PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA AND BEYOND: DIRECTIONS, ISSUES, AND CHALLENGES”

CAVINTON HOTEL YOGYAKARTA SEPTEMBER 17 – 18, 2014

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
THE THIRD UAD TEFL INTERNATIONAL CONFERENCE

PROCEEDINGS

“ELT Materials Development in Asia and Beyond: Directions, Issues, and Challenges”

September 17 – 18, 2014

ISBN : 978-602-18907-1-4

© 2014. English Education Department of Universitas Ahmad Dahlan

This work is copyright. No part may be reproduced by any process without prior written permission from the organizing committee. Requests and inquiries concerning reproduction and rights should be addressed to Ani Susanti, M.Pd.BI at Universitas Ahmad Dahlan, Jalan Pramuka No 42 Yogyakarta Indonesia or email ani.susanti@pbi.uad.ac.id

The intellectual property of each paper included in these proceedings remains vested in the Authors as listed on the papers.

Published by :
English Education Department of Universitas Ahmad Dahlan
Jl. Pramuka No 42 Yogyakarta Indonesia
Telp : (+62274) 563515
Website: www.pbi.uad.ac.id
TABLE OF CONTENT

COVER ................................................................................................. i
COPYRIGHT PAGE ............................................................................ ii
PREFACE ............................................................................................ iii
TABLE OF CONTENT........................................................................... v

Abdul Ngasif
The Use of ICT to Optimize Students’ Testing Result ...................... 1

Agnesia Gita Flamboyan and Lies Amin Lestari
Developing English-Opoly Game as a Medium to Teach the 8th Graders Speaking
Recount Text .................................................................................. 16

Ahmad Budairi
Digital literacy practices and L2 acquisition: Issues and challenges from Critical
Pedagogy Perspectives .................................................................. 25

Aisyah
Note-Taking Pairs as a Technique in Enhancing Students’ Reading Comprehension .... 39

Ali Mustofa
Literary Teaching and Its Constraints: Paradigms and Problems ............... 49

Ana Maghfiroh
Enhancing Students’ Communicative Competence through Daily Language
Activities ...................................................................................... 64

Ani Susanti
Crossword Puzzle in EFL Class: Nature and Strategies ......................... 72

Annur Rofiq
Coping with the Need of Native Speakerism in Foreign Language Learning: Blending
Strategy and Technology ................................................................ 72

Aryuliva Adnan
Listening Material Development: Problems and Challenges A Case Of ‘PPG Sm-3t’
at Universitas Negeri Padang ................................................................ 81

Asep Nurjamin, Rajji K. Adiredja and Muhamad Taufik Hidayat
Pre-Modified Text as Comprehensible Input in Reading Comprehension .... 90
Asih Santihastuti
Boosting Students’ Motivation in Writing through a Meaningful and Fun Task:
A Descriptive Writing Bulletin

Astri Hapsari
Developing a Short Communicative Course in English: Materials Development for
Preparing Students to a Field Trip Abroad

Aulia Hanifah Qomar
Optimizing the Use of Internet Based Materials to Improve Students’ Writing Skill in
Developing Ideas

Aulia Nisa Khunia
Fostering Teacher Strategies to Overcome Speaking Anxiety in EFL Classroom

Ayunita Leliana
Student-Centered Approach in Writing Class

Badaruddin, Irvan Al Rajab, Syawal
Morphological Analysis strategy: A Strategy Used to Enhance the Student’s
Vocabulary Acquisition and Reading Comprehension

Betty Sekarasih Hadi Yani
21st Century Learning Design Project Based Learning: School Campaign for Better
Future

Caecilia Tutyandari
Pre-Service Teachers’ Self-Reflections in Micro Teaching Class

Debora Tri Ragawanti
Utilizing Authentic Materials for Advancing Learners’ Communicative Competence

Dedi Turmudi
An Analysis on the Students’ Trend in Writing Course

Dedy Subandowo
Grammatical Function of Indonesian First Lady’s Status of Photograph on Instagram
with Focus on the Use of Subject

