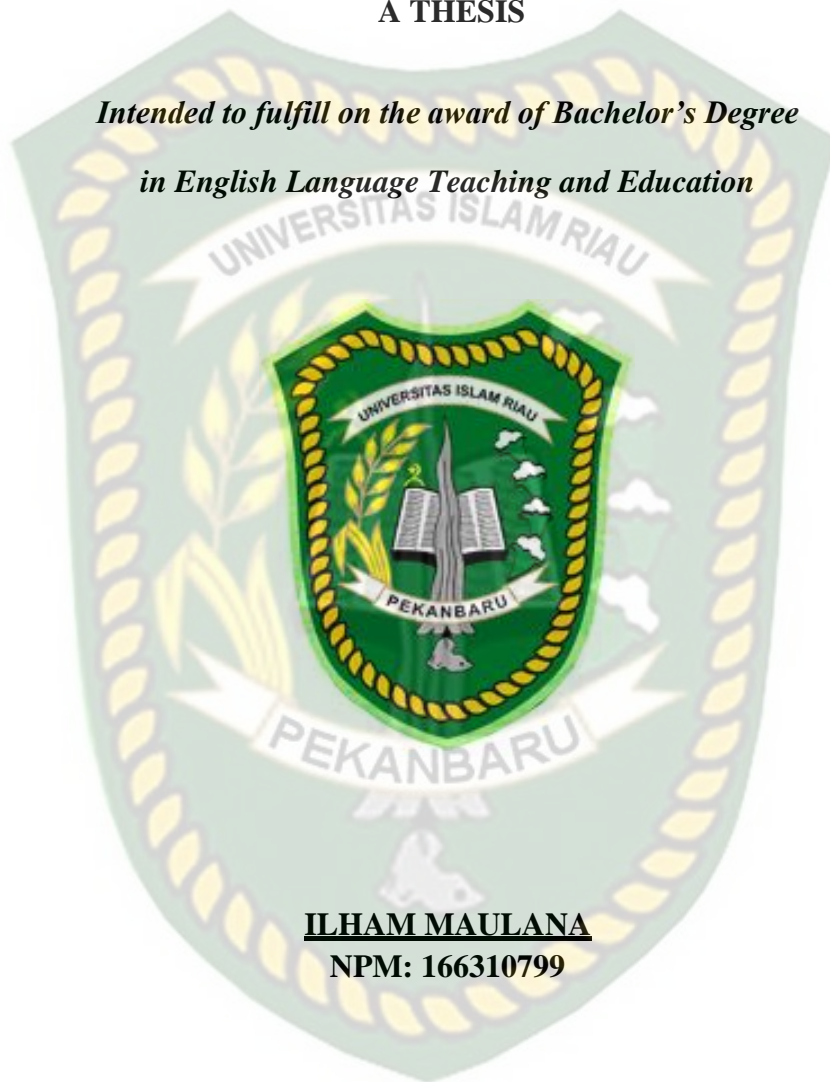


**An Analysis of Grammatical Differences Between American and British
English at English Language Education of Universitas Islam Riau**

A THESIS

*Intended to fulfill on the award of Bachelor's Degree
in English Language Teaching and Education*



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CHAPTER I

INTRODUCTION

1.1 Background of the Research

It is acceptable that the ability of writing English is one part of the most important things in this era, especially for the students. To be as the one who has a best quality in the future, it is needed to be fluently not only in speaking ability but also in writing English. In lane, writing English is also a tool for people to communicate each other. For a reason, writing is a crucial thing for the students. It takes part in academic, thesis writing in the other words, writing skill needs a grammar skill to perfect sentences in thesis.

There are many different way of the English Language spoken and written on around the world, two of them are American and British. British English is a part of English variety which comes from Britain or England, and it is well-known as Received Pronunciation (RP). It denotes the speech of educated people living in London and Southeast of England and of other people elsewhere who speak in this way. While American English is the English language of the United States as distinguished from that used elsewhere more narrowly, it pertain to some words or expression that originated from United States America.

American and british are used by the people around the world, so that it can be used as a tool to express the idea and communicate with other poeple all over the world. In additional, the essential things why the students should be able to speak english fluently are the students can communicate with people around the

world and can compete in the technology development globally. These are the reason why the ability of speaking English is necessary to be owned by the student.

The identification of the differences between British and American English are too important thing for those the teachers and learners of English as a foreign language (EFL) as a language International. The phases of the English as a Foreign Language (EFL) learners who know of the differences between British and American English, they will get in misunderstanding while visiting a oversea country or while communication with foreigners.

According Youssif (2019) defines “grammar is teaching grammar in writing ability as the limits students’ imagination to produces words freely as long as the meaning is conveyed without being interrupted by their teachers’ orders “use this not that” or “use that not this” though “this” and “that” or “that” and “this” convey nearly the same meaning.”. As a result, one pattern of the differences spellings between EngB and EngA, namely words with the same pronunciation but different in spellings while in present research there are two ways of the differences spellings between EngB and EngA, there are words with the same pronunciation but different in spellings and words with different spellings for different meaning.

Althought, the student’s of english department at universitas islam riau, that knew about british and american english exactly. But, no much more detail what kind of differences about british and american english. The researcher observed 5 samples of the English department. Students’ understand about accent

English than vocab, because someone has a stressing vocal in communication each other. So that is a reason , all students can identify accent than vocab english. From all the samples, they would select american english than british english because of American english so easier.

Moreover, the student's of english department of universitas islam riau can not to be able to identify differences between american english and british english well. So, the researcher show question about what are differences between AmE and BrE. About their respect about a question, they get confuse what kind the words in american and british english are. From the first until third samples can explain the differences between american and british in vocabulary,accent, and stress. And the other sample got misundestand to compare about AmE and BrE.

At the last question, which one AmE or BrE ? the all students love AmE than BrE in communicate each other at campus. Because of the students and lecture speak american english all day. That one thing, american english so easier to communicate each other. But, british english is nature of english international. So, british english keep to educate all students at campus but no 100 % British English. The other reason, several of countries take american english to forum internationnal conference in around the world.

In short, the researcher is more interesting to talk about this issue, exactly the differences between American and British English because most of English student at Universitas Islam Riau found problem in identifying grammatical differences between American and British English. It is going to analyze : adjective, articles, verbs (present perfect), the subjunctive, and preposition.

1.2 Identification of the Problem

There are some problems usually found in analyze grammatical differences between american and british English at English Language Education students' of universitas Islam Riau:

1. The students' of english department at universitas islam riau, that knew about british and american english exactly. But, no much more detail what kind differences about british and american english. The researcher try to observe 5 samples the student's of english department. The students almost undertand about accent english than vocab, because someone have a stressing vocal in communication each other.
2. Most of students' of English Department of Universitas Islam Riau are not able to identify differences between American English and British English well. So, researcher show question about what are differences between AmE and BrE. About their respect about a question, they get confuse what kind the words in american and british english are.
3. At the last question, which one AmE or BrE ? the all students love AmE than BrE in communicate each other at campus. Because of the students and lecture speak american english all day. That one thing, american english so easier to communicate each other. But, british english is nature of english international.

1.3 Limitation of the Problem

The researcher shall focus on ability to identify the difference of AmE and BrE the students at English Department of University Islam Riau. This research focus on grammatical difference, they are articles, verbs (present perfect), the subjunctive, preposition, and adjective.

1.4 Formulation of the Problem

Based on the background above, the questions of this research are formulated as follows:

1. How are the English Language Education students' ability to distinguish between American and British in terms of grammar?
2. Which variety do English Language Education students tend to use more American or British?

1.5 Objective of the Problem

The purposes of this research are:

1. To know the basic skill of the English Language Education students' to distinguish between American and British in terms of grammar.
2. To know the variety of English used by English Language Education students'.

1.6 Significances of the Research

1. For Teacher

The result of the research use to help English teacher in order to analysis students' understanding about the differences, meanwhile they can make their mind what the dialect English they choose in arranging in order that they can teach English properly related to the differences contained at the material of English.

2. For Student

The student can identify about grammatical difference, they are articles, verbs (present perfect), the subjunctive, preposition, , and adjective.

3. For Reader

The result of the research will be used as information for the reader about differences words in American and British.

1.7 Definition of Key Term

Some definitions of term use in this research are stated as follows:

1. Grammatical : grammar is as a set of rules, others look at it as an internalized system and then, another groups considered it as abstract knowledge. Whatever feature has been emphasized, they all agreed that grammar is necessary to convey meaning of what a speaker says to others. Rahman (2020: 4),
2. British English is the influence of British culture in respondents' realizations of refusals in English. The research study, it is adviced that refusal the strategies and terms are greatly influenced by native language and that the amount of time spent by NNS Saudis in the UK has an impact on their refusal the strategies. Albugam,(2020).
3. American English : to analyzes lexical-emergence at Modern American English basic on a multibillion-Vocabulary corpus of American English data Grieve and Nini,(2016).

CHAPTER II

LITERATURE REVIEW

2.1 Concept of grammar

2.2 .1 Definition of grammar

There are some definition of grammar according to experts; Merriam-Webster “grammar is defined is highly dependent on the ‘who’ and the ‘when’. Common dictionaries usually define grammar as “a system of rules that defines the grammatical structure of a language” (2019) or “the study or use of the rules about how words change their form and combine with other words to express meaning.” (Dictionary.cambridge.org,2019). When new words is borrowed in respect to new circumstances and new phenomena, the changes in grammar have been relatively few even though there are differences in america english and british english. Next, grammar is most observers of English language study believe the differences between American and British to be found on pronunciation, vocab and spelling. Although, the structures might to be accepted in one pattern of english while it is not considered grammatical in the other, such as grammatical differences rarely in commucation way.

On the other hand about the architecture of grammar, the distinction lexicon and morphological rules or schemas has been relativized. The lexicon is considered to contain both of a set of existing (simplex and complex) words of a language, and the abstract schemas of

the type (2) that motivate existing complex words and define how new words can be coined.

From some definition, we can conclude grammar is a tool of the rule of English. A language needs grammar to complete the statement in English. Grammar is so much more important thing in English study. Because the differences between American and British can be found in pronunciation, vocab and spelling. For example when the teacher often mix both British and American English while teaching or speaking, so as the result students also mix British and American English in their daily conversation meeting, because they do not know the differences between British and American English.

Including, grammar is one part important thing in English, due to the way to make it complete in sentence English such as speaking and writing ability. So, the researcher is much more interest to analyze about this thesis “analyze about grammatical differences between American and British English at Universitas Islam Riau.

2.2 Concept of American English

American English is a result It takes little linguistic sophistication to recognize that there exist a number of ways of American English. During earliest periods, Difference between the English developing in the colonies and that spoken in England was the main focus of attention. In later periods, the distinct patterns of English spoken in different regions of USA became center of interest. There are noticeable dialect regions in the

USA, but their boundaries are vague. A part from the traditional division of the country into three main dialectal areas (South, Midwest and Northeast) there exist a number of others which have been researched and revised in the light of more detailed studies. There are also of variations even within each dialect. American dialects have no counterparts anywhere in the world. Present-day dialect distribution in the USA is closely connected with the early colonization history of the country.

The foundation of the contemporary regional variations of speech in United States, who are determined the forms of English spoken by the 17th and 18th century colonists. They were also influenced by a 103 number of geographical and social factors. Class, ethnicity or race, age, and gender are social factors that affect language variation. Physical geography influenced the nature of as a language too. Mountains, rivers, deserts and marshes always to limited the spread of different words and expressions by physical movement of dialect.

This influence does not have such an effect now, but played an important thing the rule in the early development of the part of dialects. American English evolved even more when the first wave of immigrants came to the country from the British Isles. These immigrants are not seldom called economic-immigrant, due to they left the British Isles for economic reasons, to find for a new life in America.

currently, “American English was considered less educated , less cultured and less beautiful than British English” (Totti; 2000:1),with its

status in media, international business, computing and the knowledge, American English has gained as a only world language (Totti ; 2002:245).

An epistemological approach to studying that embraces justice have to be emancipatory, decolonial, and liberating from linguistic and cultural imperialism. It will be an effort to dismantle overt and covert practices in ELT which perpetuate a monolingual appear of English tutoring in contexts in which other languages and cultures co-exist. Much more time has passed on since English was imposed by various forces in colonial times (Barrantes-Montero, 2018),

2.3 Concept of British English

Britain had a considerable imperial power and therefore English was an important language. Furthermore, the industrial revolution, and the patent of the telegraph that made English the principal wire language, further augmented the importance of it.

In addition, the colonialism made English the language of education in many countries globally. Later the decolonization diminished the importance of the British English internationally. British English is the basis for the English's spoken in England, Ireland, Scotland, Australia, New Zealand, India, Pakistan, Malaysia, Singapore, and South Africa .Today, at about 56 million people speak English in Britain.

British English has a standardized spelling, a standard grammar that is broadly accepted for writing, and a standard vocab that most of people

understand. The standard pronunciation (RP) Received Pronunciation is used primarily for comparative aims in research, to a sure extent, in teaching English.

In fact, This would entail that American English is both conservative and innovative when compared with British English. However, according to Hundt (13-37), this is an over-simplification as the development of American English, and the relation between British and American English, are much more complex.

For example, features that appear to due to colonial lag to be able explained by *colonial revival*, It is an imitation of the languages the first settlers of the colony used. Furthermore, the both of terms seem to have changed at a similar rate, but the changes have followed different codes.

