

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa (dan Sastra) Inggris

LAPORAN AKHIR PENELITIAN



THE SUBJECT-VERB AGREEMENT ANALYSIS IN WRITING II CLASS

TIM PENGUSUL

KETUA : VITRI ANGRAINI HARDI, M.Pd NIDN : 1024129002

ANGGOTA I : LUSI MARLENI, M.Pd NIDN : 1008038501

ANGGOTA II : NURHIDAYAH SARI, M.Pd NIDN: 1027108801

ANGGOTA III: AZIZAH OKTAVIA NIM: 1788203051

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
TAHUN AJARAN
2021/2022**



IDENTITAS DAN URAIAN UMUM

1. Judul Penelitian : The Subject-Verb Agreement analysis in Writing II class.
2. Tim Peneliti :

No	Nama	Jabatan	Bidang Keahlian	Program Studi
1.	Vitri Angraini Hardi, M.Pd	Ketua	Speaking	Pendidikan Bahasa Inggris
2.	Lusi Marleni, M.Pd	Anggota I	Listening	Pendidikan Bahasa Inggris
3.	Nurhidayah Sari, M.Pd	Anggota II	TEFL	Pendidikan Bahasa Inggris

3. Objek Penelitian penciptaan (jenis material yang akan diteliti dan segi penelitian):
Challenges in Utilizing Technology in Online Classroom.
4. Masa Pelaksanaan
Mulai : bulan Desember tahun 2021
Berakhir : bulan Desember tahun 2021
5. Lokasi Penelitian (lab/lapangan) Non Lapangan (Desk Evaluation)
Penelitian merupakan studi dokumentasi (Desk Evaluation)
7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya) Tidak ada
8. Skala perubahan dan peningkatan kapasitas sosial kemasyarakatan dan atau pendidikan yang ditargetkan



Perubahan Perilaku

9. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)

Journal of English Language Education Vol 7 No 1

Abstract

Subject-verb agreement is an essential component to be mastered by English Language Learners to produce a good writing. Examining the students' errors on writing is part of the evaluation in English language learning and teaching. To produce a good writing, the English language learners have to be able to know the rules of the language use. However, the English learners still struggle in mastering the subject-verb agreement in the writing. Due to the reason, it would be significant to diagnose the errors made by the students as well as to explore the factors contribute the errors. To obtain the data, the researcher employed a document analysis and a semi-structure interview. The findings showed most of the errors belonged to misinformation category (33%) and were subsequently followed by omission category (29%) and addition category (29%) and misformation (9%). In addition, from the interview the researcher also found three major factors contribute the students' errors, namely ignorance the editing process, the unawareness of the grammar rules, and intralingual errors.

Keywords: Agreement, Language, Errors



TABLE OF CONTENTS

HALAMAN PENGESAHAN	ii
IDENTITAS URAIAN UMUM	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Research	3
C. Purposes of the Research	3
D. Significance of the Research	3
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Importance of ICT in Educational Setting	4
B. Difficulties to Integrate ICT into Educational Institution	5
C. Current application of TEL	6
CHAPTER III RESEARCH METHOD	
A. Research Design	7
B. Participants	7
C. Instruments	7
D. Locations of the Research	10
E. Data Collection	11
F. Data Analysis	11
CHAPTER IV RESEARCH FUNDING AND TIME ALLOCATION	
A. Research Funding	12
B. Time Allocation	13
CHAPTER V RESEARCH FINDING	15
CHAPTER VI CONCLUSION	16

CHAPTER I INTRODUCTION

A. Background of the Problem

Grammar is the center of language use (Kocaman & Cansız, 2012). It explains how the sentence is accepted as it is a description of the rules managing how a language learners' sentence is formed. It cannot be separated that learning a language means learning the grammar of the language. It manages how the meaning is conveyed through arrangement of some words in sentences (Razali & Jupri, 2014).

Hence, learning grammar is essential due to the language learners have to know the structure of the target language before communicating the language. The ability of mastering grammar can be evaluated by its use in communication; speaking and writing (Oscarson, 2009). Unfortunately, the people's opinion on the exclusion of the importance stressing on the grammar for speaking causes people's attention on the importance of the grammar itself. Since some people argue that speaking focuses on delivering and understanding the message, not the structure of the language. However, the ability to understanding a grammar of the target language is a must. On the contrary, written communication requires a good grammar on it. The ability to understand the grammar of the language cannot be ignored.