Denok Lestari
Improving Communicative Competence through the Use of Language Functions in
Role Playing
Desak Putu Eka Pratiwi
The Meaning of Verbal and Non-Verbal Signs in the Advertisement of Mineral Water “Ades” ................................................................. 212

Devi Pratiwy
Clipping in Malay Spoken Dialect ................................................................. 219

Devi Rachmasari
CIRC Method in Classroom Interaction to Enhance EFL Learners’ Ability in Writing Business Letters ........................................................................ 230

Dewi Cahyaningrum
Process Approach to Using Questions in Listening to Activate Student’s Listening Strategies ........................................................................ 241

Dewi Sartika and Rumiati
Promoting Students’ Speaking Skill by Using Pair Taping to the Eleventh Grade Students of SMK PGRI Kayuagung .................................................. 250

Diah Hadijah dan Vidia L. Ayundhari
The Creativity Analysis through Creative Recount Text (Crt): A Suggested Writing Material for EFL Learners ................................................................. 260

Didik Rinan Sumetto
Lecturers’ and Students’ Perception about Peer Assessment Practice: Benefits for Collaborative Works ........................................................................ 270

Dodi Siraj Muamar Zain
The Significances of Student Feedback in Improving the Quality of Language Teaching ......................................................................................... 282

Dyah Kusumastuti
Recipes of Icebreaker in English Teaching Process ........................................... 291

Ekaning Dewanti Laksmi
Developing Writing Instructional Materials to Accommodate 21st-Century Literacy Skills: A R & D Experience of an EFL Writing Teacher ........................................ 296

Endang Setyaningsih
An Evaluation of the Use of Students Webquest Project in Reading Class .......... 310

Endro Dwi Hatmanto
Pedagogy’ Case Study at a Jesuit University in Yogyakarta ................................ 321
Erwin Pohan
Character Building in Language Learning And Teaching ........................................... 335

Etty M. Hoesein, Jeny Lekatompessy, Salmon Hukom, and Wa Ena
The Development of Local Context CALL Materials for EFL Instruction in Ambon .... 342

Fardini Sabilah
Designing Intercultural Materials for EFL Teaching/Learning to Young Learners
Using Sociopragmatic Perspectives ........................................................................ 352

Farnia Sari
Needs Analysis for English For Specific Purposes Course Development For Students
of Economic Faculty, Tridinanti University .................................................................. 364

Fauzul Aufa
Rationale TM: An Argument Mapping Software Tool to Promote Task-based
Argumentative Writing Instruction ........................................................................... 375

Gita Mutia Hati
Starting From Nothing: A Survival Guide For English Teachers of Young Language
Learners ......................................................................................................................... 388

Gitit I.P. Wacana
Interpersonal Meaning in the Interaction between Teachers and Students: A Critical
Discourse Analysis ....................................................................................................... 394

Gunadi H. Sulistyoyo, Sri Rachmajanti and Suharyadi
Developing Thematic Interactive Supplementary Reading Materials in a CD Form for
Students of Elementary Schools with International Standards –Part II .................. 407

Handan Girginer
Istanbul as an Authentic Material ................................................................................. 422

Haryati Sulistyorini
Technology in Teaching Literature as the Effective Way in Film and Literary
Appreciation (Study of film Kung Fu Panda, Secret of The Furious Five) .................. 428

Hayati Syafri
Build the Students’ Character Energy through English Days Program (EDP) in STAIN
Bukittinggi ...................................................................................................................... 439

Hendriwanto
Developing the English Grammar Materials as a Source of the Students’ Independent
Learning ......................................................................................................................... 449
Henny Herawati
Creative Writing in EFL Learning ......................................................... 460

Honest Ummi Kaltsum
Integrating Local Wisdom in the English for Young Learners.................. 475

Ika Fitriani
In EFL Classroom: From Local to Global ............................................. 483

Ima Widyastuti
A Processability Theory Study: Past -ed Acquisition in Indonesian Learners .......... 497