The philosophy of privacy, the individual and social-liberalism is little a bit be strong in English-speaking countries and beyond, also being found in others ways in Northern Europe in general, as well as elsewhere. One needs to pay attention to the individual's privacy and self-determination, to value the individual's values, respect the choices of the individual, with an accompanying concept of social equality and the liberal belief that all have an equal right to advancement in society, wealth and education, and all this to produce the people better for all (Menaka & Sankar, 2019; Astawa et al., 2017).

As many an academic in Briton is of non-British background family, salutations in academia arrive in various forms, reflecting on the all unawareness of the “native” British or even when the user language is aware, a preference to use what he/she considers as much respectful or has get misunderstood as being more respectful, such as using the first name along with the surname when preceded by a title in direct address rather than the much more normal usage of this indirect reference. How much influence this is having on address forms in academia and beyond in Briton is as yet non-measurable. The examples found all seem to include at least one interlocutor who has not yet learnt the ways of British academia.

2.4 Differences Between AmE and BrE

The Differences between in American English and British English, as examples : spelling, homonymy, lexicology, etc. This paper endeavors to show the distinctions of syntax among British and American day by day English dependent on the creators' showing knowledge and learning background in the UK (Alahmed, 2019). British English and American English are unique in relation to one another in word spelling, phrases, number articulation and so forth. Indeed, in British and American English, a similar word will declare extraordinary ideas or a similar idea is communicated with various words. We should to abridge those distinctions and separate of them in order that to maintain the strategic distance from the superfluous inconveniences.

According to the theory of *colonial lag*, a language of emigrants inclines to be much conservative than the language at country of origin as the language in

the country of origin is prone to evolve faster and that of the emigrants to remain static for longer periods of time. Thus, its theory advises that American English is more *archaic* than British English (Hundt 2009:13-14). Furthermore, regional terms and dialects are normally not as widely used by emigres as they are by the speakers in the country of origin .

On the other hand, other researchers have recommended that the divergences between British and American English could be due to *colonial innovation* rather than *lag*. This would entail that American English is both conservative and innovative when compared with British English. Somehow, on according by Hundt (2009:13-37) it is an over-simplification as the development of American English and the connection between British and American English, are much more complex. Such a, the patterns that appear to be due to colonial lag should be stated by *colonial revival*, that is an imitation of as a language the first settlers of the colony used.

Furthermore, the two varieties seem to have changed at a similar rate, but the changes have followed different patterns. Currently, it studies have indicated that the differences between the both varieties are greater than previously thought and that they encompass differences in all fields of grammar (Tottie 2009:342). Sometime, the divergences are of the gradual and not the absolute, kind (Rhodenburg and Schlüter 2009:3) and no often categorical. Moreover, there is of study a considerable intravarietal variation between different registers and between written and spoken the language.

Nonetheless, some linguists state that British and American English only differ in vocabulary and pronunciation, but share the same grammar. For example, Mair has postulated the truism that “accent divides, and syntax unites” (Mair 2007:97). Furthermore, there is a proof that American English is influencing British English, where as British English has a bit quite influence on American English. This is a result of a fact that Britons and Europeans are effected to American English, where as Americans are not effected to British English.

2.5 Grammatical Differences between AmE and BrE

Most of the examples in this section are taken from current the articles in British and American newspapers. The structure showed has been italicised by the writer of this essay. Since that origin of the United States, it presented an extensive number of Vocabs in it from every single ethnic gathering, while British English does not have this sort of words. One of the principle aims behind a change was that the use of another dialect would have been helpful for the assertion of another national character.

The establishing daddy's enemy of English slant had even proposed the adaption of another dialect. There was an arrangement for the relinquishment of English as the National dialect amid the devolution, to substitute it with Hebrew. At the plain start of the American success, the pilgrims utilized their very own vernaculars, some of which still impact American these days.

2.5.1 Articles

In many languages, articles are usually the most frequent words. Based on Collins Online (2017) articles lack “independent meaning but may serve to indicate the specificity of reference of the noun phrase with which [*they*] occur.” Huddleston and Pullum (2002: 368) also state that articles “provide the most basic expression of definiteness and indefiniteness.” in the logical situation the use of *the* is given by a logical interpretation, as in, and finally, *the* is used with reference to body parts.

There is a difference in usage of the definite article between British and American English. For example, some nouns have a determiner in American English whereas they do not in British English. When the Americans say “I’m going to study *at the university* in the spring” and “I have to go to the hospital”, the British say “I’m going to study *at university* in the spring and “I have to go to hospital” (Algeo, 2006:54-55; Svartvik and Sager 1996). The British sentences above are considered ungrammatical in American English. Furthermore, Americans sometimes omit the articles where Britons use it. For instance, Americans say “*in the future*”, whereas Britons say “*in future*”.

The examples hospital and university are complicated because when a specific hospital or university is referred to, or the university or hospital is viewed as an institution, the article is used in both varieties. For instance, “We drove past the university” (a specific university) and “She is a nurse at the hospital” (a specific hospital) (Svartvik and Sager 1996). This makes it difficult to test differences in usage between British and American English. Furthermore, this

means that the informants are exposed to the usage of articles with the nouns hospital and university in both varieties and it might be difficult to apprehend the nuances.

- (1) *The roses* are very pretty. (said in the garden)
- (2) John bought a laptop and a video recorder, but he returned *the video* recorder.
- (3) Ahmad bought a bike, but when he rode it one of *the wheels* came off.
- (4) *The President* of Mexico is to visit Japan.
- (5) My brother goes to *the theatre* every month.
- (6) When is *the first* flight to Last Vegas tomorrow?
- (7) Tom banged himself on *the forehead*.
- (8) Nobody knows precisely when *the wheel* was invented.
- (9) *The Welsh* are fond of singing.

It involves the discarding of article most expressions of British English have article, while those of American English don't have. "The" in the standard articulations in British English "all the evening", "all the winter", "all the week". they are normally discarded in American English. Distinctions in pronouns. English and American English utilize distinctive pronouns to rehash the uncertain pronoun "one". English uses "one", for instance, "Someone can't succeed except if someone makes a decent attempt", while American English uses "he", for instance, "someone can't succeed except if he makes a decent attempt".

In another study, Hundt (2018) makes a decision the same methodology to investigate variable article use in present day English with a different lexical

category – namely institutional nouns – comparing BrE and AmE. The data begin from both of different corpora: the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). While the results show up an overall higher preference in AmE than BrE to use the definite article, regression analysis reveals that the head of the institutional noun is the strongest factor influencing article use. In other words, the choice of lexical materials affects the use of articles more surely than a noun's pre- and postmodification or regional variety.

2.5.2. Verbs

2.5.2.1 The Present Perfect

English has two competing verbal forms to refer to past time: the present perfect. In these cases, where the past time is not obviously defined, American English normally uses the preterit (“Did you eat yet?”), whereas British English uses the present perfect (“Have you eaten yet?”).

A general tendency in English, and in other languages, is that synthetic forms generally are replaced by periphrastic construction and, for too much years, the usage of present perfect has increased at the expense of the usage of preterit. Somehow, in recent years, the present perfect has started to decline in both terms of English. Due to the American usage has accelerated a change towards the usage of preterit in British English as well.

Notwithstanding, the informants were not consistent in their judgment of the sentences concerning the present perfect. In line, they were all consistent in the fact that no words of the informants judged sentences 2 (“Dolly has just

finished her homework”) and 3 (“Dolly just finished her homework”) as belonging to the same variety. Nonetheless, it has to be taken into consideration that these both of sentences were placed consecutively in the questionnaire and therefore the informants probably noticed that the only thing that differed between the sentences was the verb tense.

Table 2.5.2. Past Participle of BrE & AmE

<u>British English</u>	<u>American English</u>
Lit	Lighted
Learnt	Learned
Smelt	Smelled
<u>Spelt</u>	<u>Spelled</u>

2.5.3 The Subjunctive

Subjunctive verb forms were common in *Old English*, but disappeared in *Middle English*. However, since on 1920 onwards, subjunctive has re-appeared in American English and has started to return in British English as well. The reason for the usage in America is thought to be a rise in prestige of subjunctive as many immigrants that use subjunctive in their mother tongue have started to use it in English as well. The rise seen in the UK is considered to be due to the impact that American English has on the British variety. The re-appearance of the subjunctive can for example be seen in mandative clauses.

In mandative clauses, American English normally uses the subjunctive form (“She suggested that he *visit* his parents on the way back”), while British

English prefers the modal 17 construction (“She suggested that he *should visit* his parents on the way back”) (Crawford 2009:257). However, the usage differs within the two varieties. Even though, it is notable that the stronger the verbal trigger is (ask, demand, propose, request, require, suggest), the lesser the variation within British or American English is .

Moreover, the revival of subjunctive can also be looked in conditional phrases, where Americans tend to use the subjunctive (“He left 67 million euro to the endowment, on the condition that the school *change* its name to honour his father”) whereas Britons are inclined to use the indicative (“He left 67 million euro to the endowment, on the condition that the school *changes* its name to honour his father”) (Schlüter 2009:277-280).

Only one informant translated the sentence with a that-clause followed by “should”+ infinitive and four informants used verb “would”+ infinitive. It is quite only possible to use the verb “would” in these type of subordinate clauses when the subject in the principal and the subordinate clause refer to the same people (Ljung and Ohlander 1992:117), which is not the case in the sentence in the present questionnaire.

Similarly, the infinitive can be used after suggest if the subject in both the principal and the subordinate clause refer to the same person (Svartvik and Sager 1996: 90). For examples:

1. If any people be found guilty, *he shall* have the right of appeal.
2. Although,, she will be the President herself, *she shall* hear us.
3. They removed the prisoner in order *that he not* set up the proceedings any further.

2.5.4 Prepositions

The main difference between the two types, as regards prepositions, is the choice of a particular preposition over another in a real context (Algeo 2006:159; Hargraves 2003:50-51)

Table 2.5.5 Preposition of BrE & AmE

<u>British English</u>	<u>American English</u>
at the weekend	on the weekend
in a team	on a team
in the street	on the street
at school	in scholl
<u>different from/to</u>	<u>different than</u>

For instance, the British paper *The Daily Mail* writes “Tories to make failing pupils spend an extra year *at* primary school” (Oliver, 02 September 2007), whereas the American paper *The Gainesville Times* writes “Gainesville students mush spend five fewer days *in* school” (Crist, 12May 2010).

Furthermore, the preposition be able sometimes be omitted in one of the varieties. For instance, the British sometimes give clock time as “*Half five*” instead of “*Half past five*” (Hargrave 2003:261-262). Similarly, the Americans talk “The bus arrives *a* quarter past three”, whereas the British speak “The bus arrives *at* quarter past three”.

- BrE- She'll see you on Sunday.
- AmE-He'll see you Sunday. (without any prepositions)

The following differences in British and American English are often noticed in taking of prepositions (Tottie, 2002). e.g.

BrE- It walked *towards* the post office.

AmE-It walked *toward* the post office.

BrE- She found it *among* the flowers. (also AmE)

AmE-She found it *amongst* the flowers.

2.5.5 Adjectives

There are separate of systematic adjectival differences between British and American English. Most of the types concern lexical forms (Algeo 2006:119).However, there are some differences in adjectival comparatives, as British English is prone to use more synthetic comparatives (“If there’s anything bigger and *prouder* than Ramsay, it’s India” (Rumbelow, *The Times*, January 19, 2010)) and American English more analytic comparatives (Mondorf 2009:105-107) (“From a public safety perspective, we couldn’t have been *more proud* of the way Richard handled the situation” (Wickett, *The Boston Globe*, April 9, 2010)).

Furthermore, the British are inclined to add *-ish* to existing adjectives to alter the meaning slightly (“James Allenby, a *tallish* all-rounder who is reckoned to be more of a batsman” (Hobson, *The Times*, May 2, 2006)); “He grew up a *saddish* moppet in Manhattan” (Grigoriadis, *The Times*, December 7, 2008)). This phenomenon does not exist in American English (Aijmer 2009:340).

2.6. Relevance Study

A thesis written by Md. Faruq uzzaman Akan (2017) entitled *A Profile of the Grammatical Variation in British and American English*, Faculty of English, King Khalid University, KSA. In this research is the reseracher In this study, the writer uses the qualitative method by using Assessing the above differences with care, we can very clearly say that the amount of differences of grammar between the two varieties – BrE and AmE – is not a huge. We can also find the fact that the mixing up of the two varieties does not exactly pose a great deal of severe problems all the time. So, if this process of sharing and borrowing goes on, the learners and/users of the English language will greatly be benefited and the differences of the two varieties will remain at a negligible level. The American grammar in many of the usages is more flexible than that of British. e.g. He’s got a temperature. (BrE) Vs. He has a fever (AmE)

A thesis written by Thoyba Khalid Abd Elbagi Abd Allah and supervised by Dr. Abbas Mukhtar Mohamed Badawi (2017) entitles Investigating the Grammatical Differences between British and American English and their Impact on EFL Learners at in Partial Fulfillment of the Requirements for Master Degree in English Language. The researcher used the descriptive analysis method in addition to experimental method. The main results reached were that EFL learners aren't able to distinguish between British and American Grammar, and tend to use the British variety more than the American variety. Based on the results the researcher recommended that American grammar rules should be explained as long as British, and teachers should be trained to use American grammar in teaching process.