Unfortunately, learning grammar is undoubtedly complicated and difficult for some EFL (English as Foreign Language) learners because of the existing rules of the grammar such as rules of using verb, subject, tenses,

agreement in a sentence, etc (Oscarson, 2009). Another reason is probably because of the interference of the students' first language. Since English is Foreign Language in Indonesia, it requires great efforts for the students to learn the structure of the target language. The differences structure of the two different languages causes students' great effort to master it. These differences between English and the students' first language (Indonesia) could be problematic for the students in learning English. The students' confusion of using good grammar rules in creating a sentence are often experienced by the students because of their understanding on it.

As EFL students, English Department students are expected to master English grammar rules and will not produce such grammatical errors since it is learned intensively. The students' knowledge on grammar are evaluated through students' writing. In writing class, the university students are required to write an English writing. Based on the Semester Lesson Plan (RPS) designed by the lecturer, it is expected that by having writing II course, the English students are able to write some English writings in a good way.

As Brown state that grammar is one of the component assessed in writing. However, as stated before that writing in EFL for EFL students is hard. The students will be committed on some errors on the use of the target language grammar. As a matter of fact, from the researchers' informal observation, English Department students in the second semester still committed grammatical errors in writing. Followings are the examples of errors :

**If your not good at speaking English other friends teach the correct.*



** We also have a class intensive course.*

** The life of student of English Education at University of Pahlawan Tuanku Tambusai second semester is very happy.*

The errors found on the students' writing above indicates that the students are struggling to arrange the words in a sentence. It happened due to the lack of the competency on using s-verb agreement rules in writing. It is found that the students' errors mostly come in form of subject-verb agreement.

Straus (2014, p.19) points out that subject verb agreement is a singular subject takes a singular verb whereas a plural subject takes a plural verb. Also, Umstatter (2007, p. 171) asserts that subject verb agreement means a subject that represents a single person, place or thing, agrees with singular verb, meanwhile a subject, one that represents more than a single person, place or thing, agrees with a plural verb.

B. Formulation of the Research

To achieve the aim of the research, several questions are formulated as follow:
What are the subject-verb agreement errors found in writing II class?

C. Purposes of the Research

Dealing with the formulation of the research above, the purpose of the research is to describe subject-verb agreement errors on students' writing in writing 2 class.

D. Significances of the Research

The finding of the research is expected to give contribution to the students as well as the teachers theoretically and practically:



1. Theoretically, the finding of the research could give an insight for teaching materials in writing II class in particular.
2. Practically, the findings of the research is expected to give understanding on sentence pattern in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Error

The terms of errors are presented by many experts and researchers. In this study, the definitions of error were uttered by some experts: (1) according to Norrish, error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong (cited in Hasyim, 2002, p. 25), (2) Cunningsworth states that errors are systematic deviations from the norms of the language being learned (cited in Hasyim, 2002, p. 25). It seems that the phrase „systematic deviation“ in these definitions is the keyword which can be interpreted as the deviation which happens repeatedly. In addition, according to Zhang (p. 86), errors probably arise where there are great differences between the learner’s mother tongue or any previously acquired language and the language he or she is trying to acquire. He also adds that errors made by the learners in the language production mean the learner reveals his underlying knowledge of the newly acquired language.

In order to analyze learners’ errors in a proper perspective, it is crucial to make a distinction between “mistake” and “error”. According to Brown (2000, p. 217), a “mistake” refers to a performance error in that it is a failure to utilize a known system correctly. While an “error” is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner. Therefore, it can be concluded that errors occur because the learner does not know what is correct, even the learner has learnt about the language, he/she does not understand about the form. Meanwhile, mistakes occur because the learner is unable to perform what he/she knows, sometimes the learner forgets about the form of the language then he/she makes mistakes.

B. Types of Errors

According to Dulay, Burt and Krashen (1982, p. 150), the classification of errors is called surface strategy taxonomy; the taxonomy that classified the errors based on how the structure of language changes that lead to the error. The classification of error is elaborated in the following:

1. Omission, this error is where some elements are omitted which should be present e.g. *The queen here last night* (verb is omitted in this sentence, linking verb (was) is needed to make the correct sentence, it should be *the queen was here last night*).