Inggit O. Tanasale
Third Place: Constructing Students’ New Identities in Cross Cultural Understanding Course ................................................................. 504

Intan Pradita
The Integration of Pragmatic Features to Stimulate Critical Thinking: A Material Development for Argumentative Writing........................................... 516

Iskhak and Didih Faridah
Developing EFL Teacher Education Curriculum: A Needs Analysis-based Study at an Indonesian Private Teacher Training College.................................................. 525

Ista Maharsi
Students’ Perception on Blended Learning: Opportunities and Challenges .......... 543

Jamila
Thematic-Integrated English Language Instruction for Music Education Department Students of Yogyakarta State University .................................................. 555

Japen Sarage
Grammatical Conflicting Terms and Sentence Patterns in the Teaching of English ...... 565

Jauhar Helmi
English Derivational Suffixes -y, -ity, and -ic in the Novel New Moon by Stephenie Meyer and Its Translation ................................................................. 572

Jepri Ali Saiful
Eco-ELT Materials Development: The Proposed Idea towards Instilling the Concept of Loving the Environment and Upholding the Virtues of Local Wisdom to Young Learners ................................................................. 580
Johanes Leonardi Taloko
The Teacher Talk Encountered in Intensive Course of the English Department of Widya Mandala Catholic University Surabaya ......................... 593

Juang Rudianto Putra, Tubagus Sumantri, and Sunsun Sunandar
Building EFL Students’ Self-Confidence to Speak English ............... 605

Junaedi Setiyono
Developing the Materials of Indonesian-English Translation by Applying Task-Based Language Teaching for English Department Students .. 613

Leni Irianti and Etika Rachmawati
Cognitive Strategies and Students’ Learning Styles in Listening Comprehension ........ 629

Leonora Saantje Tamaela
A Model of Pedagogic Songs for Teaching Language and Local Wisdom ........ 641

Lia Novita
Teaching Translation of English Song Lyrics .................................. 653

Lusi Nurhayati
Promoting Higher Order Thinking Skills in Applied Linguistics Class ........... 664

M. Mujtaba Mitra Z.
2013 Curriculum: Achieving Meaningful Communication through Involving Culture in Language Teaching and Learning ......................... 675

Manalullaili
Teaching Speaking for Slow Learners ............................................. 683

Maria Johana Ari Widayanti
Motoric Developing Skills to Enhance Teaching English for Kindergarten Teachers ... 690

Maria Zakia Rahmawati
Creative Use of Haiku to Boost Students’ Mastery of Vocabulary ................ 699

Mariana Ulfah Hoesny
Project Based Learning in Writing Class ....................................... 711

Maric Nica Ladesma-Enopia
From Reading Cognition to Practice: A Phenomenological Exploration toward a Model for College Reading Instruction .............................. 719
Muhamad Ahsanu
Subconscious Learning of English via Chess Games: A Breaking Technique in SLA (A Case Study) ........................................... 731

Mukrim, Nurtria Rumbaen, Anita Thalib Mbau
The Students’ Perceptions of Video-based Task in the English Speaking Classroom: A Case Study at the Low English Proficiency of English Study Tertiary Students Program ........................................... 738

Ni Nyoman Padmadewi
Developing Media for Teaching English as a Foreign Language for a Special Needs Student Included In A Regular Classroom at North Bali Bilingual School .................. 754

Nia Rohayati
A Multi-Dimensional Approach to Developing and Using Authentic Reading Materials ................................................... 768

Nina Inayati
English Language Teachers’ Attitude towards Social Media in Higher Education: Indonesian Perspective ........................................... 777

Nonny Basalama and Karmila Machmud
Exploring Teachers Understanding on the Issue of Plagiarism .................. 791

Noviannni Anggraini and Fithriyah Nurul Hidayah
A Study of Learning Style between Male and Female Students of IAIN Surakarta ....... 805

Novriani Rabeka Manafo
Investigating Learners’ Perceptions on CLIL in Tertiary Context .................. 822