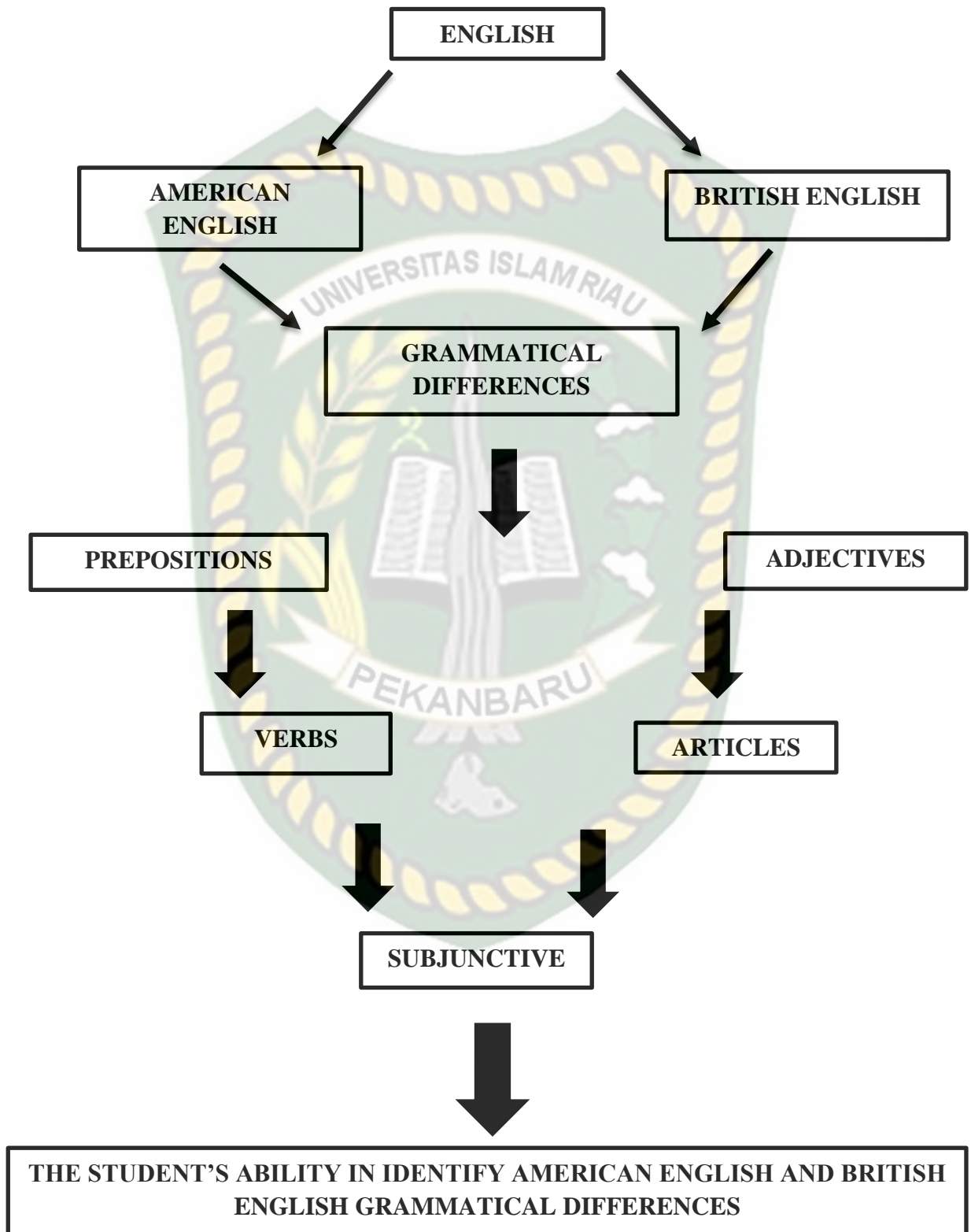
A thesis written by Emma Hansson Supervisor: Stuart Foster School of Humanities Halmstad University Bachelor's (2010) entitles Awareness of Grammatical Differences between British and American English among Young Swedes. The informants' judgments of the sentences in English suggest that they are not entirely able to differentiate between British and American English. Moreover, their translations of the Swedish sentences indicate that the informants mix British and American English. Furthermore, they are not aware of which variety they use and the majority does not know whether they prefer British or American English. In addition, the findings could support the emergence of Euro-English, a Mid-Atlantic variety.

So, the researcher concluded that this research found by calculating information in student's grammatical differences between AmE and BrE as analysis grammatical differences between American and British English in writing task. The instrument are qualitative research which is form task to be data analysis. Here the researcher analysis grammatical vocabulary. Differences in British and American English are significance to good teachers. The teacher should know the differences as thoroughly as possible and should not keep the secret from his student in order function confidently and successfully in English.

2.7. Conceptual of Framework

Based on framework below, the researcher concludes, English is a tool to communicate language between people and people. English is one of language international in around the world. the teaching English in 20th century demands an accurate awareness of differences between British and American English is centered on grammatical structures of these two standard variants of English. American English has a tendency to shorten and simplify grammar.

As a result, grammar of British English is considered more complicated. In addition to that, American English has developed grammatical changes independent from the British grammatical norms. There are 6 parts of grammatical English such as subject/ verb agreement, verbs, prepositions, adverbs, adjectives, subjunctive and articles.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methodology

In this research method, the researcher will discuss about the process how collecting data and steps are as follow :

3.1.1 Research Design

This research is design with qualitative research. On according Hamiru (2019) said that Qualitative research is still considered a complement in the completion of the informant's study program, so it is little be difficult to get research results that have contributed to the development of qualitative methods. Qualitative research aims to analyze the grammatical differences between the two varieties British and American English and expect difficulties which might face the students as a result of this differences the sample chosen for the study the sample is a test for (40) students of sixth semester at English Language Education.

This type of research is the descriptive qualitative research because the writer describes the data by referring the existence of grammatical differences between American and British English and without counting them statistically. Descriptive research is defined as a research method that describes the characteristic of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject.

3.1.2 Source of Data

This research conducts on the sixth semester students in English language education of FKIP UIR Pekanbaru. The location at JL. Kaharuddin Nasution No.113 Marpoyan Pekanbaru. The population of this research is the sixth semester English student of FKIP UIR Pekanbaru which is consisted in 4 class (A-D). Each classes consist of 38 respondents. The entire sixth semester student is about 148 students. The population in this research showed in the following table :

Table 3.1.2 Total Population of AmE & BrE

No	Class	Number of students
1	6A	33
2	6B	38
3	6C	39
4	6D	38
	TOTAL	148

The total number of student of the sixth semester in English Department of FKIP- UIR is more than 100 persons.

3.1.3 Sample

The researcher will observe for 40 students/ class of sixth semester at English Language Education exactly. But, there are 148 respondents/classes of sixth semester at English Language Education totally. So the researcher will analyze 10 respondents in each class of sixth semester at English Language Education. The sample in this research showed in the following table:

Table 3.1.3 Respondents of AmE &BrE

NO	Class	Total of Sample
1	6A	10
2	6B	10
3	6C	10
4	6D	10

The total sample's students of the sixth semester in English Language Education of FKIP-UIR are 40 persons.

3.2 Instrument of Research

In this step, the researcher uses only two instruments; interview and questionnaire.

3.2.1 Interview

Interview is a conversation with a set purpose and set tasks which are related to obtaining information relevant to the ongoing research. Interviews literally meaning “opinion in between” during the survey involve an exchange of opinions between interlocutors (an interviewer and a respondent), there by generating another value, the construction of new knowledge or the information of new content.

The purpose of interview is to know about students’ opinion and feeling before and after being analyzed grammatical differences American and British English at English Language Education of Universitas Islam Riau.

Table 3.2.1 Interview Blue print

Number	Question
1	Do you realize the grammatical differences between American and British English?
2	What do you know about American and British English ?
3	Based on your opinion, which one American or British easy to use speaking?
4	Have you ever use American English or British English?

3.2.2 Questionnaire

List of questionnaire is respondent in order to know the level understanding the students' of sixth semester at English Language Education of Universitas Islam Riau about the grammatical differences between American and British English. The purpose of the questionnaire is also to get data concern to the research.

Table 3.2.2 Questionnaires' blue print

Number	Grammar differences
1	Article
2	Verb
3	Subjunctive
4	Preposition
5	Adjective

There are 24 questionnaires' for 40 students' of English Language Education at Universitas Islam Riau about grammatical differences between American and British English and there are 7 parts grammar difference these issue.

3.3 Data Collecting Technique

Qualitative data is the data with word form or description and quantitative is the data with numeric form. And the qualitative data is obtained from interview and questionnaire given to the students. So,there are 5 parts, First step, the

researcher distribute the questioner for 40 respondents English Language Education of Universitas Islam Riau. Second step, the researcher give about the instuction how to answer the questioner for long 8 minutes. Third step, the researcher observe to analyze grammatical differences between american and british English at English Language Education for 40 respondents of Universitas Islam Riau. Fourth step, the researcher check out the answer sheets for 40 respondents of English Language Education of Universitas Islam Riau. Last step, the researcher conclude the result of analyze the grammatical between american and british English for 40 respondents English Language.

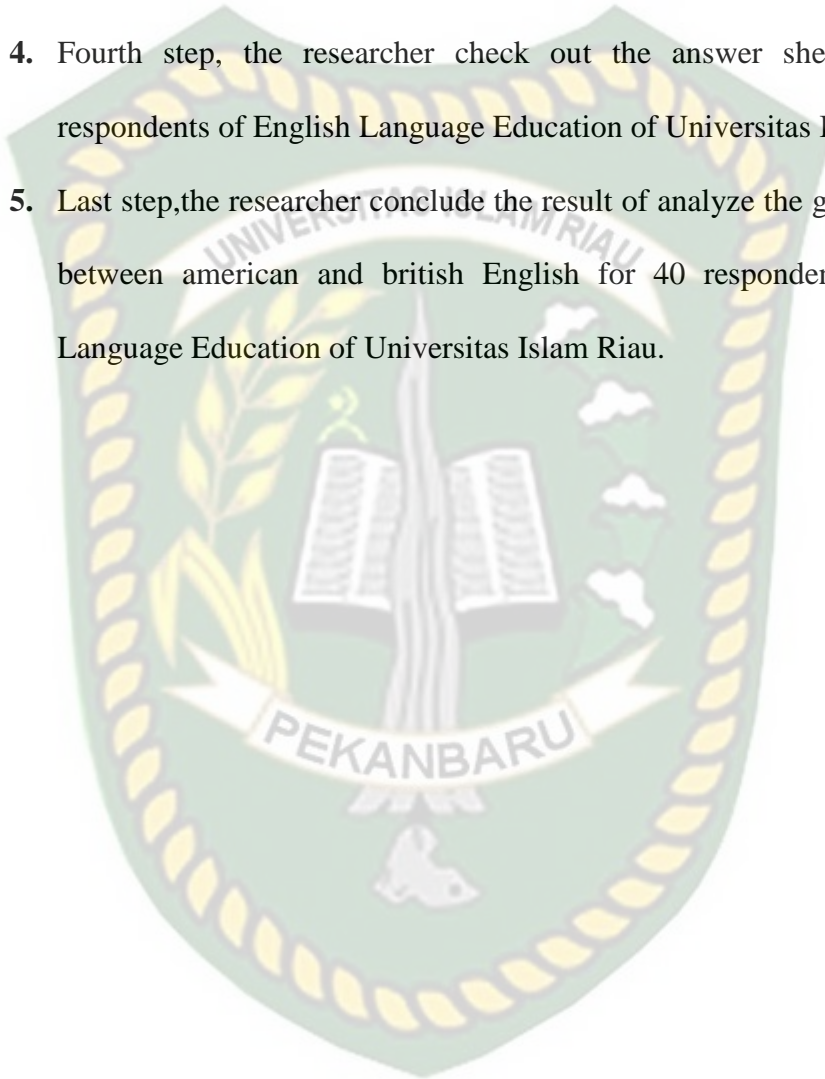
The result of based on data collecting techniqe above, the researcher will include these issue by the questionners and interview to analyze about the grammatical differences between american and british English the student's English Language Education step by step.

3.4 Technique of analyzing data

In analysis the data, the researcher analyze in grammatical differences between american and british English at English language education students of universitas Islam Riau. The produce approach in the following step:

1. First step, the researcher distribute the questioner for 40 respondents English Language Education of Universitas Islam Riau.
2. Second step, the researcher give about the instuction how to answer the questioner for long 8 minutes.

3. Third step, the researcher observe to analyze grammatical differences between american and british English at English Language Education for 40 respondents of Universitas Islam Riau.
4. Fourth step, the researcher check out the answer sheets for 40 respondents of English Language Education of Universitas Islam Riau.
5. Last step,the researcher conclude the result of analyze the grammatical between american and british English for 40 respondents English Language Education of Universitas Islam Riau.



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Descriptions

This chapter appeared the research finding dealing with the data that analyzes before. This research finding saw grammatical differences between American and British English at English Language Education of Universitas Islam Riau. Equipped with documentation as the instruments (interview and questionnaires), a content analysis applied to analyze the data.