2. Addition, this error is where some element is present which should not be there e.g. *The princess was had pretty eyes* (the auxiliary (was) is added even though the verb had been applied, it should be *the princess had pretty eyes*). According to Dulay, Burt and Krashen (1982, p. 156), errors in addition were divided into:

a. Double markings: where two items are used as the marker in the same feature (eg. tense). eg: “*Malin Kundang *was wanted to join them*”, the auxiliary (was) is added as the marker that the sentence is in past tense even though the verb has been applied, it should be “*Malin Kundang wanted to join them*”.

b. Regularization: where there is an addition of suffix *-ed* for irregular verb. eg: “*Dayang Sumbi *hitted Sangkuriang’s head*”

c. Simple addition: an addition error neither double markings nor regularization.

3. Misformation, it is use of the wrong form of a structure e.g. *She did not rich enough at that time* (*did not* is grammatically incorrect, linking verb *was not* is needed to make a correct sentence, it should be *she was not rich enough at that time*).

4. Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. *She yesterday came late to the party*, (“yesterday” is not in exact position, the position should be in the last as adverb of time, and it should be *she came late to the party yesterday*).

C. Factors Contributes the Errors

=

Keshavarz (2012:130) adds another point for the cause of errors called Language Learning Strategies. In language learning, learning strategy is a way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language, for example by the use of generalization and inference. There are three main types of second-language learning strategies: Overgeneralization, Transfer of Rules and Simplification. The first two have been explained earlier.

The third instance of second language learning strategies is simplification through which the learner reduces the target language to a simpler system in order to decrease the learning difficulties of the target language. This strategy is sometimes called redundancy reduction because it eliminates many items, which are redundant to conveying the intended message. Here are some examples of simplification:

- *I like air north of Iran*
- *I am student English Language*
- *We look up map to situation cities*

Besides, Norrish (1983:22) adds the causes of errors that are carelessness and translation. *Carelessness* is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the materials and/or style of presentation do not suit him. The second cause is translation. It happens because of the students translates his first language sentence or idiomatic expression in to the target language word by word. Richards (1989) adds one more cause of the students' error, namely performance errors. It is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotions.

CHAPTER III RESEARCH METHOD

A. Research Design

This research employed descriptive research. According to Gay (2000:275), descriptive research determines and describes the ways things are. The study focuses on exploration the source and the factors contribute the errors produced by the students in writing paragraph. It was conducted in writing II class at University of Pahlawan Tuanku Tambusai, the students are asked to write paragraph in which the topic decided

B. Source of Data

The source of data was the students' final project on writing II. There were 26 writings chosen in this research. The documents were analyzed by knowing the document sign on subject-verb agreement errors.

C. Instruments

The document analysis and the interview were employed to get the data on the s-v agreement errors produced by the students. The document analysis was employed to figure out types of errors on students' writing. Then, the interview was employed to find the factors contribute on students' errors.

D. Location of the Research

This is a document analysis research. The research was conducted in

desk evaluation.



