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Error Analysis of Countable and Uncountable Nouns In Writing Descriptive Text at Second Grade of SMPS Dharma Karya Beringin

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Abstrak

Peneliti bertujuan untuk mengetahui kesalahan penggunaan kata benda yang dapat dihitung dan tidak dapat dihitung dalam menulis teks deskriptif. Tujuan dari penelitian ini adalah (1) Mengidentifikasi jenis kesalahan yang dilakukan siswa dalam menggunakan kata benda yang dapat dihitung dan tidak dapat dihitung dalam menulis teks deskriptif. (2) Kesalahan dominan yang dilakukan siswa dalam menggunakan kata benda yang dapat dihitung dan tidak dapat dihitung dalam menulis teks deskriptif. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas II SMPS Dharma Karya Beringin. Peneliti mengambil kelas VIII-A yang berjumlah 27 siswa. Data diambil dengan menulis teks deskriptif siswa menggunakan kata benda yang dapat dihitung dan tidak dapat dihitung pada selembar kertas. Peneliti menemukan bahwa hasil penelitian ini adalah siswa melakukan empat jenis kesalahan yaitu kelalaian, penjumlahan, kesalahan penyusunan, dan kesalahan penyusunan. Dari 50 data kesalahan persentase masing-masing kesalahan adalah kelalaian (22%), penambahan (20%), kesalahan informasi (16%), dan kesalahan pemesanan (42%). Dan jenis kesalahan yang dominan ditemukan pada siswa menulis teks deskriptif menggunakan kata benda yang dapat dihitung dan tidak dapat dihitung adalah kesalahan dalam pengurutan (42%).

Kata Kunci: *Kata Benda yang Dapat Dihitung dan Tidak Dapat Dihitung, Teks Deskriptif, Analisis Kesalahan, Penulisan*

Abstract

The researcher aims to find out the errors using countable and uncountable nouns in writing descriptive text. The objectives of this study are (1) Identify the types of errors made by the students in using countable and uncountable nouns in writing descriptive text. (2) The dominant error made by the students in using countable and uncountable nouns in writing descriptive text. This research used the qualitative descriptive method. The subject of this study was the second grade students of SMPS Dharma Karya Beringin. The researcher took VIII-A, which consists of 27 students. The data were taken by students' writing descriptive text using countable and uncountable nouns on a piece of paper. The method of this study is qualitative - descriptive as described by Dulay (2013:14). The researcher found that the result of this study was that students made four types of errors they were omission, addition, misformation, and misordering from 50 data of errors the percentages of each error were omission (22%), addition (20%), misformation (16%), and misordering (42%). And the dominant type of error found in the student writing descriptive text using countable and uncountable nouns was an error in misordering (42%).

Keywords: *Countable and Uncountable Nouns, Descriptive Text, Error Analysis, Writing*

INTRODUCTION

In education, mistakes or errors are a natural thing to happen. Where error is something that is done not in accordance with what is expected. Mistakes made by students are one part of the learning process. This error can come from within the student, the family environment, school and community environment. Mistakes or errors can occur at any time during the learning process both in speaking, reading, listening, writing and others (Pasaribu et al., 2020).

As in writing, students often make mistakes. Where in writing students encounter challenges such a lack of vocabulary, poor grammar, writing tasks, and others. One of them is in the grammar section (Supena et al., 2021). Where grammar is the structure of the arrangement of sentences. Grammarly, English Nouns, pronouns, adjectives, adverbs, verbs, prepositions, conjunctions, and interjections are among the parts of speech that will be covered. Altenberg and Vego (2010:3) say defined as words that refer to the name of a person, place, thing, or idea in English grammar, nouns are commonly. It means that a Noun is one part of speech, a noun, on the other hand, is a term that designates a certain someone, place, object, idea, or concept (Kusmaryani et al., 2019). When learning types of nouns, many students have difficulty distinguishing between countable and uncountable nouns. Can be seen from the mistakes that students often make are compiling uncountable

nouns into countable nouns. Students often face several difficulties when learning countable and uncountable nouns in English.