Nuri Fainuddin
A Semiotic Analysis on Teaching English through Wayangs .......................... 830

Nurmaningsih
Improving the Students’ Listening Skill by Using the Principles of Post method Pedagogy for Twelfth Grade at SMA Negeri 5 Kota Bima ................................. 834

Paulus Widiatmoko
Developing Classroom Material to Encourage Integrated Skill Teaching .......... 843

Puspa Dewi
Self-Editing Technique to Improve Students’ Ability in Indonesian-English Translation: An Experimental Research at English Department of Muhammadiyah University of Purworejo .................................................. 852

Proceedings of The 3rd UAD TEFL International Conference 2014
“Materials Development in Asia and Beyond: Directions, Issues, and Challenges”
September 17—18, 2014, Yogyakarta, Indonesia
Organized by English Education Department, Universitas Ahmad Dahlan
ISBN: 978-602-18907-1-4
R. Agus Budiharto
A Morphosyntactic Analysis on the University Students’ Thesis Proposal in Madura... 866

Rajeevnath Ramnath
A Genre-Based Approach to Materials Writing ...................................................... 874

Ramdan Nugraha and Hermawan Susanto
Using Digital Presentation in Teaching Speaking ................................................... 885

Rasuna Talib
The Technique of Information Transfer for Teaching English In EFL Classroom (Theories and Practices) ......................................................................................... 894

Ratih Wahyu Korpriani
The Perception of Students’ Reading-Aloud Strategies and Teachers’ Reading-Aloud Strategies in the EFL Teaching and Learning Process ....................................... 906

Renata C. G. Vigeleyn Nikijuluw
The Use of Four Corners Strategy to Improve Students’ Reading and Speaking Skills at English Debating Club Pattimura University ........................................... 919

Reni Herawati
Developing Teacher’s Professionalism through Reflective Teaching ..................... 925

Ridha Mardiani
Student Perceptions Of Research in Developing Their Competence as English Teacher Candidates (A Case Study at the 2009 Batch Students) ........................................ 938

Rina Agustina and Titi Wahyukti
Games for Teaching Writing Skills: A Suggested Technique for English Teachers...... 950

Rini Fatmawati
The Appropriateness of the Design of Structure Syllabus of the First Semester of English Education of Muhammadiyah University of Surakarta .............................. 958

Rizki Farani
Effective Instructional Multimedia for English Learning ........................................ 966

Rosina F.J. Lekawael and Hellien J. Loppies
Promoting Language Teachers Professionalism through GLPDN (Global Literacy Professionalism Development Network) Project: Why and How ......................................................... 974
Sari Hidayati
The Use of Conversation Analysis Data as Authentic Input ......................................................... 984

Semi Sukarni
Applying CTL Model to Activate Students’ Participation in Speaking Class at English Education Program ........................................................................................................... 993

Sholihin
An Annotated Translation of “Techniques and Principles in Language Teaching” (Teaching Techniques in English as A Second Language) ........................................ 1011

Siti Fatimah
Error Analysis in Listening Teaching Learning Process: a Case Study in English Learning Process: a Case Study in English Department of Muhammadiyah University of Surakarta .......................................................... 1022

Siti Hajar, Khadijah Maming and Ika Yanti Ziska
The Implementation of Green Teaching as an Effort to Avoid the Global Warming (A Great Expectation for Our Future) ................................................................. 1030

Siti Mahripah
Exploring Factors Affecting EFL Learners’ Speaking Performance: from Theories into Practices .................................................................................................................. 1037

Siti Nur Banin, Lies Amin Lestari
Developing a Prototype of Interactive Multimedia E-Book as a Medium to Learn English .......................................................................................................................... 1047

Sri Ninta Tarigan
The Application of Teacher Training Technique to Students of English Department Training and Education of Faculty University Of Prima Indonesia to Improve Learning Skill to Primary Students ................................................................. 1057

Sri Sartini
Student’s Use of Conversational Implicature in Academic Reading Class of Ahmad Dahlan University Academic Year 2013/2014 ........................................................................ 1069