E. Data Collection

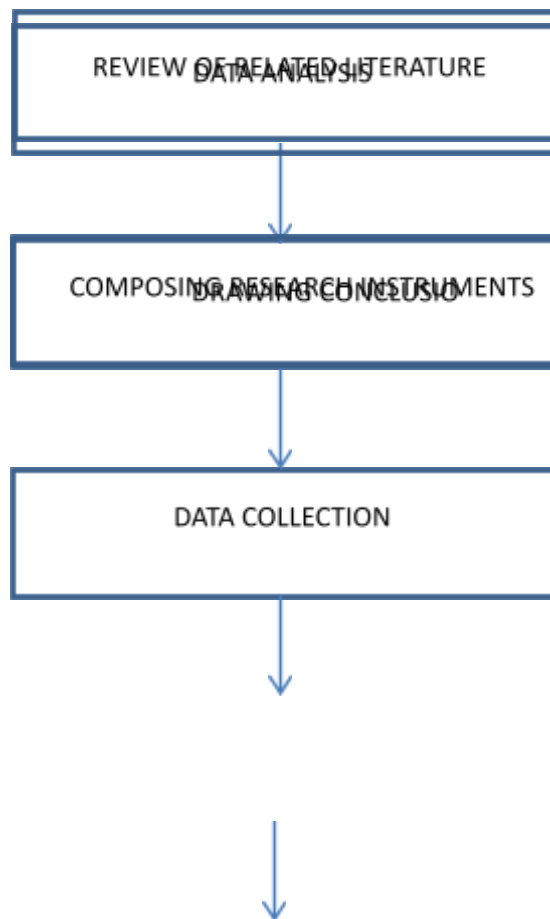


Figure 1. Data Collection Procedure

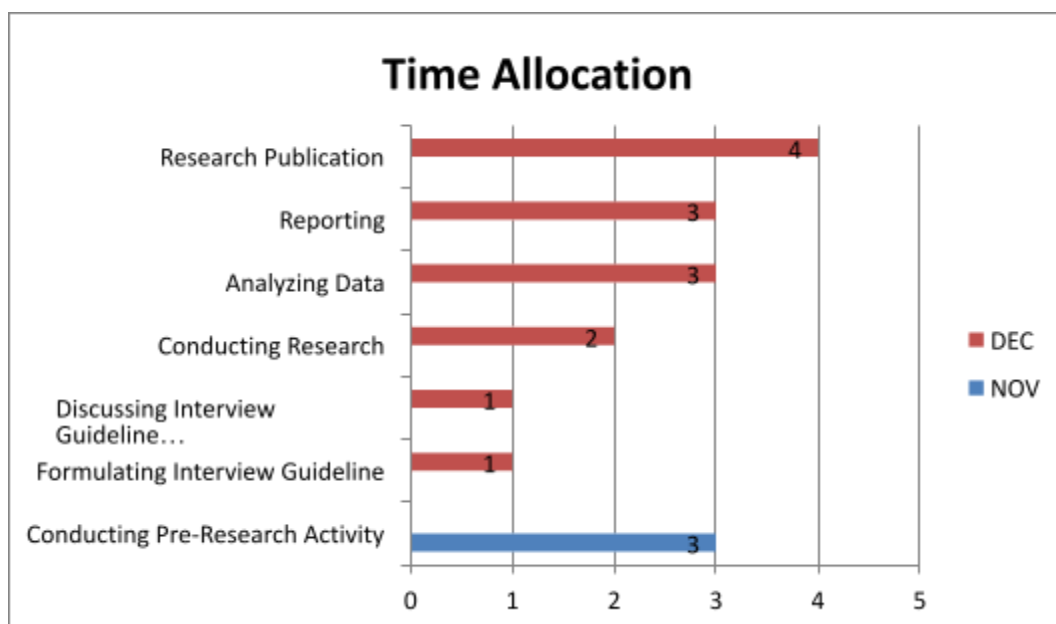
CHAPTER IV
RESEARCH FUNDING AND TIME ALLOCATION

1. Budget Allocation

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1	Honorarium				
	Pembantu Peneliti	OJ	2	25.000	50.000
	Petugas Survey	OR	2	8.000	16.000
Subtotal Honorarium					66.000
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A 4	Rim	1	45.000	45.000
	2) Pena	Kotak	1	25.000	25.000
	3) Map	Lusin	1	35.000	35.000
	b. Bahan Penelitian Habis Pakai				
	1). Tinta Printer	1 Paket	1	150.000	150.000
	2). Pengandaan Proposal	2 Paket	2	35.000	70.000
	3). Jilid Proposal	2 lembar	2	5.000	10.000
Subtotal Bahan Penelitian					335.000
3	Pengumpulan Data				
	a. Transport	OK	5	6.500	32.500
	b. Biaya Konsumsi	OK	30	15.000	450.000
Subtotal Pengumpulan Data					673.000
4	Pelaporan, Luaran Penelitian				
	a. Pengandaan Lembar Wawancara	OL	28	250	7000
	b. Jilid Laporan	OK	3	20.000	60.000
	c. Luaran Penelitian				
	1) Jurnal Nasional Tidak Terakreditasi				
	2) Jurnal Nasional Terakreditasi: a). Sinta 6-5				
	b). Sinta 4-3	1 Paket	1	500.000	500.000
	c). Sinta 2-1				
	3). Jurnal				

	Internasional 4). Prosiding Nasional 5). Prosiding Internasional 6). Publikasi Media Massa (online)	1 paket	1	300.000	300.000
Pelaporan, Luaran Penelitian					867.000
Total					3.625.000

2. Time Allocation



BAB V

RESEARCH FINDINGS

After collecting the data on the students' writings, the researcher identified and classified the error on s-v agreement produced on the students' writing. The four types of errors were found on the students' writing.