Some common difficulties are experienced such as; Understanding the difference between countable and uncountable nouns where students are often confused in distinguishing between countable and uncountable nouns (Liunokas, 2020). They may have difficulty understanding the concept that countable nouns can be counted individually (for example, books) while uncountable nouns cannot be counted individually (for example, water). Then in Determining the proper use of the article: Before single countable nouns, the articles "a" or "an" are used, while the article "the" is used before plural countable nouns or uncountable nouns.

In this case, students are often confused in determining the proper usage of the article, especially when dealing with plural countable or uncountable nouns. The next one is in Determining the correct word form: Countable nouns have a plural form, while uncountable nouns don't. Students may have difficulty determining the correct tenses when using countable nouns in sentences, especially when using irregular nouns such as "child" (children) or "man" (men). Then in understanding the use of number indicating words Students often face difficulties in understanding the use of number indicating words such as "some," "any," "many," and "much." They may have difficulty understanding the differences in the way these terms are used in various sentence structures. And the next is using uncountable nouns in sentences (Uktolseja et al., 2019). Students may have difficulty using uncountable nouns with the correct verbs in sentences. Then there is the addition of words that are not needed in words or sentences, there are omissions of words, and there are errors in wording or placement of words that are not appropriate. Based on this, it is not surprising that students make mistakes or misspelled countable and uncountable nouns (Sandra, 2018).

A mistake is an action that is not correct or not following what is expected. The mistake is either intentional or unintentional (James (1998:70). Where the mistake can be brought on by performance issues, such as mistakes brought on by fatigue, exhaustion, lack of attention, and a less conducive atmosphere. For example; when the teacher explains countable and uncountable noun material, Then the teacher asks the students to employ both Nouns with and without numbers in a descriptive sentence (Herman et al., 2022). Then, the test results showed that these students made mistakes because they did not understand both countable and uncountable nouns. (She had three apple) it should be (she had three apples). Then, the next day, when they were again asked to write a passage using countable

and uncountable nouns, the students made same mistake again. (I have a lot of waters) it will be (I have a lot of water).

On the other hand, there are also errors due to the level or aptitude of the student, when the student does not grasp the rules or conventions of a language. This proficiency error, also known as (error), is a systematic deviance brought on by the learner's expanding understanding of the second language system (Napu, 2019). Errors are mistakes made by students repeatedly and cannot be corrected by themselves. Dulay, Burt, & Krashen (2013) stated that Errors are the flawed side of a learner's speech or writing; they are part of the performance. Parera (1987:50) stated that Error is systematic deviation and consistent and system characteristics language students learn at that level certain language. Then the error is a deviant part/attitude that someone does because ignorance of something can't fix it by yourself (Purba et al., 2022).

Error is bad for learning English, but analyzing them is beneficial for both students and teachers. James (1998) argues that error analysis is the analysis of learners' errors by comparing what learners have learned with what they are lacking (Kosasih Galingging and Tannuary, 2022). Error analysis shows which aspects of students' understanding have difficulty with identifies mistakes students make, identifies the causes and causes of those errors, and learns how students can learn from their mistakes. It's necessary to don't let them continue to make mistakes repeatedly. And teachers have to self-assess whether or if they are effective at instructing English (Saragi, 2018).

Based on the experience of researchers while participating in teaching practices in the PKM program, researchers found students' mistakes in writing using countable and uncountable nouns. When pupils are questioned, this occurs to write a passage on a sheet of paper, utilizing both countable and uncountable nouns. The researcher then the use of countable and uncountable nouns contains a clerical error. For example; "there is a handsome boys" in this sentence there is a mistake in using countable nouns. That is where there are additions to the "s" after the word "boy" it should be "there is a handsome boy", then "I have two tomato" In this sentence there is an error where the word "es" is omitted. Where the appropriate sentence ought to go "I have two tomatoes" (Kuang and Zheng, 2022a).

The next mistake is "add some sugars" In this sentence, there is a mistake in using uncountable nouns, namely, there is an additional word "s" after the word "sugar" it should be "add some sugar". And after being reminded of some of their mistakes in writing they still make the same mistakes in writing countable and uncountable nouns. For example "I spend my time watching television or reading a books." it should be "I spend my time

watching television or reading a book". "My mother bought me some book" should be "My mother bought me some books". "my brother tell me a lot of informations". it should be "My brother tells me a lot of information". This error occurs because students struggle to appropriately employ countable and uncountable nouns in sentences (Solovyev et al., 2018).