Sri Subekti
Developing Task-Based Material for English Conversation (EC) Program at Grade Eleven SMAN Plandaan Jombang .................................................................................. 1076

Susi Herti Afriani
Semantics Meaning Complexity in Combination of Predication (The Negated Antonyms) on English Paraphrase: Linguistics and Materials Developments .................... 1086
Susiaty
Parliamentary Debating Systems: a Debate Trend’s Adoption to New English Speaking Teaching Method in the 21st Century 1091

Syahara Dina Amalia
Representations of National Character Building in Indonesian EFL Textbooks: A Qualitative Study 1101

Teguh Sarosa
Implementing Curriculum 2013 by Using Communicative Language Teaching 1117

Theresia Widihartanti
The Efficacy of Using the Short Memory in Conducting English Proficiency Test 1123

Thesa Izfaddillalah
Character Building in Classroom Instruction: An Analysis on Lesson Plans (A case study of English teachers at a K-13 piloting high schools in Sumedang) 1134

Threeesje. R. Souisa and Wenda M. Kakerissa
Improving Students’ Reading Comprehension through the Application of the Predict-O-Gram Strategy At X1 IPS Class of SMA Xaverius Ambon 1145

Tri Septiana Kurniati
The Importance of Lead-In Activity Method in Improving Motivation of English Speaking Ability among Non-English Department Students Applied in the Major of Graphics, Sculpture, and Painting, Fine Arts Department, Faculty of Art, Indonesian Art Institute of Yogyakarta, 2012-2013 1157

Veni Roza
The Power of Teacher Certification to the Teachers’ Quality in English Learning Process at SMAN 1 Padang Panjang 1168

Wuryani Hartanto
Students’ Preferences of Functional-Communicative Based Materials in Their Speaking Class 1177

Wuwuh Andayani
Accessible Materials Used By the English Teacher and Students in Elementary Schools at the Ambal Sub District of Kebumen Regency 1189
CONFLICTING GRAMMATICAL TERMS AND SENTENCE PATTERNS
IN THE TEACHING OF ENGLISH

Japen Sarage
Universitas Ahmad Dahan Yogyakarta
Japen.sarage@gmail.com

Abstract. Grammar plays an important role in the teaching of English. However, some grammatical terms are used differently. This condition leads to confusion amongst students and teachers. In a sentence analysis, for example, a grammarian prefers to use the term subject for a sentence element whereas other grammarians tend to use the term nounphrase for the same thing. Surprisingly, the term nounphrase can be used to represent a single word. To most grammarians a phrase is always a group of words.

A similar situation exists in the use of the term sentencepattern. Many grammarians use that term while certain grammarians use clausetypepattern for the same condition. Every grammarian has certain reasons to support his terms. This paper tries to discuss the use of different grammatical terms. Standard terms are encouraged that they prevent from confusion among users.

Key word: Noun Phrase, Clause Pattern, Sentence Pattern, Adverbial

A. Introduction.

It is a matter of fact that the terms sentence and clause are used in almost the same way. Most grammarians consider a clause as a part of a sentence whereas other grammarians treat it the same as a sentence. Quirk and Greenbaum (1985:) use the term clause to represent both a sentence and a sentence element consisting of a subject and a verb. Gelderen (2010:), in her explicit sentence analyses, marks it with the term sentence.

The term phrase, furthermore, gets its different views. Grammarians know that a phrase is a group of words. Miller (2002:1) says: ‘The second idea is that words are grouped into phrases and that groupings typically bring together heads and modifiers.’ In a different version a phrase is said to be something built round a lexical word. Thus, a noun phrase is something built round a noun. A verb phrase is something built round a verb. An adjective phrase is something built round an adjective. An adverb phrase is something built round an adverb. And a prepositional phrase is something built round a preposition (Gelderen, 2010:36). Those five kinds of phrases represent the content words, which cover a noun, verb, adjective, adverb, and a preposition. They become the heads in the phrase i.e. the most important part of the phrase. Apart from these facts, a pronoun is said to be a phrase though it consists of one word only. This is due to the fact that the pronoun represents a noun and this fulfils the idea of something built round a
noun. In short, the term phrase is used in different way that may lead to a confusion unless it is used properly.