Table 1.
Identification and Description of Type of Error

Informant	Occurrence	Types of Errors	Correct Forms
LA	The life of student of English Education at University of Pahlawan Tuanku Tambusai second semester is very happy	Misordering	The life of the second semester student of English Education at University of Pahlawan Tuanku Tambusai is very happy
	If your not good at speaking English other friends teach the correct.	Misformation (helping verb) Omission	If you are not good at speaking English the other friends correct it.
	We also have a class intensive course.	Misordering	We also have an intensive course class.
RA	In my mind life the English department students it's the same with the major student other.	Omission Misformation	In my mind life of the English department students are similar with the other students.
FY	I studied at the University Pahlawan Tuanku Tambusai.	Addition (article)	I studied at University of Pahlawan Tuanku Tambusai.
	I have occupied in 2 nd semester.	Omission	I have occupied in the 2 nd semester.
	Lecturers in 2 nd semester starting	Misformation (Gerund as S)	Lecturing in the 2 nd semester started from the date of 12 February 2018.

	from the date of 12 February 2018.	Omission	
	18 credits it is divided into 9 subjects.	Addition	18 credits is divided into 9 subjects.
	In grammar lessons the learning methods is in groups.	Misordering	We learn grammar in group.
	Usually when group 1 presents its material or another groups asks questions	Misformation (possessive pronoun) Addition	Usually when group 1 presents the material or another groups ask questions
	We are told to talk about the topic	Addition	We were told to talk about the topic
	In this philosophy lesson, we learned about the philosophy of science and the philosophical differences used by Indonesians with western people.	Addition	In philosophy course, we learn about philosophy of science and the philosophical differences used by Indonesian and foreigners.
HF	In campus Universitas Pahlawan Tuanku Tambusai has faculties that is faculty health and faculty education.....techniqu es	Addition Omission	Universitas Pahlawan Tuanku Tambusai has four faculties that is faculty health and faculty education.....techniques
	I majors in universityis English	Misformation (Poss Adj) Addition	My Major
AD	I am Adilatunnisa...on 22 December 1996.	Misformation (Date)	I am Adilatunnisa.....on December 22, 1996.
	I am a study of English study Program of University..... ...	Addition	I study of English study Program of University.....
	We are study	Addition	We study speaking

	speaking		
	In English studylistening and writing difficult for me	Ommission	In English studylistening and writing are difficult for me
	It's good for me to be a English Teacher	Misformation (article)	It's good for me to be an English Teacher.
HA	Everybody must have some activityat campus.	Ommission	Everybody must have some activitiesat campus.
	On the campus has some organization.	Addition Ommission	Campus has some organizations .
	The lecturer give some subject	Ommission	The lecturer gives some subject
	Then,and lecturer give the score.	Ommission	Then,and lecturer gives the score.
SA	On campus we have many activity	Ommission	On campus we have many activities
	English student are also active in some organization	Ommission	English students are also active in some organizations
	So that students fluent speak English .	Misordering	So that students speak English fluently .
RN	In listeningfrom some audio and video.	Ommission	In listeningfrom some audios and video.
	This subject learning about description	Ommission	This subject learns about description
MR	Student life English on campus	Misordering	English Student's life at campus
	Student must take card's parking	Misordering	Student must take parking's card
	Wewhat is in say lecturer	Misordering	We..... what lecturer says
	If lecturer not entered	Misformation (helping verb)	If lecturer does not come
	We went straight to the mosques....	Addition	We went to the mosques.... We went back to campus

	We went straight to campus		
MY	Which is the only university in the Kampar	Omission Addition	Which is the only one university in Kampar
	I am second semester	Omission	I am the second semester
	In listening.....and after we listen to it	Addition	In listening.....and after we listen it
MAA	During I am learn in University	Misformation (poss adj)	During my study in University
	I am join so much activity	Addition Misformation	I join some activities
 And eat typical Indonesia food namely Rujak.	Misformation (Poss Adj) And eat Indonesia's traditional food namely Rujak.
GM	We ----the base of science of teaching	Misformation (noun)	We ----the basic science of teaching
SA	Students University	Misformation (Poss adj)	Students's University
	Students majoring English education more woman than man	Misformation (poss adj)	English Study Program's students consist of some women than men.
	When the lessons are empty	Misformation (relative pronoun)	If there is no schedule
SY	We are so happy to following some lessons	Misformation (to infinitive)	We are so happy to follow some lessons
	We always make a activity	Omission	We always make an activity
	There is a courses too	Addition	There is a course too
	That can make we have a good English	Misinformation (object pronoun)	That can make us have a good English.
SRY	I want to tell about activity English student	Misformation (Poss. Adj)	I want to tell about English Students' activity
	If there a party	Omission (to be)	If there is a party
	English Department have a 2 class	Misformation (article)	English Department have 2 classes
	We are	Addition	We meet.....