The students find it challenging to construct sentences with proper grammar. Particularly in the use of countable and uncountable nouns. They frequently use incorrect word order and word arrangement when creating sentences or paragraphs with countable and uncountable nouns (Kuang and Zheng, 2022b). On the other hand, the pupils struggle to understand the difference between a countable and an uncountable noun. Sometimes the teacher finds it difficult to understand what the students are trying to say in their writing.

The researcher is interested in learning more about analyze error of countable and uncountable nouns in SMPS Dharma Karya Beringin while producing descriptive text based on the difficulty mentioned above.

RESEARCH METHOD

This study would employ a qualitative descriptive method with a descriptive approach as its research design. As the result of identifying and evaluated the error of countable and uncountable nouns when writing a descriptive paragraph in the second year of SMPS Dharma Karya Beringin, the goal of this study is to discovered the types errors of countable and uncountable nouns (Simanjuntak et al., 2021). The purpose of qualitative research was to investigate and comprehend the phenomena that participants experience. According to John W. Creswell (2009:172), qualitative research employs a variety of philosophical presuppositions, an investigative approach, and techniques for gathering, analyzing, and interpreting data. Qualitative research aims to gather, arrange, and analyze data.

This research focused on errors made when writing descriptive writing utilizing countable and uncountable nouns. What types of errors done by students in the second grade of SMPS Dharma Karya Beringin made while utilizing countable and uncountable nouns when writing descriptive text was the research issue in this study (Choudhary and Arora, 2021).

The subject of this study is the student of SMPS Dharma Karya Beringin The students was in the second grade which consist of two classes VIII A, and VIII B. In this study, the researcher took one class VIII A which consist of 27 students. And would analyzed twenty seven students papers to determine the types of errors they made.

The instrument of collecting data was writing descriptive text using countable and uncountable nouns. The writing would be used to find out the types of errors on student's writing descriptive text. The researcher would ask the students to write the descriptive text. This writing would not be measured but only to be analyzed. This assignment would be done by the students in a classroom (Mayangsari and Fauziati, 2022).

The following methods would be used by the researcher to gather information about a problem:

1. Asked the students to take a piece of paper and after that assigning them to write a descriptive text with the topic object, person or location. The subjects on which the pupils wished to write were up to them.
2. Giving time around 40 minutes to compose a descriptive paragraph utilizing both countable and noncountable nouns.
3. When the allotted time has passed, the researcher gathering all of the pupils' papers from the writing of descriptive texts.

The Technique of Analyzing Data

The researcher evaluates the data after gathering it in order to get the desired outcome. The descriptive approach utilized in this study served as the basis for the strategy used to analyze the data, and the researcher used the following stages to do so:

1. Identification. Error detection in this context refers to seeing and departing from the usage of countable and uncountable nouns included in student-written descriptive texts. Based on omission errors, addition errors, misformation errors, and missordering errors, the researcher would determine student writing errors (Mirza Suzani, 2019).
2. Classification. Based on the type of errors, the researcher will sort and categorize the writing's data. The researcher evaluates the student's work after discovering certain faults, and groups them according to the types of error. Finding the dominant types of errors done by the students by calculating the errors.

RESULT AND DISCUSSION

Data

According to Dulay, Burn, and Krashen (2013:14), there are four sorts of errors: linguistic categories, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Surface strategy taxonomy is divided into four types: omission, addition, misformation, and missordering. The population of this study is the

second-grade students of SMPS Dharma Karya Beringin. The researcher was analyzed 27 papers.

Research Finding

The objectives of the research were to know the types of errors in using countable and uncountable nouns in writing descriptive text and the dominant type of error in using countable and uncountable nouns in writing descriptive text made by the second grade student of SMPS Dharma Karya Beringin based on surface strategy taxonomy (Dulay, 2013:14).

Types of Error on Using Countable and Uncountable Nouns.