This paper tries to present some of the same grammatical terms viewed from different points of view. By presenting those terms with their different notions, we can understand them clearly and we can prevent confusion among students using those terms.

B. Conflicting Grammatical Terms.

Before discussing further about grammatical terms, in relation to their different uses in syntax, it is important to note that certain elements in a linguistic unit may be embedded i.e. one unit is included in another unit (Leech, 2006:37). This is because in syntax words are composed so as to form a larger unit. The following sentence indicates an embedding process.

(1) I read books and listened to music.

The above mentioned sentence may be analyzed into:

(2) I read books.
(3) And I listened to music.

The same part i.e. the noun phrase in (1) is understood to have double functions. The first, it functions as the subject of the verb phrase readbooks. And the second, it functions as the subject of the verb phrase listenedtomusic. The sentence may diagrammed as the following:

\[
\begin{array}{c}
S \\
NP \\
I \quad \quad \quad \quad \quad \quad \quad \text{(4)} \\
V' \\
\text{read} \quad \text{NP} \quad \text{and} \\
\emptyset \quad \text{VP} \\
\quad \text{NP} \quad \text{VP} \\
\quad \quad \text{NP} \quad \text{music}
\end{array}
\]

In (4), the connector phrase (CP) andlistenedtomusic consists of a connector and followed by a verb phrase listenedtomusic, which syntactically contain a sentence with a null (Ø) noun phrase and the verb phrase. The null noun phrase is understood to be the same as the first NP I. Thus, the sentence can be considered as two sentences combined together.

A similar case of an embedded sentence can be found in the following sentence:

(5) John and Jane work.

The sentence may be analyzed and diagrammed into the followings:
The above mentioned diagrams show different analyses of the same sentence. In (6a) the NP consists of two coordinated nouns John and Jane, while in (6b) two different NPs share the same VP work. The diagram in (6b) shows an embedded sentence where the diagram in (6a) doesn’t imply any idea of embedding process. The concord between the NPs and the VP in (6b) is shown by the presence of the coordinator and for the NPs.

From the short discussion above, we find a symbol S, which represents a sentence. For most structuralists, it is strange to include a sentence in another sentence. They tend to name it a clause. This proves that certain grammatical terms are used differently. Their uses may exceed one after another that the use of a certain grammatical term may spoil the same term used by other grammarians. In the following section, some conflicting grammatical terms are discussed.

1. Sentence and Clause.

The term sentence and clause has been used ambiguously as seen in the following quotation. Leech (201: 104) says, ‘A sentence consists of one or more clauses. A clause consists of one or more phrases. A word consists of one or more morphemes.’ When a sentence consists of one clause, it is itself a clause and a sentence. Börjar (2010:190) says, ‘When a clause is not part of any larger clause, that clause forms a sentence and can also be called a main clause.’ The idea of a main clause as a single sentence seems improper because there is no comparison in it. In other words, there is no superiority and inferiority. Thus, the idea of sentence and clause becomes obscure.

Now let us turn to another idea of a sentence proposed by Börjar. She (2010:190) says, ‘Until now, we have said that a sentence is the unit formed around a lexical verb, containing all the bits that the verb requires as well as any optional bits the speaker has chosen to include.’ According to the above mentioned quotation, the main element of a sentence is the presence of a lexical verb with its complements. The idea of complements here includes anything that accomplish the verb such as a noun phrase, adverbial phrase, adjective phrase, and a prepositional phrase. As an illustration, the verb kill requires the presence of at
least two noun phrases. The first precedes it and the second follows it. Thus, we may find a sentence:

(7) Martha killed a fly.
The verb killed in (7) requires the presence of NP1 Martha and NP2 afly. The presence of an NP1 before a VP in English becomes the standard requirements of a sentence. This is clear in the following sentence.