	meet.....		
SS	We also discussion	Misformation (Verb)	We also discuss
	I'm happy to go to college at University of Pahlawan Tuanku Tambusai	Addition	I'm happy to go to University of Pahlawan Tuanku Tambusai
RY	We are a talent to be an English Teacher in future	Ommission	We are a talent to be an English Teacher in the future
	In the class, we have to focus learn English to able good and correctly speak English	Misformation (to infinitive)	In the classroom, we have to focus to learn English to enable us to speak English correctly.
SM	This university has four faculty	Ommission	This university has four faculties
	To join some organization ...	Ommission	To join some organizations ...
NN	I will explain to you about the life of student Education	Misformation (possessive adj)	I will explain to you about the life of Education's student
	On campus seminar are held to support students' knowledge of English.	Ommission	On campus seminar are held to support the students' knowledge of English.
SI	I am is one of the	Addition	I am one of the
	As a English Student my friend and I try to can how	Ommission (article)	As an English Student my friend and I try to increase
	All ofin order to English students can speak English be better.	Misformation (to infinitive)	All ofin order to enable the students to speak English.
	Because English language now be the world language .	Misordering	Because English is an international language nowadays.
 we are happy be English student.	Misformation (Verb)	We are happy become an English student.
RN	But, after I'm become a student of	Addition	But, after I become a student of English Education

	English Education		
	When we were on first semester...	Omission	When we were on the first semester...
DF	...I challenge myself to take a course the according to my ability	Addition	...I challenge myself to take a course according to my ability
AA	We registered.....we are in second semester.	Omission	We registered.....we are in the second semester.
	Finally, all of activities that we already do have a goal.	Omission	Finally, all of the activities that we already do have a goal.

It can be seen from the table 1 that there were 78 errors found on the students' writing. Those 78 errors appeared in each type of error. The frequency and the percentage can be seen in the following table:

Table 2
Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Percentage
Omission	23	29
Addition	23	29
Misordering	7	9
Misformation	25	33

As seen on the table above, the three types of error were found frequently on students' narrative writing; omission, addition and misformation. The findings showed that misformation is the most frequent type of error on students' writing with the total number of occurrence was 25 (33%). Omission and Addition became the second most frequent type of error on students' writing with the total number of occurrence 23 (239%). And the last type of error occurred on students' writing was misordering with the total number of occurrence 10 (9%).

**CHAPTER VI
CONCLUSION**

Firstly, the students contributed each type of error in term of subject verb agreement

in their writing, those were (1) Misformation (33%), (2) Addition (29%), (3) Omission (29%) and Misformation (9%). Secondly, this study revealed that the most frequent type of subject verb agreement errors contributed by the students on their writing was misformation with the occurrence 25 errors and the percentage 33%.

It was marked by the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message, it indicated that the students failed in interpreting the rule of the sentence form.

REFERENCES

- Kocaman, O., & Cansız, G. (2012). Teachers' Beliefs about Teaching English to Elementary School Children. *Procedia - Social and Behavioral Sciences*, 55(May), 799-808. <https://doi.org/10.1016/j.sbspro.2012.09.566>
- Oscarson, A. D. (2009). *Self-Assessment of Writing in Learning English as a Foreign Language*.
- Razali, R., & Jupri, R. (2014). Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing. *IOSR Journal of Humanities and Social Science*, 19(5), 63-70. <https://doi.org/10.9790/0837-19556370>

Lampiran 1. Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

A. Identitas

1	Nama	Vitri Angraini HArDi,M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP	096 542 172
5	NIDN	1024129003
6	Tempat dan Tanggal Lahir	Tarusan/ 24 Desember 1990
7	e-mail	vitrihardi@gmail.com
8	No. Telepon/HP	0852 7100 4598
9	Alamat Kantor	Jl, Tuanku Tambusia No. 23
10	No Telepon/Fax	-
11	Lulusan yang telah dihasilkan	S 1
12	Mata Kuliah yang diampu	<ol style="list-style-type: none"> 1. Speaking 2 2. TEFL I 3. TEFL II 4. Error Anlalysis