After the data was collected, the researcher then analyzed and identified the data to find errors in students' writing. Then the researcher classified the errors found into types of errors according to Dulay theory, that is omission, addition, missformation and missordering. The researcher found several errors from students writing descriptive text. There were 50 data of errors found in students paper in writing descriptive text in using countable and uncountable nouns. And to get the percentage results of each types of errors, the researcher calculated the data using the following formula :

$$P = \frac{F}{N} \times 100\%$$

P = Percentages F = Frequency

N = Number of sample which is observed.

The results of the types of errors in the use of countable and uncountable nouns in writing descriptive text that have been analyzed show that there were 50 errors found in students' writing descriptive text using countable nouns. Where 10 errors were found in addition, 11 errors were found in omission, 8 errors were found in missformation and 21 errors were found in missordering. Where there were 39 errors found in students' descriptive text using countable nouns. And 11 errors were found in students descriptive text when using uncountable nouns.

The Most Dominant Type of Error Used by The Student

According to Dulay's surface strategy taxonomy, there are four types of errors: omission, addition, missformation, and missordering. Based on the explanation of the data analysis above, the researcher found four types of errors made by the second grade students of SMPS Dharma Karya Beringin in writing descriptive text using countable and uncountable nouns. That is omission, addition, misinformation, and misordering.

Table 1. Percentages of Error

No	Types of Error	Number of Error	Percentages
1	Omission	11	22%
2	Addition	10	20%
3	Missformation	8	16%
4	Missordering	21	42%
	Total of Error	50	100%

Table shows the total number of errors made by second grade students of SMPS Dharma Karya Beringin in writing descriptive text using countable and uncountable nouns: 50 errors. The researcher found errors of omission at 11 data (22%), addition at 10 data (20%), misformation at 8 data(16%), and misordering at 21 data (42%). Based on the data above, the researcher concluded that missordering was the most dominant error in using countable and uncountable nouns in writing descriptive text made by the second grade students of SMPS Dharma Karya Beringin.

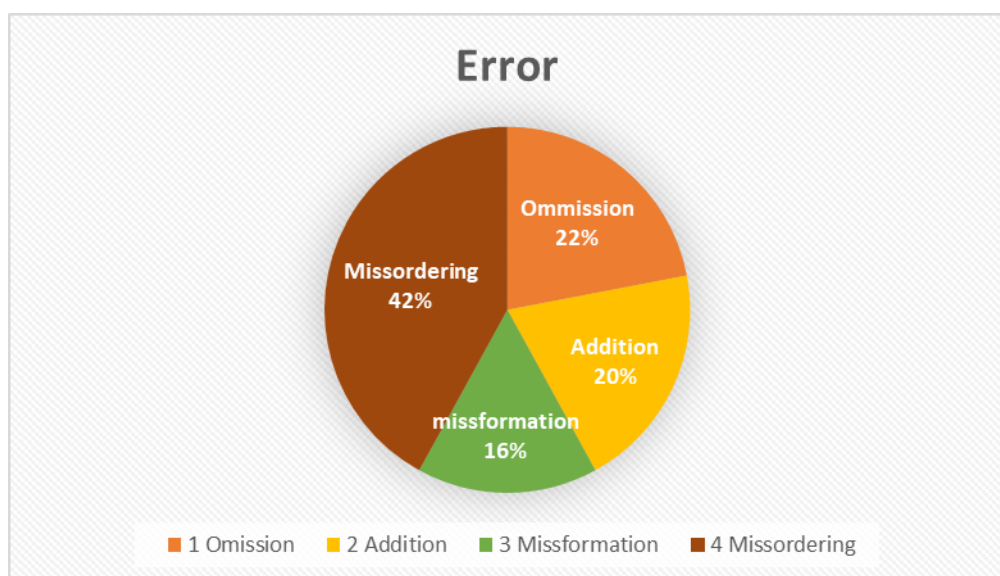


Figure 1. Percentages of Error

Discussion

The results of this study are to answer the problems in this study. That is about the type of error and also the most dominant error made by students in writing descriptive texts using countable and uncountable nouns. The data above are errors made by students that were found by researchers in writing descriptive text using countable and uncountable nouns.