Table 4.1 the response of questionnaire

RESPONDEN	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23
1	AmE	AmE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
2	BrE	CU	AmE	BrE	BrE	AmE	AmE	CU	CU	CU	BrE	BrE	AmE	AmE	AmE	BrE	BrE	BrE	BrE	BrE	AmE	AmE	AmE
3	AmE	BrE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
4	AmE	BrE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
5	BrE	BrE	AmE	BrE	CU	BrE	AmE	AmE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
6	BrE	BrE	AmE	BrE	AmE	BrE	AmE	CU	BrE	BrE	BrE	CU	CU	BrE	AmE	CU	CU	AmE	AmE	AmE	AmE	AmE	AmE
7	AmE	AmE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE
8	AmE	BrE	AmE	BrE	CU	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	BrE	BrE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE
9	CU	CU	AmE	AmE	AmE	BrE	BrE	CU	BrE	BrE	BrE	CU	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
10	BrE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
11	AmE	AmE	BrE	BrE	BrE	AmE	BrE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
12	AmE	AmE	BrE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
13	BrE	AmE	BrE	BrE	CU	BrE	BrE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
14	AmE	BrE	AmE	AmE	BrE	AmE	AmE	CU	CU	BrE	BrE	AmE	AmE	AmE	AmE	CU	CU	AmE	AmE	AmE	AmE	AmE	AmE
15	BrE	AmE	BrE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
16	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
17	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
18	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
19	BrE	AmE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE
20	AmE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	BrE	AmE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
21	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
22	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE
23	AmE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE
24	AmE	AmE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
25	AmE	BrE	AmE	BrE	AmE	BrE	AmE	CU	CU	BrE	BrE	AmE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
26	AmE	AmE	BrE	AmE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
27	BrE	AmE	BrE	BrE	AmE	BrE	AmE	AmE	AmE	BrE	AmE	AmE	AmE	BrE	BrE	CU	BrE	AmE	AmE	AmE	AmE	AmE	AmE
28	BrE	BrE	AmE	BrE	AmE	BrE	AmE	CU	BrE	BrE	BrE	AmE	AmE	CU	BrE	AmE	AmE	BrE	AmE	CU	AmE	AmE	BrE
29	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	BrE	AmE	BrE	BrE
30	AmE	BrE	CU	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE
31	AmE	BrE	CU	AmE	AmE	AmE	AmE	BrE	CU	BrE	CU	AmE	AmE	BrE	CU	AmE	CU	AmE	CU	AmE	CU	AmE	AmE
32	AmE	AmE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
33	AmE	AmE	BrE	CU	BrE	AmE	BrE	AmE	CU	AmE	CU	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
34	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	AmE	AmE	BrE	BrE	BrE	BrE	BrE	BrE	BrE	AmE	AmE	AmE
35	AmE	BrE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	CU	BrE	CU	BrE	CU	AmE	CU	AmE	AmE	CU	BrE	AmE	AmE	AmE
36	AmE	AmE	BrE	BrE	AmE	AmE	AmE	BrE	BrE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
37	AmE	AmE	AmE	BrE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE	AmE
38	AmE	BrE	AmE	BrE	BrE	AmE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE
39	AmE	BrE	AmE	BrE	BrE	AmE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE
40	BrE	BrE	AmE	CU	BrE	BrE	AmE	BrE	BrE	AmE	BrE	BrE	CU	AmE	AmE	AmE	BrE	AmE	AmE	CU	CU	AmE	AmE
41	BrE	BrE	AmE	CU	BrE	BrE	AmE	BrE	BrE	AmE	BrE	BrE	CU	AmE	AmE	AmE	BrE	AmE	AmE	CU	CU	AmE	AmE
42	AmE	AmE	AmE	BrE	AmE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE	BrE	AmE	CU	BrE	AmE	AmE	BrE	AmE	BrE	AmE

Table 4.2 the response of questionnaire

Table above gives information that from 40 respondents who had been filled the questionnaire, some of them were not able to differentiate between American and British English.

4.2 Data Analysis

4.2.1. Result of Questionnaire

In this research, the finding was found by analyzed questionnaire's student and Interview. It shown that there are many problems found in students' questionnaire and interview way. The data analyze and detect through references that have been applied.

Table 4.2.1 the result of question

N	Respondent / AmE & BrE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Correct Answer %
		American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	American English	British English	
1	R 1	T	F	T	-	T	F	T	T	T	T	F	F	T	T	T	T	F	F	T	F	-	F	T	T	58 %
2	R 2	-	T	T	T	T	F	T	F	T	F	T	F	F	T	F	T	T	F	T	F	-	F	-	F	50 %
3	R 3	T	T	F	T	T	F	T	F	F	F	F	F	T	F	F	F	T	T	F	F	T	F	T	T	45 %
4	R 4	T	T	T	T	T	T	T	T	F	T	T	T	T	F	T	T	F	F	T	T	T	-	F	T	75 %
5	R 5	F	T	T	T	F	F	T	T	-	T	-	-	F	F	T	F	T	T	-	T	T	-	T	T	54 %

6	R 6	F	T	T	T	T	F	F	F	T	F	F	T	T	F	-	F	F	-	T	T	T	F	T	T	50 %
7	R 7	T	F	T	T	F	T	F	F	F	-	F	T	T	F	F	-	T	F	T	T	T	T	T	T	54 %
8	R 8	T	T	T	-	T	F	F	F	F	T	F	F	F	F	F	-	T	-	F	T	T	T	T	F	41 %
9	R 9	-	-	T	T	T	T	T	F	T	-	F	-	T	T	T	T	-	T	-	F	T	T	F	T	58 %
10	R 10	F	T	T	F	F	F	T	T	F	F	T	T	F	T	-	T	F	T	T	T	F	F	T	F	50 %
11	R 11	T	F	F	T	F	F	F	F	T	T	F	F	T	F	F	T	T	T	T	F	T	F	T	F	45 %
12	R 12	T	F	F	T	F	F	T	F	-	T	T	F	T	F	F	F	T	T	F	-	F	T	F	T	41 %
13	R 13	F	F	F	T	F	F	T	-	T	F	F	T	F	F	F	F	T	F	F	F	T	T	F	T	33 %
14	R 14	T	T	T	T	F	T	F	F	F	T	T	F	T	F	F	-	T	T	F	T	F	-	-	T	50 %
15	R 15	F	F	F	F	F	F	F	T	F	T	F	T	T	F	F	-	T	T	F	F	F	F	-	T	29 %
16	R 16	T	T	T	T	F	F	-	-	F	T	F	T	F	T	F	-	T	F	F	T	-	T	T	F	45 %
17	R 17	T	F	F	F	T	T	T	F	T	T	F	T	T	T	F	T	T	T	F	F	T	F	T	T	62 %
18	R 18	F	T	T	F	T	T	T	F	-	F	F	F	T	T	F	T	T	T	-	F	F	F	F	T	45 %
19	R 19	F	T	T	T	T	T	T	F	T	F	F	F	F	-	T	T	F	-	F	T	F	F	F	F	41 %
20	R 20	T	F	F	T	T	T	F	F	T	F	T	T	T	T	T	F	F	T	T	T	F	T	T	T	66 %
21	R 21	F	F	F	T	F	F	T	T	T	T	T	T	F	T	T	T	F	F	T	F	T	F	T	T	58 %
22	R 22	T	T	T	F	T	T	F	F	F	T	T	F	F	T	T	-	T	T	T	F	T	T	F	-	58 %
23	R 23	T	T	T	F	T	T	T	F	F	T	T	F	T	-	T	F	T	T	T	F	F	T	F	T	62 %
24	R 24	T	-	T	F	T	F	T	T	T	T	T	F	F	T	T	T	F	T	T	F	T	F	T	T	66 %
25	R 25	T	T	T	T	F	F	F	F	T	T	T	F	F	F	T	F	T	-	F	T	T	F	F	T	50 %
26	R 26	T	F	F	F	T	T	T	F	F	F	F	F	F	F	T	T	T	T	-	F	T	T	F	T	45 %
27	R 27	F	F	F	F	T	F	F	-	F	T	F	F	T	F	T	T	-	T	F	T	F	T	F	F	33 %

28	R 28	F	T	T	T	-	F	T	T	F	T	T	T	T	-	T	F	T	-	F	T	F	F	F	T	54 %
29	R 29	T	T	T	F	F	T	T	F	F	F	F	T	F	T	T	F	T	F	T	T	T	F	F	54 %	
30	R 30	T	T	-	T	T	T	F	F	T	F	T	T	F	F	T	T	T	F	T	F	F	F	T	58 %	
31	R 31	T	T	-	T	F	F	F	F	T	T	-	F	T	F	F	T	T	F	F	T	F	F	T	41 %	
32	R 32	T	F	T	F	F	T	T	-	T	F	F	T	F	T	T	T	F	F	-	F	T	T	45 %		
33	R 33	T	F	F	T	-	F	F	T	F	F	-	T	F	F	F	-	T	T	F	T	T	F	T	37 %	
34	R 34	T	F	F	F	F	F	F	T	F	F	F	F	F	F	F	F	-	F	F	F	T	F	-	16 %	
35	R 35	T	T	T	T	F	F	F	T	F	T	T	-	T	T	T	-	T	F	F	T	T	F	T	62 %	
36	R 36	T	F	F	T	-	T	-	-	F	F	F	F	F	-	-	T	T	-	F	T	T	F	-	33 %	
37	R 37	T	F	T	T	T	T	F	F	F	F	F	F	T	F	T	F	T	F	F	F	F	T	F	41 %	
38	R 38	T	T	T	T	F	T	F	T	F	-	F	F	T	F	T	T	F	T	T	F	T	F	T	54 %	
39	R 39	T	T	T	T	F	T	-	-	T	F	F	F	T	T	F	T	F	F	F	T	F	F	T	50 %	
40	R 40	T	T	T	T	F	F	F	F	-	T	F	F	T	T	T	F	T	-	F	F	F	-	F	37 %	

“T” : true/ correct answer,

“F”: false / incorrect answer and

“-“ : Don’t know/ current unknown”

4.2.1.1 The Informants

There were the 40 of people who answered the questionnaire. They were 39 women and only one man. The mean age was 20 years (min 20 and max 22 years). All the students of UIR (Universitas Islam Riau) were major at English Language Education; a few of them has experience in British or American ability. All of them have a university degree, of which the fourty of respondents has studied three years or more at university. The informants' and their parents' mother tongue in Indonesia.

Table 4.2.1.1.The Informants

NO	Semester	Totally	Year
1	Semester 1	1	2019
2	Semester 7	31	2017
3	Semester 9	10	2016

From table 4.2.1.1, it can be seen that there are 31 students gave response to the result question, In line, 7th semester than 10 students from 9th semester students. The last, it is only one student response from the first semester student.

Informants

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Correct answers	29	24	27	27	19	19	22	11	22	28	21	29	26	27	19	23	25	22	21	20	24	21	21	30
Incorrect answers	12	18	13	12	20	23	17	25	16	13	22	22	16	20	19	13	14	13	23	21	14	22	16	10
Current unknown	2	1	2	3	3	0	3	6	4	1	3	3	0	5	4	6	3	7	4	1	4	5	5	2
Total question	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
British	28,6%	42,9%	31,4%	64,3%	45,2%	45,2%	52,4%	26,2%	52,4%	64,3%	50,0%	64,3%	64,3%	64,3%	45,2%	54,8%	54,8%	52,4%	50,0%	57,1%	54,8%	50,0%	38,1%	23,8%
American	69,1%	57,1%	66,7%	27,6%	47,6%	47,6%	40,5%	59,5%	31,4%	31,4%	64,3%	43,8%	43,8%	43,8%	45,2%	31,4%	31,4%	31,4%	54,8%	47,6%	43,8%	54,8%	50,0%	71,4%

From the table 4.2.1.1.2 Summary of the percentages of the correct and incorrect answers from 1- 24 questions”

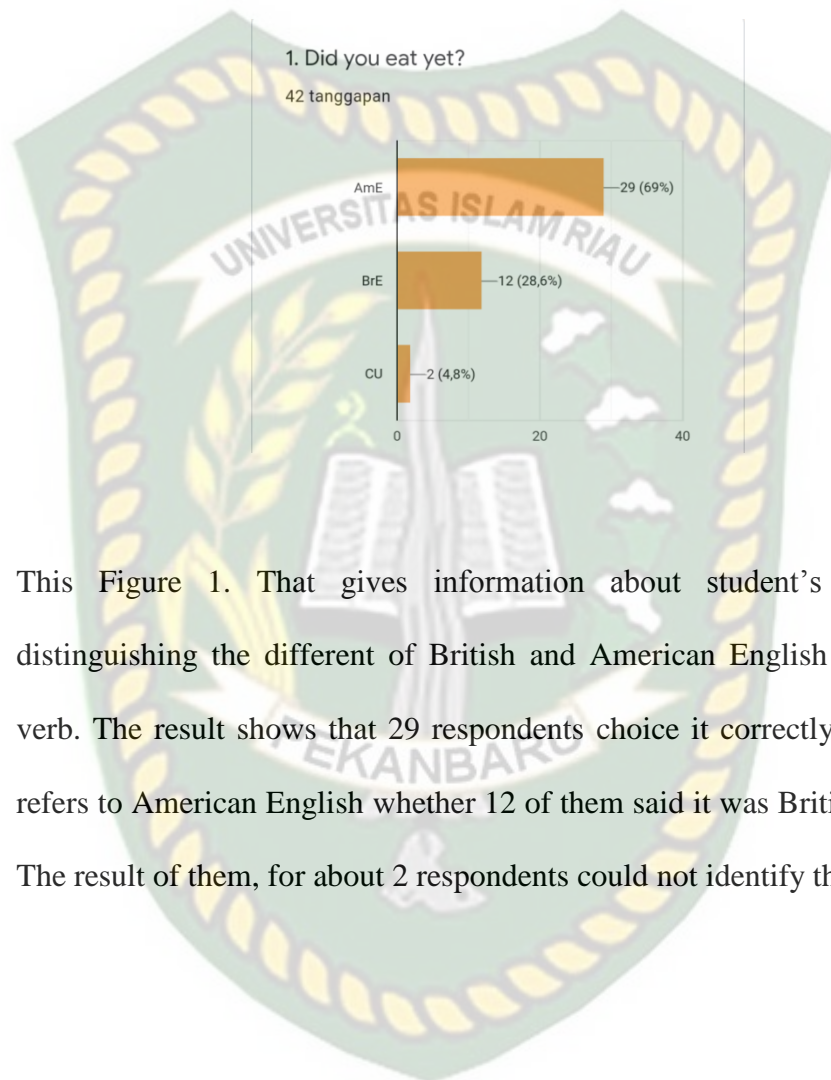
In general, table 4.2.1.1.2 showed the result of answer questions. It can be continued that, the whole students gave response to the total number of question.