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun Masuk-Lulus	2009-2013	2014-2016	-

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

NO	Tahun	Judul Penleitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2018	An Analysis on Students' Speaking Activities	PT	2.750.000
2	2019	Self-Regulated Learning in Facing Online Class	PT	6.000.000

3	2020	Analisis Buku Teks Pelajaran Bahasa Inggris berdasarkan Karakteristik	PDP	19.025.000
---	------	--	-----	------------

		Pembelajar Muda		
--	--	-----------------	--	--

D. Pengalaman Pengabdian dalam 3 Tahun Terakhir

NO	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2018	Pelatihan Media Pembelajaran ICT Pembelajaran Hots Mgmp Guru Ma Swasta Kabupaten Kampar	PT	1.750.000
2	2019	Debate Training	PT	1.750.000
3	2020	Exploring on Social Media:Whatsapp (Wa) Enhancing The Students' Learning Activities On English Learning At Sma Muhammadiyah Bangkinang	PT	1.750.000

E. Publikasi Ilmiah dalam 3 Tahun Terakhir

NO	JUDUL	NAMA JURNAL	VOLUME	TAHUN
1	Do the Children Need to learn English at Elementary Level?	BASICEDU	4	2020
2	Speaking Activities Applied By The Teacher In Teaching Speaking Of The Eleventh Grade Sma N 2 Bangkinang	JELE	4	2019

3	The Level Of Oral Communication Apprehension Among English Department Students In Presentation Class At Riau	JELE	3	2018
---	--	------	---	------

	Islamic University			
--	-----------------------	--	--	--

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Lusi Marleni, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542115
5	NIDN	1008038501
6	Tempat dan Tanggal Lahir	Teluk Pinang, 08 Maret 1985
7	E-mail	lusimarlenihz@gmail.com
8	Nomor Telepon/ HP	0852 7867 0082
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris AUD
		2. Listening 2
		3. Speaking 2
		4.

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D, M.A.Ed 2. Dra. Syofia Delfi, M.A	1. Prof.DR. Anas Yasin, M,Pd. 2. Dr. Desmawti Radjab, M.Pd	

**C. Pengalaman Penelitian Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, dan Disertasi)**

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	INSTITUSI	5.000.000
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	INSTITUSI	5.000.000
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	DRPM RISTEKDIKT I	11.250.000
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	INSTITUSI	5.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and	Perguruan	1500.000

		Get the World	Tinggi	
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume. 2, Nomor. 1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku Tambusai	Volume. 1, Nomor 1, Februari
3	2016	Using Movies To Improve The Students' Speaking Skill At The Third Semester Of Early Childhood Education Department Of Stkip Pahlawan Tuanku Tambusai Riau	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016
	2016	Using Jigsaw Strategy In Improving The Students Reading Comprehension At Stkip Pahlawan Tuanku Tambusai	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Development for Foreign Language Teaching	Improving the students' accent at Early Childhood Education of STKIP Pahlawan Tuanku Tambusai	12 Oktober 2016, UIN SUSQA Pekanbaru

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Nurhidayah Sari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542153
5	NIDN	1027108801
6	Tempat dan Tanggal Lahir	Bangkinang, 27 Oktober 1988
7	E-mail	aie_nurhidayah@yahoo.com
8	Nomor Telepon/ HP	085280642242
9	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S1 = - orang, S2 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris 2. Speaking 1 3. Speaking 2

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Pakuan	UNP	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Tahun Masuk-Lulus	2006- 2010	2010-2015	
Judul Skripsi / Tesis / Disertasi	Improving students" listening komprehensions by using spick figure	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	
Nama Pembimbing	1. Dr. Entis Sutisna, M.Pd 2. Mursidah Rahma, S.pd	1. Dra. Yenni Rozimela, M.Ed., Ph.D 2. Dr. Zul Amri, M.Ed	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Pengembangan lembar kerja siswa (lks) pada mata pelajaran matematika siswa kelas x sma	DRPM DIKTI	24.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2017	Publish your idea in an article	Perguruan Tinggi	15.00.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2016	The effect of pair check technique and prior knowledge on students' writing skill at SMA Negeri 1 Bangkinang	Journal of English Language and Education	Volume. 1, Nomor. 1, Januari 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				



H. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
-----------	------------------------	--------------	--------------	-------------------

1				
2				