Javanese language system. This is

closely related to the child's mental grammar which is still embedded in the Javanese language. The researcher found that the interference that occurred was caused by the child's closeness to Javanese, which was more dominant than English. That is, if a speaker's proximity to the language being studied can influence language production, then obstacles in English production can be minimized by bringing speakers closer to English. Through an approach to English, slowly mental English grammar in children can be formed (Rahmawati & Hanipa, 2018).

In order to tackle these obstacles, the remedies should be lined up with the stages of language production. Surrayo (2022) mentioned that during language learning there are three natural stages that the learners go through, namely the silent period, formulaic speech, and structural and semantic simplification. The children enter the silent period as an observer of a language that will be acquired. They listen and their brains respond by analyzing the parallels and discrepancies between the native language and the foreign language (Surrayo, 2022). Then, formulaic speech occurs when children express language using the "pattern" which their surrounding typically use (i.e. "how are you?" and "I'm fine"). In this phase, children merely mimic the utterances that are frequently used in their surroundings. Lastly, the final stage involves structural and semantic simplifications where the children omit the grammatical functors and meaningful words (Surrayo, 2022). Through these three natural settings, it is evident that children begin learning language as observers, which calls for the creation of learning-friendly environments. As a result, children may be exposed to the English language earlier, creating an opportunity to accelerate their English proficiency during the critical period. Related study had demonstrated that exposing children to the English language enhances their language development (Al Zoubi, 2018).

Furthermore, exposure may be conducted implicitly or explicitly (Liyana,

2022). Implicit exposure is viable through the use of English language in the family environment to foster a learning-friendly atmosphere by using it in real-life communication, watching short English movies, or using social media (Liyana, *ibid*). Meanwhile, explicit exposure is viable through classroom learning by deliberately exposing the pupils to the English language i.e. listening, reading, and writing one of which is Student Team Achievement Division (STAD) learning frameworks. These frameworks require pupils to be interactive cooperative in learning (Farooq, 2020) because it aims to influence the thinking concept of the students (Rahmawati & Hanipah, 2018). The next stage of this research is to prove the STAD effectiveness to reduce the English errors. The STAD systems were employed in 12-week academic semester by asking the teacher to teach 9 chapters (preposition, singular/plural nouns, adjectives, tenses, possessive cases, article, noun/pronoun, subject-verb agreement, and word order) in one group and the other receiving instruction using the conventional teaching-learning approach. It was tested once more in the 12th week. Subsequently, the researchers tested the result using the t-test statistic tool to validate the effect of STAD cooperative-learning treatment is viable to reduce English errors produced by the children. The mean scores between the control group and the experimental group are shown respectively in Tabel 3 and Tabel 4 below.

Table. 4 Mean Scores of the Control Group

| Test | N | M | SD | t |
|----------|---|--------|----------|-------------------------|
| Pre-test | 9 | 216.55 | 227.5500 | 0.45 1 |
| Posttest | 9 | 214.22 | 227.8523 | |
| t | | 22 | 5 | |

Table. 5 Mean Scores of the Experimental Group

| Test | N | M | SD | t |
|------|---|---|----|---|
|------|---|---|----|---|

| | | | | |
|-----------------|---|----------|-----------|-------------------|
| Pre-test | 9 | 215.6667 | 228.91702 | 0.024 * |
| Posttest | 9 | 24.0000 | 26.54713 | |

* Significant = 0.05

Based on the t-test above, after receiving the STAD treatment, the errors made by the experimental group are greatly decreased. Although during the pretest both groups were found to have nearly identical pretest scores for English mastery, with the control group's mean score being 216.5556 and the experimental group's being 215.6667, after receiving the STAD treatment the experimental group outperformed the control group in English grammar mastery. There is a considerable difference between the control group and experimental group with the mean scores are 214.2222 and 24.0000. The significant level of the t-test also shows absolute significance which is below 0.05 at 0.024 for the experimental group. This finding proven that the H_1 was right in which there is a discrepancy between the achievement of control group and experimental group in English mastery.

The result of the present study reveals that the STAD method is more effective than the use of traditional teaching-learning method. The effectiveness of the STAD method can reduce the errors produced by the children. As previously mentioned, the errors occur due to the students' thinking concepts which are still embedded in Javanese, therefore, this study's finding proved that the STAD learning framework is ideal to be applied in acquiring the concept of English grammar system. Whilst interviewing the teachers, they brought up an important issue where the STAD method teacher claimed that the experimental group's children were more engaged in their studies. The children in the experimental group also stated that during the teaching-learning process they feel motivated to compete and outperform other teams. In addition, students stated that exchanging knowledge between the peers is

more enjoyable and understandable. This study proves that the STAD cooperative learning method is more effective in improving children's abilities than traditional learning. Cooperative learning, which encourages children to actively participate in the learning process, is more effective in improving children's abilities than traditional learning, which leaves the child in a passive learner's position (Farooq, 2020).

The obtained finding of the effectiveness of the STAD cooperative-learning method is in line with the findings of Awada's et al (2020) research which stated that STAD had an effect on students' skill in argumentative writing text. The participants whose skill is less than the majority of the participants showed significant improvement in writing the argumentative text (Awada et al, 2020). The effectiveness of STAD was also found to improve students' speaking skills and affectiveness involvement during the drama role play (Sirisrimankorn & Suwanthep, 2013).

CONCLUSION

The study's findings are expected to shed light on the improvement of EFL learners' proficiency in English language production, particularly on the grammatical and syntactic rules. Following analysis of the research findings, it is inferred that the errors occurred due to interlingual and intralingual errors. The interlingual errors occurred due to the children's thinking concept which is hardwired with their Javanese grammar concepts, leading them to implement the English grammar system into something akin to the Javanese. Meanwhile, intralingual errors occurred due to overgeneralization and false concepts hypothesized. Both of these concepts are intertwined to the ability of pupils generalizing one construction and applying it to a different, non-applicable structure. Fundamentally, both interlingual and intralingual errors result from children's thinking concept; the difference is that interlingual errors is tied to L1 grammar system while intralingual errors is tied to children's cognitive limitations of the L2

acquired grammar system leading them to create their hypotheses of the target language. STAD cooperative learning effectively exposes the children more into English grammar causing them to master the English grammar and creates fewer errors. The discrepancy between the achievement of the control group and the experimental group also showed an absolute significance in English mastery.

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