4.2.1.1 Verb

In this data, there are 8 questions asked to be identity whether it is AmE or BrE. Sentence 1 (“Did you eat yet”), 3 (“Dolly just finished her homework”), 13 (“I didn’t receive a letter from him yet”) and 24 (“Did you ever ride a horse”) are written in American English. The British versions of the sentences would be “Have you eaten yet”, “Dolly has just finished her homework”, “I haven’t received a letter from him yet” and “Have you ever ridden a horse”. Sentence number 2 “Dolly has just finished her homework”, 11 “I’ve just arrived home”, and 12 “She had already left when I phoned” are written in British English. The American versions of the sentences would be “Dolly just finished her homework”, “I just arrived home” and “She already left when I phoned”. The data can be seen as below:

a. "Did you eat Yet?.(American)

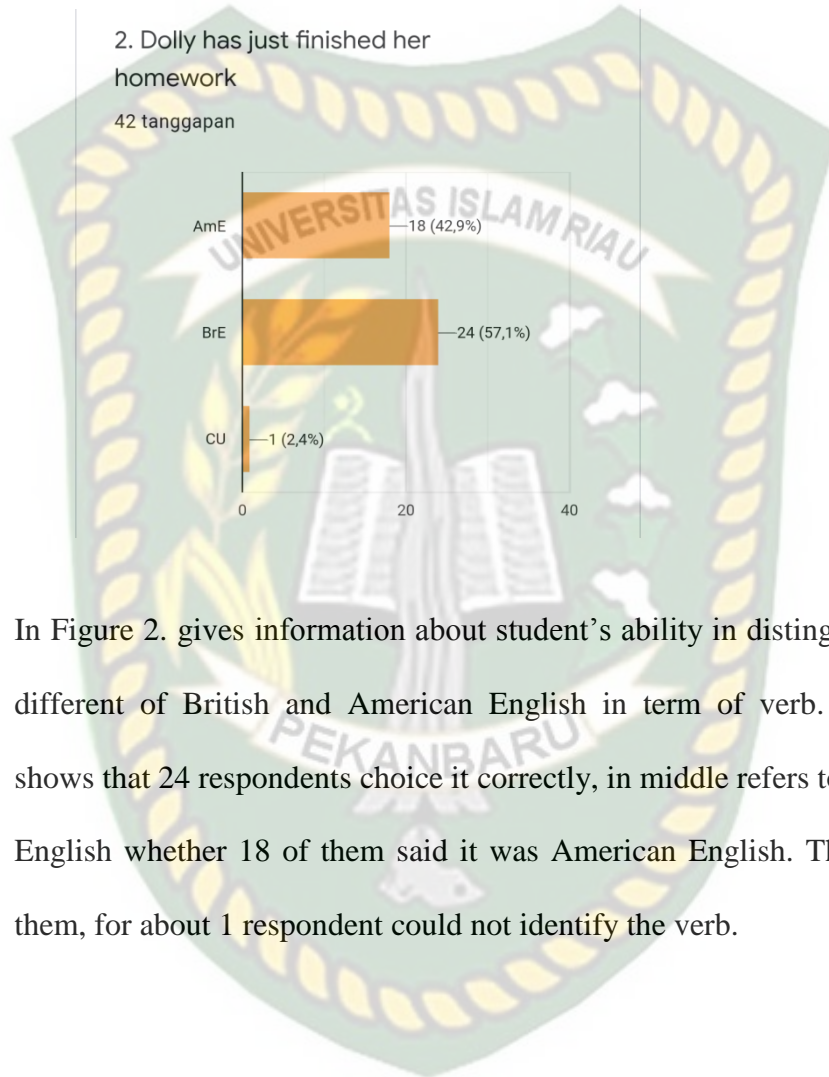
Figure 1. the response of question 1



This Figure 1. That gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 29 respondents choice it correctly, in middle refers to American English whether 12 of them said it was British English. The result of them, for about 2 respondents could not identify the verb.

b. “Dolly has just finished her homework.”(British)

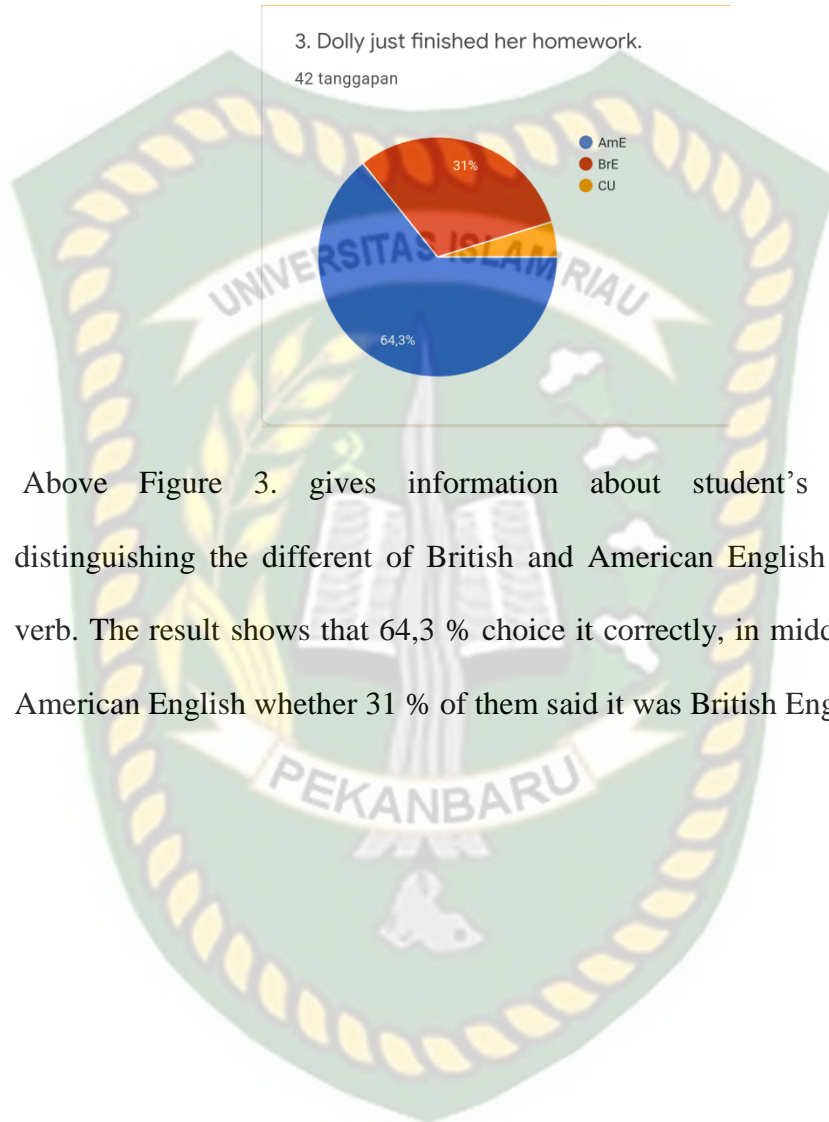
Figure 2. response of question 2



In Figure 2. gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 24 respondents choice it correctly, in middle refers to American English whether 18 of them said it was American English. The result of them, for about 1 respondent could not identify the verb.

c. Dolly just finished her homework(American)

Figure 3. response of question 3



Above Figure 3. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 64,3 % choice it correctly, in middle refers to American English whether 31 % of them said it was British English.

d. He learnt that yesterday (British)

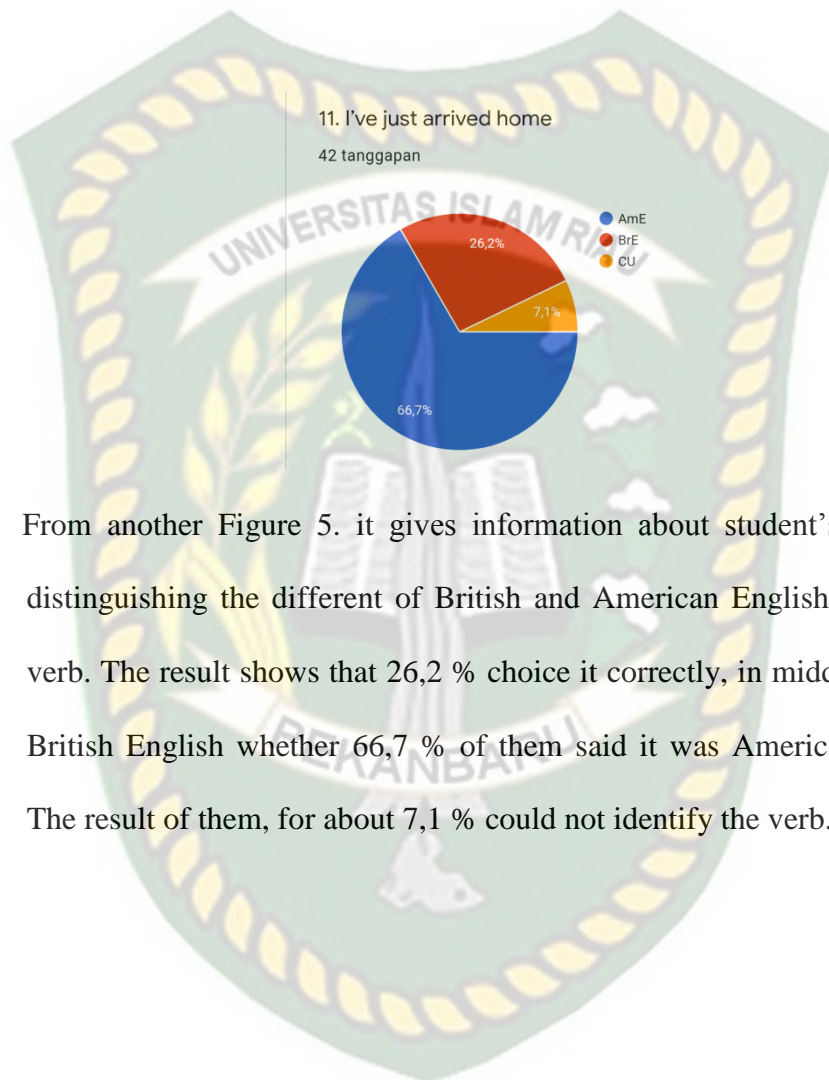
Figure 4. Response of question4



This Figure 4. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 52,4 % choice it correctly, in middle refers to American English whether 38,1 % of them said it was British English. The result of them, for about 9,5 % could not identify the verb.

e. I've just arrived home (British)

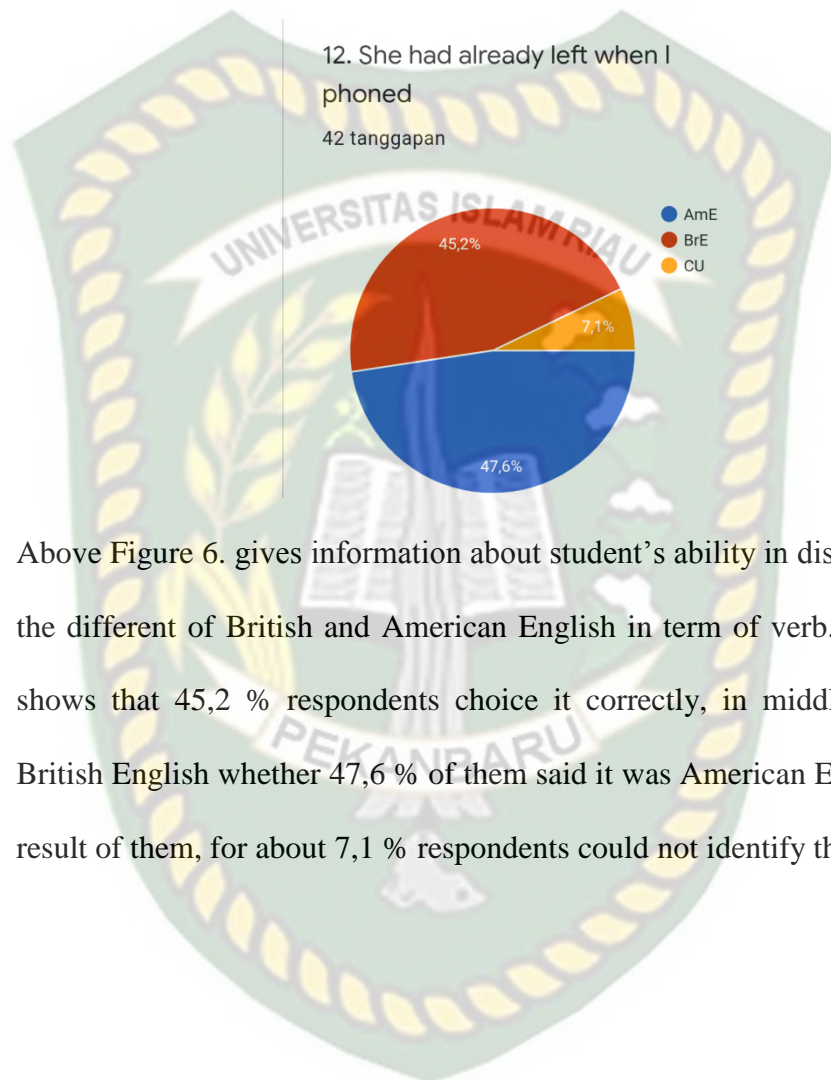
Figure 5. Response of question 5



From another Figure 5. it gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 26,2 % choice it correctly, in middle refers to British English whether 66,7 % of them said it was American English. The result of them, for about 7,1 % could not identify the verb.