In this study the researcher found there were 4 types of errors. Based on (Dulay, 2013) theory said that the surface strategy taxonomy emphasizes how the surface structure is

changed. Elements of the surface strategy of a language are changed in a specific and systematic way. Among the most common errors are: omissions, additions, missformation and missordering (Rajagukguk, 2019). After the researcher analyzed and identified the errors made by the students, the researcher found that there were 50 errors data. Where there were four types of errors made by students in writing descriptive text. That is omission, addition, missformation and missordering errors. And then the researcher calculated the percentage of errors for each type of error found in students' descriptive texts using countable and uncountable nouns (Nosa et al., 2021). Based on the results of the percentages above, the researcher knows which errors are the most prevalent among students. The most dominant error made by students is the error in missordering, where there are 21 data errors (42%). The missordering error happened because the students were confused about comparing countable and uncountable nouns. So the students were confused about how to use the correct vocabulary and place the right words to form the right sentences. For example: "She can no far from i" that should be "she can't far from me". Where he sentence is error of missordering because the arrangement of words or the placement of words is wrong. Where the sentence above gives meaning incorrect and in the sentence the object is "I" it should be "me".

From other research is that in this study, the researcher found four errors made by students. And the most dominant error is missordering, with a percentage of error of 42%. So that the results of the findings and discussion show that students have difficulty in using countable and uncountable nouns (Simaremare et al., 2021). Based on the explanation above, it can be seen that students have difficulty writing and also using countable and uncountable nouns. and uncountable nouns appropriately (Lin et al., 2022). Where students still have difficulty distinguishing countable and uncountable nouns. Such as in the use of the right article or determiner, distinguishing plural and singular nouns, and the proper placement of words in an as sentence (Khair, 2022). Therefore, students must learn more about writing and also learn about countable and uncountable nouns. So that later students will be more proficient in writing and also understand countable and uncountable nouns.

SIMPULAN

Based on the data described in the previous chapter, the researcher would like to conclude that the students at SMPS Dharma Karya Beringin are still confused about using countable and uncountable nouns. The data analysis showed that there were four errors made by the students in writing descriptive text. They are: 1). Omission (22%) 2). Addition (20%) 3). Missformation (16%) and 4). Missordering (42%). From the percentage above, it

was found that the most dominant error in using countable and uncountable nouns in writing descriptive text was missordering with the frequent (42%). The result of this study is that there were four types of errors made by the students of SMPS Dharma Karya Beringin in writing descriptive text by using countable and uncountable nouns. Based on the explanation in the previous chapter, the researcher concluded the result as follows:

1. There are types of errors commonly made by the students in writing descriptive text using countable and uncountable nouns. That is error in omission, addition, missformation and missordering. The numbers of omission errors are 11, the numbers of addition errors are 10, numbers of missformation errors are 8 and the numbers of missordering error are 21. The researcher found all the types of errors based on the surface strategy taxonomy in the papers of students writing descriptive text using countable and uncountable nouns.
2. From the numbers of students errors in writing, the researcher found that the most dominant type of error which that has been made by the students is missordering. Where the numbers of missordering error are 21. Most of them made this type of error missordering because they did not know the difference of countable and uncountable nouns, and they did not know how to make the sentence correctly so that gives the correct meaning. After the error was classified, then it was ordered to know the percentage of missordering error, and used the following formula:

It could be seen overall percentage of missordering error was 42% This research has a valuable contribution to both language learning and teaching for several reasons such as: The research helps identify the most common errors that learners make when using countable and uncountable nouns. Understanding the errors learners commonly make can contribute to improved language proficiency. As learners become aware of their mistakes, they are better equipped to correct them and use countable and uncountable nouns accurately in their writing. The research likely involves comparing errors made by learners at different proficiency levels or from various linguisti backgrounds.

Understanding common errors related to countable and uncountable nouns can help promote effective communication among speakers of different native languages. It can be concluded that this research about the error analysis of countable and uncountable nouns in writing descriptive texts plays a crucial role in improving language education, enhancing communication skills, and contributing to the broader understanding of language usage. It benefits learners, educators, linguists, and the broader society by promoting effective and accurate language use.

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