(8) There are tigers in this forest.
The only NP in the sentence is tigers in the forest. Due to the lack of an NP before the VP there appears a substitute of NP i.e. the word there as a representation of an NP1. Furthermore, the real NP tigers in the forest becomes an NP functioning as a complement. Thus, the sentence fulfills the criterion of an NP preceding a VP or an NP1 and a VP.

2. Relative Pronoun and Relative Conjunction.

Traditionally a relative clause is a clause, which consists of a relative pronoun with a dependent clause. The term dependent and independent clause are now no longer appropriate because they are represented by the term sentence. The term relative pronouns, that is the words which refer back to the antecedent, linking the relative clause to it (Quirk, 2006, 100) are also called relativizer (Conrad, Susan, et al., 2003). Crystal (:102) classifies it as a connective. He says a connective is a term used in the grammatical classification of words to characterize words or morphemes whose function is primarily to link linguistic units at any level. The connective in the following sentence is who.

(9) The hikers, who reached the top, were very tired.
The word who is said to be a relative pronoun because it represents the NP the hikers. It is said to be a relativizer because it joins a relative clause to the noun head. The term connective or connector is more general than the term relative pronoun or relativizer. It is better to put aside different terms and use the general term connector or connective because it shows the joining function. The function can be seen in the following diagram.
The diagram above shows the word *who* functioning as a connector rather than as a pronoun. Nevertheless, the relationship between that word and the noun head of the NP can still be seen for the head cannot take a connector *which*. It is this point of view, which leads to the idea of classifying it as a pronoun. This paper emphasizes more on the function of connector.

The presence of connector in a certain case is optional. This is seen in the following sentences.

(11a) She received the letter I had sent.
(11b) She received the letter which I had sent.

The difference between (11a) and (11b) is that in the former the connector (C) is not present or null (Ø) while in (11b) it is really expressed by the word which. Although which is not present in (11a) the function of connector is clearly understood.

3. Non-finite Clause and Verbless Clause.

A non-finite clause includes those clauses, which have non-finite verb phrases (Quirk, 71) either with or without a connector. These clauses may come before or after the main clause. When finite clauses are said to be sentences preceded by a connector either expressed or omitted such as in (11a) so do the non-finite clauses. They are sentences with non-finite verbs because the subjects are embedded with other sentences. These sentences may precede or follow other sentences such as the followings.

(11) When he was leaving the room, he slammed the door.
(12) When leaving the room, he slammed the door.
(13) Leaving the room, he slammed the door.
(14) Because he was tired and hungry, he ate up the meal.
(15) Being tired and hungry, he ate up the meal.
(16) Tired and hungry, he ate up the meal.

4. Complement.

The term complement has been used in two different ways. First, it is used in a sentence pattern serving as subject complement and object complement. In (8) the NP, tigers in the forest, to some grammarians is called a complement. In
(7) the NP, a fly, is also called a complement. The use of the term complement therefore becomes unclear. In order to overcome the problem the use of NP is advisable. Thus, the use of the terms subject and object are avoided.

5. Conclusion.

From the brief discussion, we can conclude that grammatical terms should be used correctly and consistently. The use of the terms adopted from different views results in ambiguity. Recent developments show correct use of the terms, therefore, we should leave misleading terms.

References.


Gelderen, Elly van, 2010, *An Introduction to English Grammar*, Amsterdam, John Benjamin Publication


THE 3rd UAD TEFL INTERNATIONAL CONFERENCE

CERTIFICATE

This is to certify that

Drs. Japen Sarage, M.A.

has participated as

Presenter

in the Third UAD TEFL International Conference held by English Education Department of Universitas Ahmad Dahlan under the theme

“ELT Materials Development in Asia and beyond: Directions, Issues, and Challenges”
on September 17 – 18, 2014

Yogyakarta, 18th September, 2014

Dr. H. Kasyarno, M.Hum.
Rector of Universitas Ahmad Dahlan

Ani Susanti, M.Pd.B.I.
Chairperson