f. She had already left when I phoned(British)

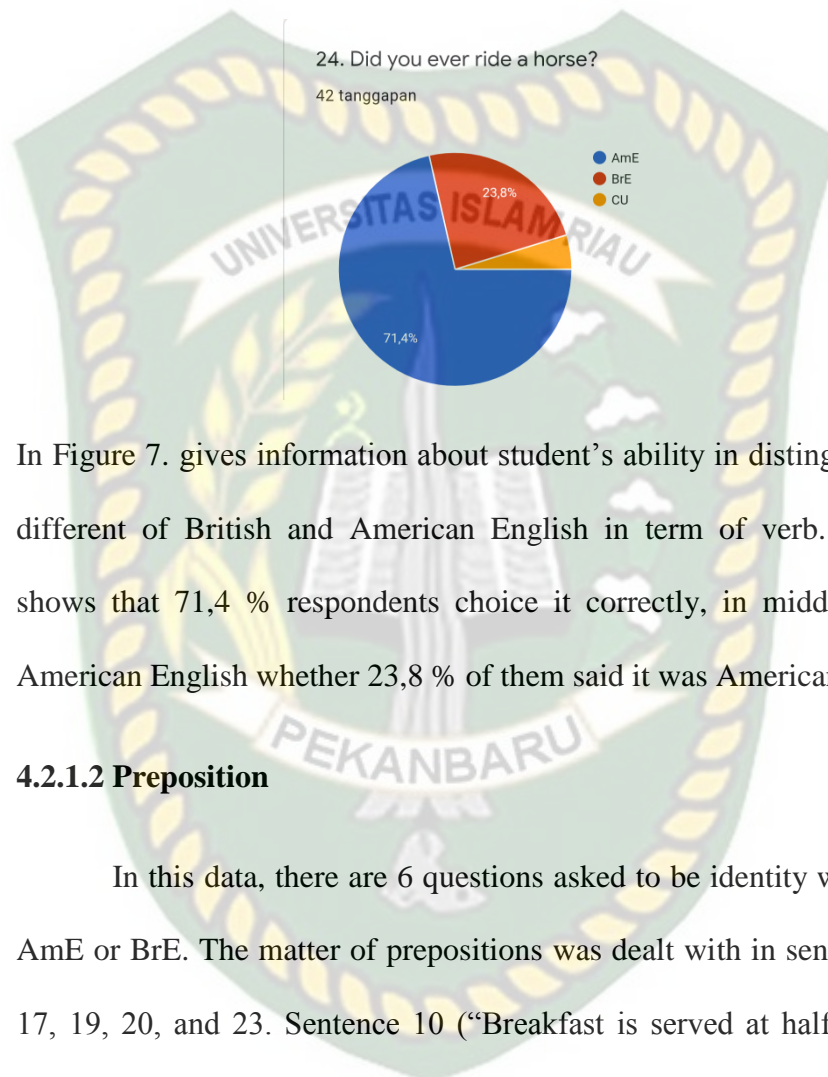
Figure 6. Response of question 6



Above Figure 6. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 45,2 % respondents choice it correctly, in middle refers to British English whether 47,6 % of them said it was American English. The result of them, for about 7,1 % respondents could not identify the verb.

g. Did you ever ride a horse?(American)

Figure 7. Response of question 7



In Figure 7. gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 71,4 % respondents choice it correctly, in middle refers to American English whether 23,8 % of them said it was American English.

4.2.1.2 Preposition

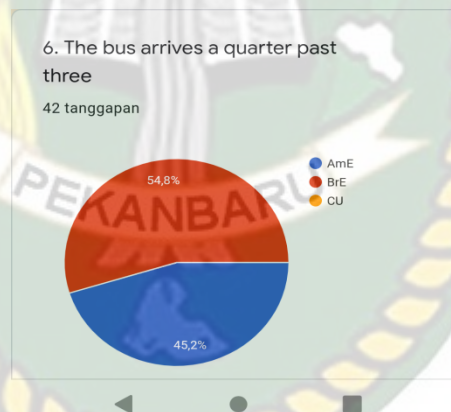
In this data, there are 6 questions asked to be identity whether it is AmE or BrE. The matter of prepositions was dealt with in sentence 6, 10, 17, 19, 20, and 23. Sentence 10 (“Breakfast is served at half five”) is a British sentence. An American would not omit the preposition and would therefore say “half past five”). Four of the informants judged the sentence as British, one as American and five wrote “do not know”.

Similarly, sentence 6 is an American example of the omission of a preposition. The Americans say “the bus arrives a quarter pas three”, whereas the British say “the bus arrives at quarter past three”.

Furthermore, sentence 20 (“Where are you at?”) is an example of a case where the Americans sometimes use a preposition whereas the British never do. Sentence 17 (“The new bakery will be opening starting Friday”) is written in American English. The British do not use a verb put a preposition to express the same thing. The British equivalent sentence would be “the new bakery will be open from Friday”. The data can be seen as below:

- a. The bus arrives a quarter past three(American)

Figure 8. Response of question 8



From this Figure 8. gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 45,2 % respondents choice it correctly, in middle refers to American English whether 54,8 % of them said it was American English.

b. Breakfast is served at half five(British)

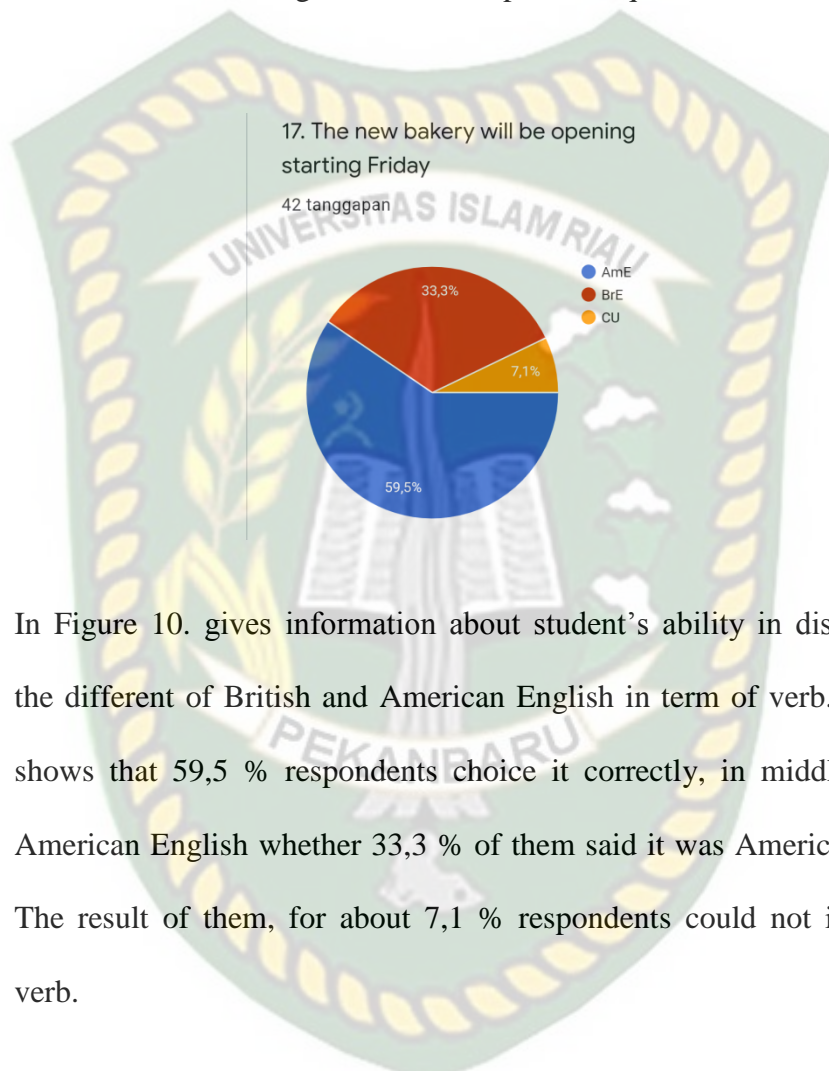
Figure 9. Response of question 9



About Figure 9. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 66,7 % respondents choice it correctly, in middle refers to British English whether 31 % of them said it was American English.

c. The new bakery will be opening starting Friday(American)

Figure 10. The response of question 10

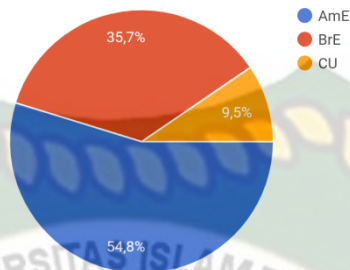


In Figure 10. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 59,5 % respondents choice it correctly, in middle refers to American English whether 33,3 % of them said it was American English. The result of them, for about 7,1 % respondents could not identify the verb.

d. The child plays in a team(British)

Figure 11. The response of question 11

19. The child plays in a team
42 tanggapan

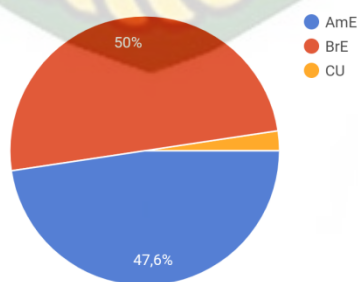


In Figure 11. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 35,7 % respondents choice it correctly, in middle refers to British English whether 54,8 % of them said it was American English. The result of them, for about 9,5 % respondents could not identify the verb.

e. Where are you at?(British)

Figure 12. The response of question 12

20. Where are you at?
42 tanggapan

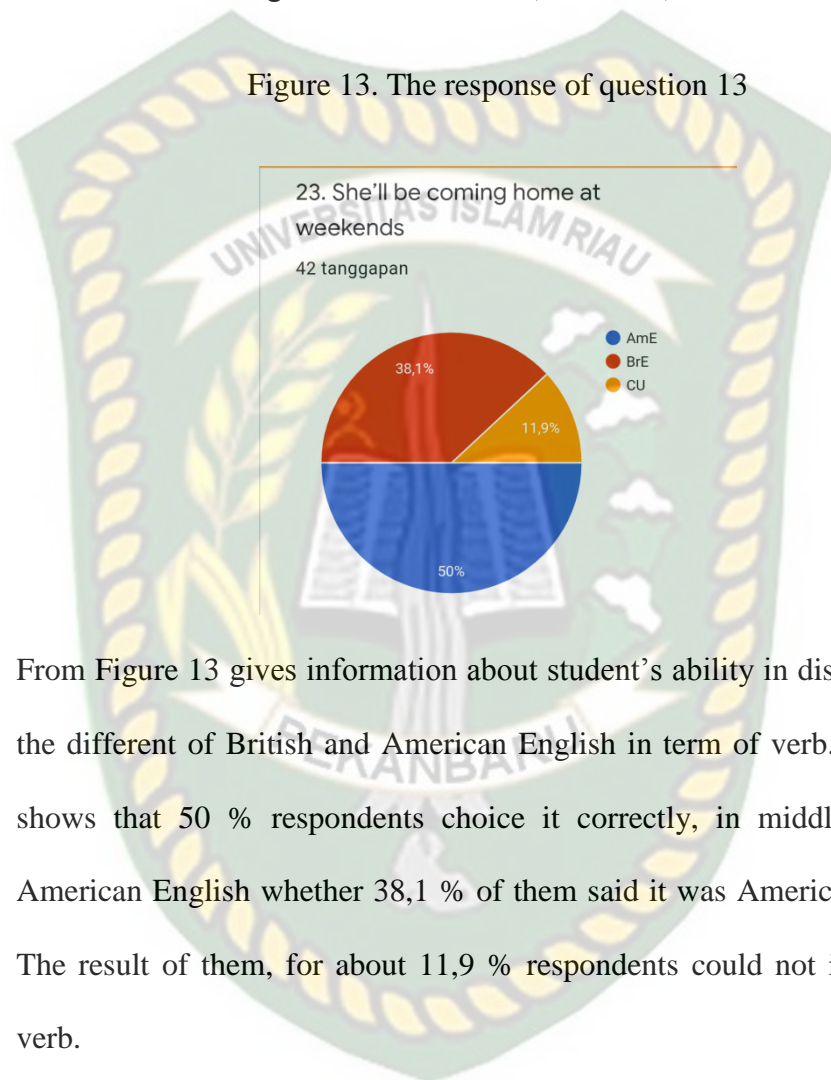


From Figure 12. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result

shows that 50 % respondents choice it correctly, in middle refers to British English whether 47,6 % of them said it was American English.

f. She'll be coming home at weekends(American)

Figure 13. The response of question 13



From Figure 13 gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 50 % respondents choice it correctly, in middle refers to American English whether 38,1 % of them said it was American English. The result of them, for about 11,9 % respondents could not identify the verb.

4.2.1.3 Adjective

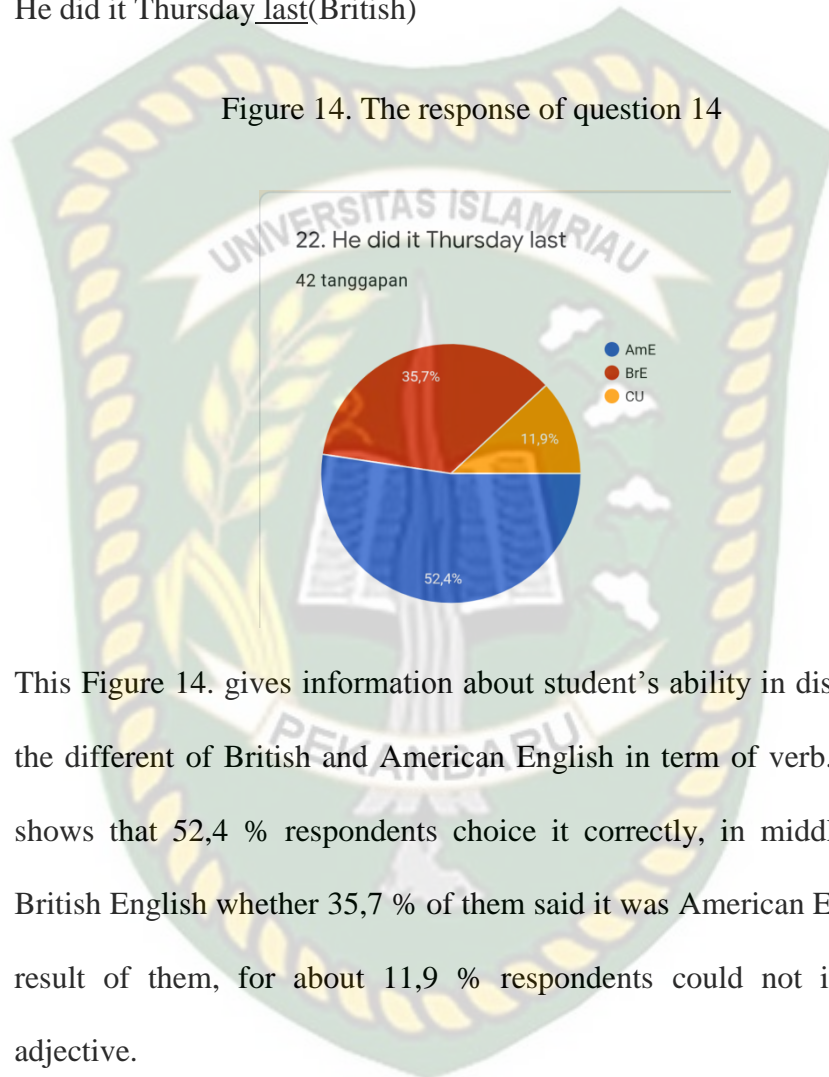
In this data, there is only one question asked to be identity whether it is AmE or BrE. The matter of adjectives was dealt with in one sentence 22 ("He did it Thursday last"), which is an example of where British and American English place the adjective differently. In this example it is possible to place

the adverb after the noun in British, whereas it is not in American English.

The data can be seen as below:

- a. He did it Thursday last(British)

Figure 14. The response of question 14



This Figure 14. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 52,4 % respondents choice it correctly, in middle refers to British English whether 35,7 % of them said it was American English. The result of them, for about 11,9 % respondents could not identify the adjective.

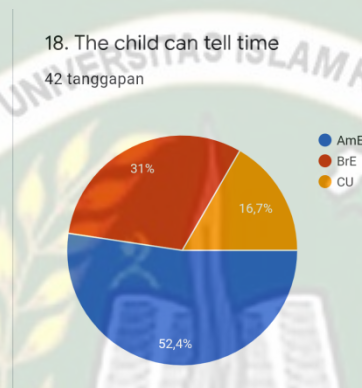
4.2.1.3 Article

In this data, there is only one question (18) asked to be identity whether it is AmE or BrE. The matter of articles was dealt with in sentence number 18. The sentence constitutes an American example of omission of the

definite article (“The child can tell time”). A Briton would say “tell the time” The data can be seen as below

“The child can tell time”(American)

Figure 15. The response of question 15



About Figure gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 52,4 % respondents choice it correctly, in middle refers to American English whether 31 % of them said it was American English. The result of them, for about 16,7 % respondents could not identify the verb.

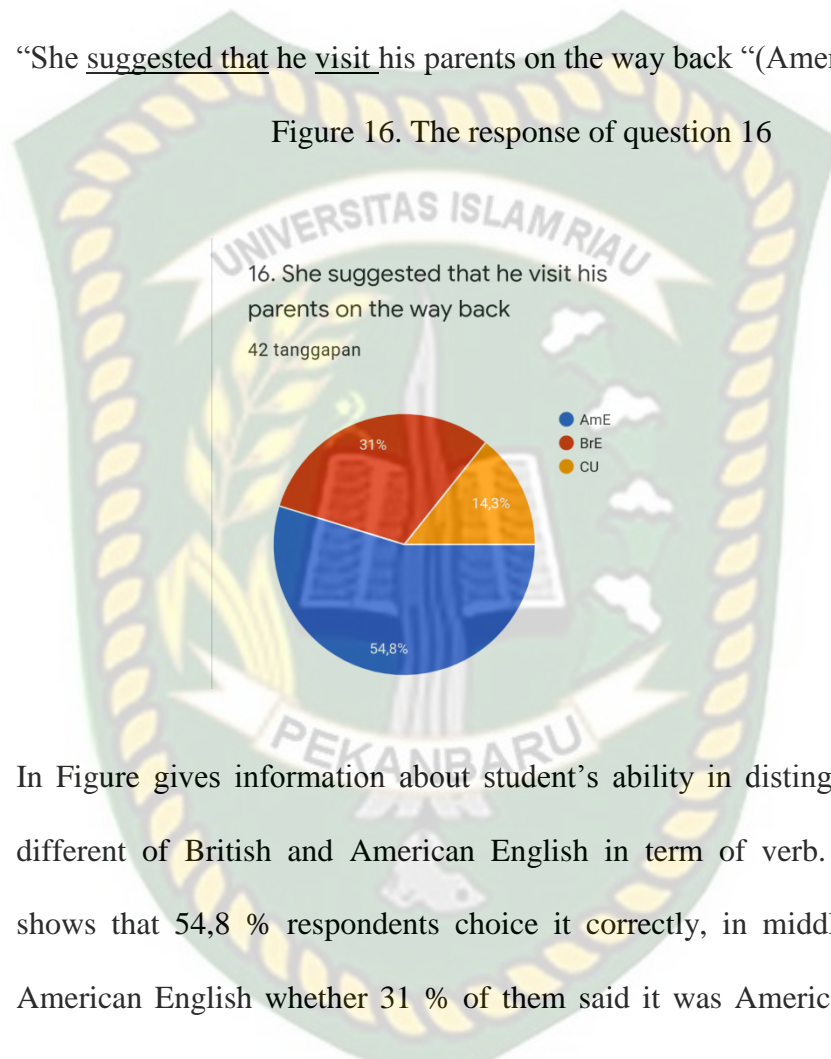
4.2.1.4 Subjunctive

In this data, there is only one question (16) asked to be identity whether it is AmE or BrE. The sentence (“She suggested that he visit his parents on the way back” is written in American English, that is with the verb “visit” written in the modus subjunctive. The British version of

sentence 16 would be “She suggested that he should visit his parents on the way back”.The data can be seen as below:

“She suggested that he visit his parents on the way back “(American)

Figure 16. The response of question 16



In Figure gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 54,8 % respondents choice it correctly, in middle refers to American English whether 31 % of them said it was American English. The result of them, for about 14,3 % respondents could not identify the subjunctive.

4.2.1.5 Vocabulary and Expression

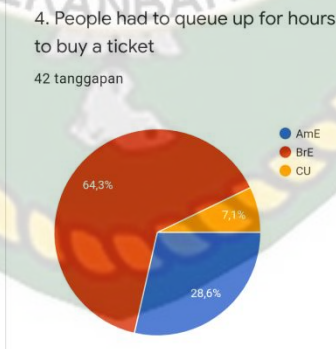
In this data, there are 6 questions asked to be identity whether it is AmE or BrE. The awareness of lexical differences was tested in sentence 4, 5, 7, 8, 15, and 21. In sentence 4 the British expression “to queue up” is

used. The equivalent American expression is “to stand in line”. In sentence 5 the British word “biscuit is used”, as opposed to the American word “cookie”. In sentence 7 the American word “period” is used. It translates into “full stop” in British English.

The British expression “drink driving” is used in sentence 8, as opposed to the American equivalent “drunk driving”. In sentence 15 the American expression “to take a bath” is used. A Briton would say “to have a bath”. Finally, the expression “rained out” is used in sentence 21. This is American, whereas a Briton would use the expression “rained off” The data can be seen as below:

- a. People had to queue up for hours to buy a ticket(British)

Figure 17. The response of question 17

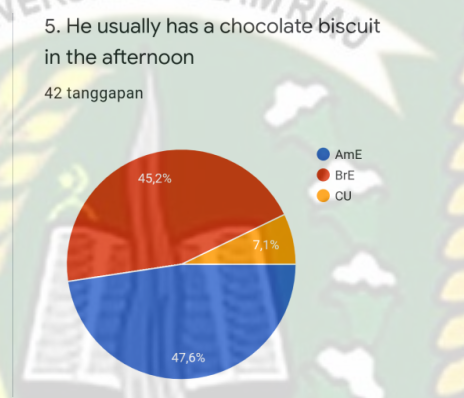


About Figure 17. gives information about student’s ability in distinguishing the different of British and American English in term of verb. The result shows that 64,3 % respondents choice it correctly, in middle refers to British English whether 28,6 % of them said it was

American English. The result of them, for about 7,1% respondents could not identify vocabulary and expression.

b. He usually has a chocolate biscuit in the afternoon(British)

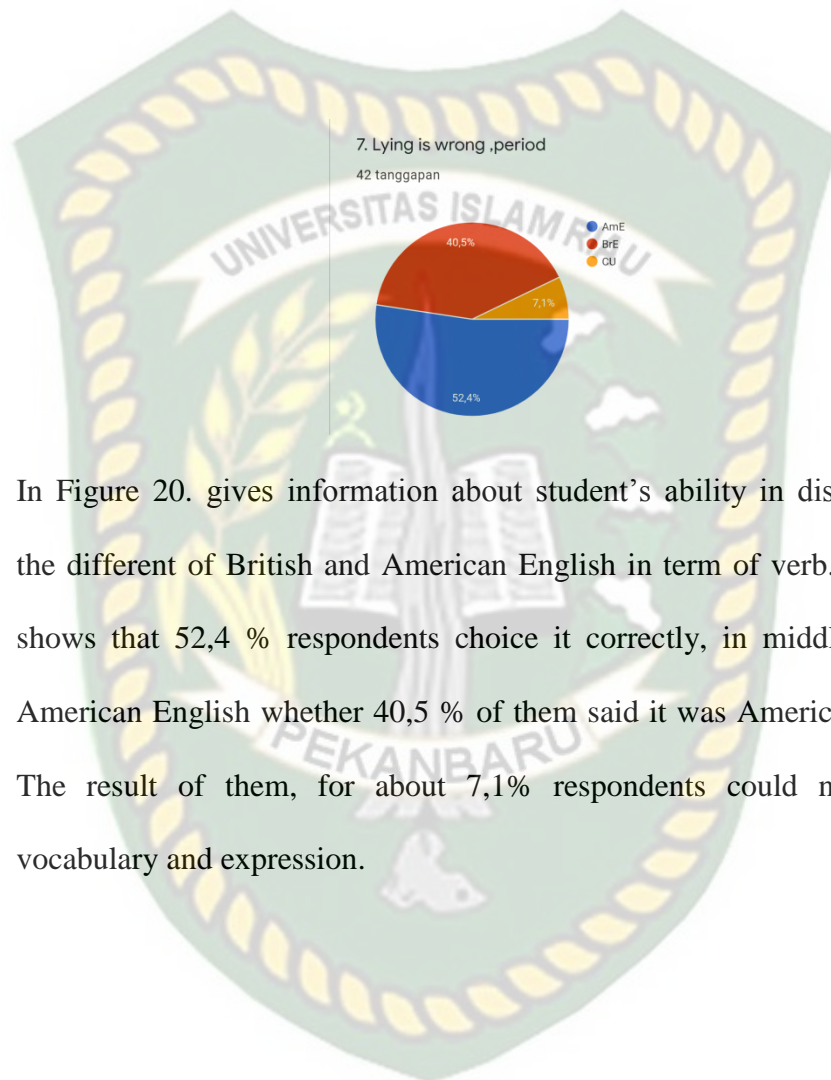
Figure 19. The response of question 19



From Figure 19. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 46,2 % respondents choice it correctly, in middle refers to British English whether 47,6 % of them said it was American English. The result of them, for about 7,1% respondents could not identify vocabulary and expression.

c. Lying is wrong ,period(American)

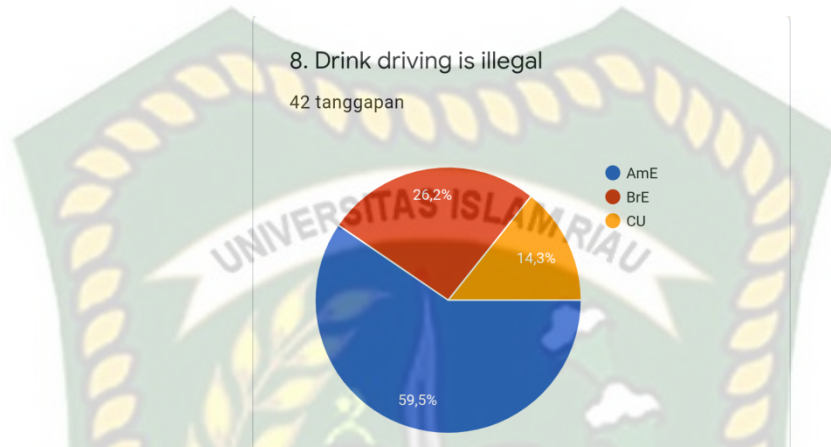
Figure 20. The response of question 20



In Figure 20. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 52,4 % respondents choice it correctly, in middle refers to American English whether 40,5 % of them said it was American English. The result of them, for about 7,1% respondents could not identify vocabulary and expression.

d. Drink driving is illegal(British)

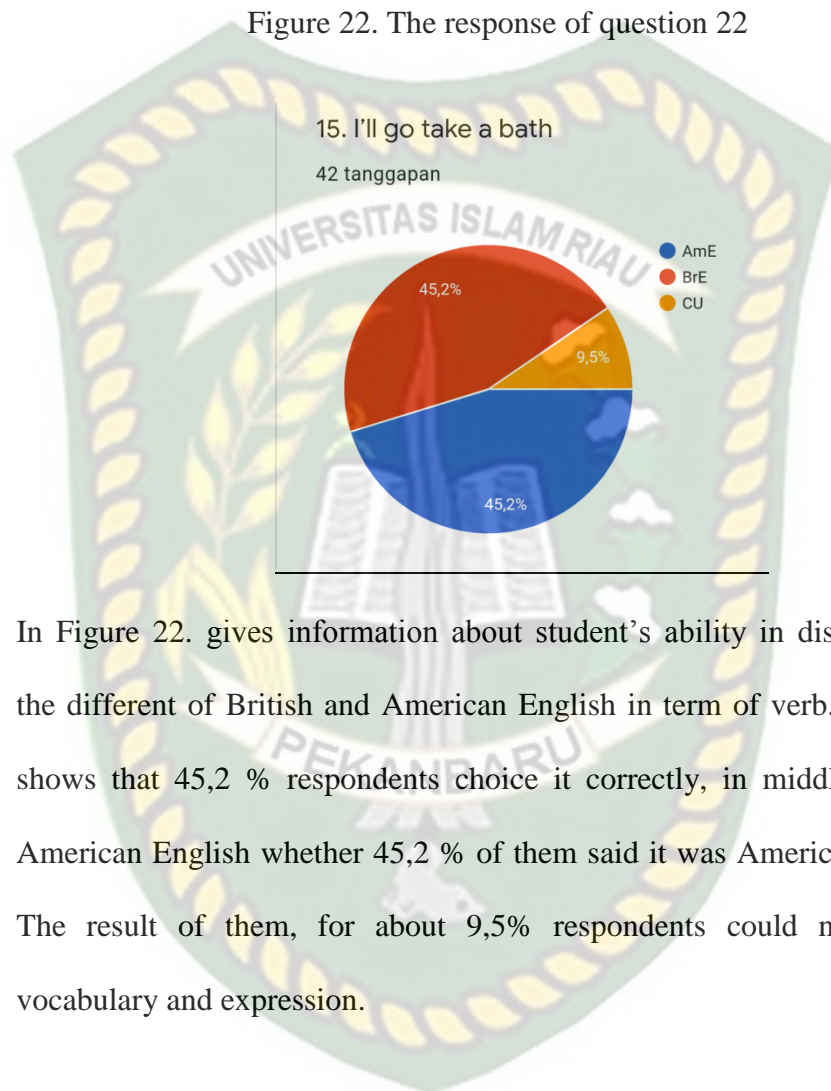
Figure 21. The response of question 21



About Figure 21. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 26,2 % respondents choice it correctly, in middle refers to British English whether 59,5 % of them said it was American English. The result of them, for about 14,3% respondent could not identify vocabulary and expression.

e. I'll go take a bath(American)

Figure 22. The response of question 22



In Figure 22. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 45,2 % respondents choice it correctly, in middle refers to American English whether 45,2 % of them said it was American English. The result of them, for about 9,5% respondents could not identify vocabulary and expression.

f. The match was rained out twice(American)

Figure 23. The response of question 23

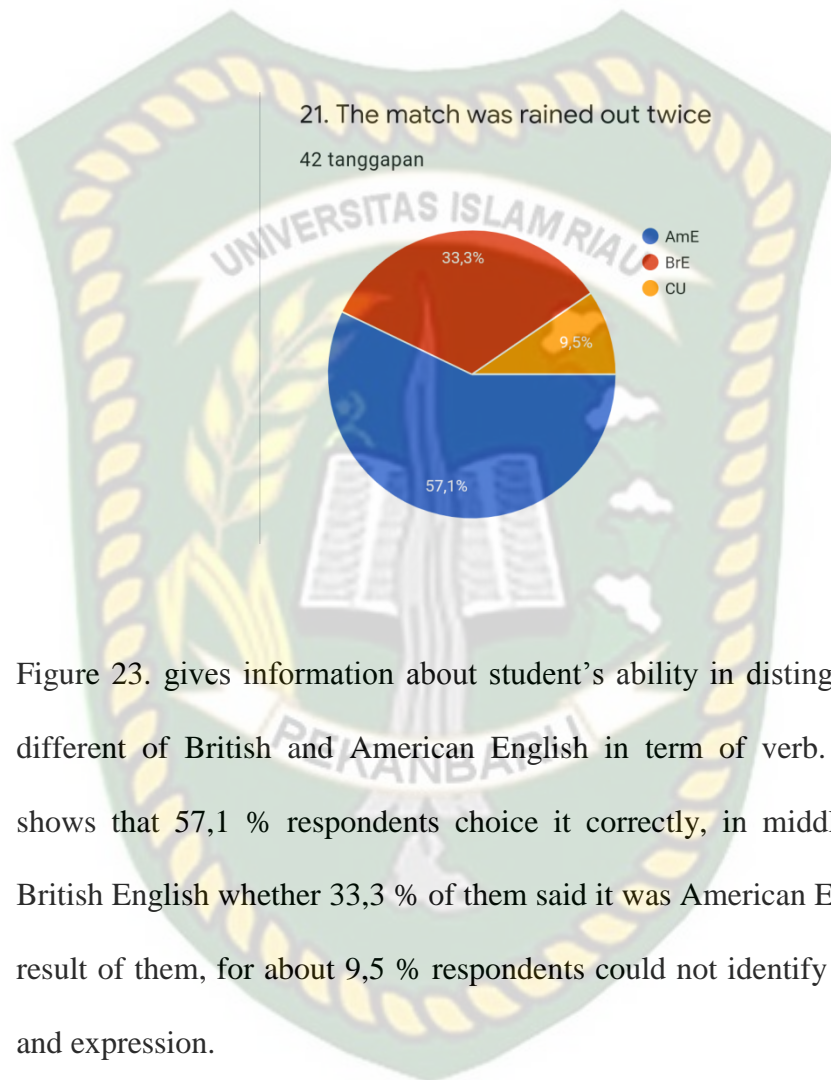


Figure 23. gives information about student's ability in distinguishing the different of British and American English in term of verb. The result shows that 57,1 % respondents choice it correctly, in middle refers to British English whether 33,3 % of them said it was American English. The result of them, for about 9,5 % respondents could not identify vocabulary and expression.

4.3 Result of Interview

4.3.1 Question 1 “Do you realize the grammatical differences between American and British English?”

The researcher asked 5 students from English study education. The first student said “ *American is soccer and british is football*”. Then, the second student said that “ *in pronounction, here is American, Here is British. But how to pronounce ® unstrongly*. The third student said that “ *Cab is british English, taxi is American English*”.

The fourth student said that “ *the grammatical differences between American and british is a bit heavy in accent, british English is too grammarly than American English. For examples: suffix Se jadi Ze (british :analyse, American : analyze). There are so many difference in meaning. For examples : pants. Pants I british underwear but in American is a jeans. The last student said that :” *America English is so strongly in pronounce R : forget, British English is not quite to pronounce R:forget”.**

In short, all the student did not know about the grammatical differences between America and british English well. But, in vocabulary differences the students got confuse to differ which one American or British English. This the reason, why the researcher was interest to analyze grammatical differences between American and

British English in English language education at Universitas Islam Riau.

4.3.2 Question 2 “What do you know about American and British English?”

The researcher asked 5 students from English study education. They are the samples of the researcher to analyze in this researcher. And they also have a qualified to interview.

The first student said “ *get know well, because the study in English study education/ campus.*” The second student said “ *yaa of course I know*”. then, the third student said “ *sure, I know about American and British English thought.*” The fourth student said that: “*know that, but not too much more detail wkwkw*” and then the final student said that :” *American is the flavor of style language which is inquired obviously than British faster and less detail in speaking*”.

In short, the researcher got include the all the statement about “ *what do you know about American and British English?*”. The 5 samples knew about American and British English, due to study in campus. To improving my speaking ability in each single day. The students in English study education have been taken American then British English in campus area.

4.3.3 Question 3”Based on your opinion, which one American or British easy to use in speaking?”

The researcher asked 5 students from English study education, the first student said that “ *I love American than British English*”. The second student said “ *America is so easy to understand in speaking and listening than British English, exactly*”. Then, the third student said that “ *I fall in love America English, because every single time I would practice speaking and writing skill in America English*”.

In line, the fourth student said that “ *British English is so difficult to improve my speaking and listening is too*” and the last student said that “ *I need to improve in speaking ability British English, but I love American to use speaking skill at campus*”.

So, the researcher concluded the statement’s students in English study education. Over all of the students loved to use America English than British English at campus. And also, all lecturer in English study education used to speak American English in classroom.

4.3.4 Question 4 “Have you ever use American and British English?”

The researcher asked 5 students from English study education about “have you ever use American and British English?”.

The first student said that “ *yes, I have because I like to improve in american and british English.*” And then, the second student said that “ *American yaaa!! Always but not british*”. The third student said that “ *American of course always then british*”. The fourth student said that “ *British is so really difficult and I try to speak in American English*”. And last student said that “ *British : seldom and American : often*”.

Thus, the researcher was interest to analyze about grammatical differences between America and British English in English language education at UIR. In short, it concluded every student use American English than British English at campus.

The finding

Based on interview and questionnaires, both of them showed up the results about the respondents/ students know much more detail differences between American and British English did. Overall, almost 50 % the result of respondents/ respondents was not ready to answering British English than American English.

So, the respondent 4th got a good correct answer about 75 % from 24 questions. On other hands, the respondent 34th was about 16 % answer correct the

all question. On pages number 42 appeared the summary of the percentages of the correct and incorrect answers from 1 to 24 questions exactly.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER 5

CONCLUSION AND SUGGESTION

In last chapter was going to show two parts conclusion and suggestion. This conclusion was concerned with summary the result. Meanwhile suggestion was presented to offer some suggestions for the English teachers, the student, and future researchers to enlarge reader knowledge about grammatical issues.

5.1 Conclusion

After checking, analyzing, in percentage, describing, and concluding the result of the research, this chapter presented the researcher's conclusion about an analysis of grammatical differences between American and British English at English Language Education of Universitas Islam Riau. There are the answers of researcher's questions.

First, "How are English Language Education students' ability to distinguish between American and British English in terms of grammar?. Second, which variety of English used by English Language Education students?.

In short, result of first question, many of the students knew about distinguish between American and British English in term of grammar, but only 3 until 2 vocabularies and after the researcher checked out result of the questionnaires, just 65 % AmE, 25 % BrE and 15 % CU. So, the students don't know much more detail about British English than from American English.

Result of second, several of students used American English than British English. Because, American English was be quite so easier than British English. Moreover, the students were always used in American English to communicate each other in campus. Sometime, only 1-3 students used British English to practice in English Language Education.

5.2 Suggestion

Considering the conclusions about researcher would like to offer some suggestion as follows:

5.2.1 Suggestion for Lecturers

The English lecturer should gave clearer explanations about grammatical rules in English, particularly in the verb area, because based on the result of this research in analyze grammatical differences between American and British English because is common made a mistake by students so clearly.

5.2.2 Suggestion for students

The researcher hoped the students of English department could understand their grammar in written and do more practice in writing ability especially in differences between American and British English.

5.2.3 Suggestion for the next researcher

The researcher knew there are many problems find out in writing skill, especially in English grammar. In addition, this thesis writing was the researchers' first experience in carrying out research activities. However, the researcher expected that the next researcher give explanation about why the students did many errors in writing and gives the specific information about the researcher analysis and the result of the research.

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