

APPROVAL SHEET

This thesis by Miftahur Rohmah entitled "An Analysis Of Grammatical Errors Of Interrogative Sentences Made By Eighth students of Mts Ma'arif Pare Kediri", has been approved by the thesis advisors for further approval by the Board of Examiners.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar- benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil alihan tulisan atas pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

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ABSTRACT

Miftahur Rohmah, D35207009, 2011. An Analysis of Grammatical Errors In Interrogative Sentences Made by Eighth Students of Mts Ma'arif Pare Kediri.

Key words: grammatical errors. Interrogative sentence.

In this study, researcher focuses on grammatical errors in using interrogative sentences. Commonly, second language learners are incorrect in making interrogative sentences. They feel that their purposes to ask a question are really correct without obeying the rule of grammar. Therefore, researcher analyzes the grammatical errors in interrogative sentences made by student of Mts Ma'arif pare Kediri, because most of students are confused in making interrogative sentences.

The research methods to collect data are collected through observation, interview and documentation. The instrument will be taken from documentation of students test, observation checklist, and interview guidance. The problems are 1. In which linguistic category are grammatical errors in interrogative sentences made? 2. What are the causes of grammatical errors in interrogative sentences made by students? 3. What are the teacher's strategies of teaching interrogative sentences?

Researcher tries to answer the first research question by using the test as instrument. The result of test will be analyzed based on classification of errors, there are 6 kind of errors. They are: errors in using auxiliary for yes/ no question, errors for using question word in WH question, errors in using auxiliary in WH question, errors in using verb form in WH question, errors in using How, and errors in using auxiliary in making how question. Besides, those errors are classified in to types based on surface strategy taxonomy based on Dulay. They were omission, addition, misformation and misordering. After analyzing the errors, the most frequent of errors are omitting the auxiliary, errors in using auxiliary in yes/ no, WH question and errors in verb form. To answer the second research question, researcher uses the interview guidance and checklist supported by Richard's theory, the causes of errors consist of over generalization, Ignorance of rule restrictions, Incompletes application rules and concept hypothesized. The result of the interview is students have lack motivation in learning English in private school and they feel that English is difficult to be learned. Researcher also use checklist as table of errors. The last question, researcher uses observation to know the strategy in teaching interrogative sentences. As the result of observation, the teacher use small grouping in teaching interrogative sentences.

Based on the finding, researcher conclude that students produce a lot of errors in making interrogative sentences is omitting the auxiliary, errors in using auxiliary in yes/ no and WH question, and errors in using verb form. In this problem as English teacher should give motivation drilling for passive students. Besides, teacher gives feedback when students produce the errors. As student they should spend more time in learning grammar. They should have many practices which can help them to get understanding in grammar. They have to open when they have problem in learning. Therefore, students understand how to use English based on proper grammar.

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CHAPTER I

INTRODUCTION

A. BACKGROUND

English has grammar which is important in some ways. Learning English language is more elegant, beautiful, and legible when it goes by the rules of grammar, usage, and style. Speaking and writing skills are needed proper grammar. If your English grammar is poor in speaking, another people probably don't know what you are talking about. First, in speaking aspect, people master the grammar rule very well, they will be able to ask a question appropriately. As result people will be understand what we are talking about. Second, in writing aspect, if people master the grammar rule very well, they will be able to write sentences correctly, such as interrogative sentences.

An interrogative sentence is a sentence that needs respond to answer. There are two kind of interrogative sentences¹. They are WH-questions and yes/ no one. Yes/ no question need yes/ no answer. WH question ask for information by using a question words. It is necessary that student understand the functions of question words in sentences. This understanding improves student's ability to choose the correct grammatical form of interrogative sentences, according to their structural function. People speak using various types of sentences when sometimes they ask questions, opposing ideas and make simple statements. In teaching

¹ http://grammar about.com.(accesed. July 24th 2011) 07.30 pm

English teachers often face situation that causes students discourage in teaching learning process.

Student faced difficulties on producing interrogative sentences. That is one reason why many students are not very good at forming question. It's probably caused by the fact that they lack motivations and low competitions in learning English grammar². Learners also have other problems in producing interrogative sentences. For example, they often don't understand about how to use question word correctly in asking a question. Such as, they say" where did you went to picnic?" this utterance is incorrect. The correct one is" where did you go to picnic? "Who your name" the correct one is what's your name? "They don't understand how to use interrogative sentence based on English grammar. "asker" trapped in using what and who. Those explanations above based on David Crystal's theory. He said that children usually ask questions with different arrangement in grammar. Their questions often begin with interrogative pronouns (what, where) followed by a noun or verb such as "where gone?". He also said that children do not complex in making a question. For example: sally play in garden mom? This utterances is incorrect, therefore children have to master the grammar of the language.3

Based on those problems, actually English teacher at Mts Ma'arif has good method in teaching English grammar. First, the teacher is able to give the material based on hand books. Second, teacher gives clear explanations. However,

² Mrs, Yayuk, interview, 16th july 2011.

³ David crystal. http://aggslanguage.wordpress.com/chomsky. accessed on September 21, 2011

there are only some students who want to study English diligently. It is probably caused by the fact that they study in private school, so they are lazy to learn English. In contrast, students who study in state school, usually have full motivation and spirit to get the target of the study.

Students in Mts Ma'arif Pare Kediri has problem in making interrogative sentences. Writer chose this school, because sometimes the eighth graders are confused in making interrogative sentences. In the researcher experience it is the fact that junior high schools students produce much error in making interrogative sentences including yes/no question. This study is about the grammatical errors made by eighth graders of Mts Ma'arif pare in making interrogative sentences. Therefore, researcher uses the classification of errors in making interrogative sentences, namely omission of inversion, be omitted, omission of do, wrong from of auxiliary verb, and inversion in embedded sentences.

B. PROBLEM OF THE STUDY

- 1. In which linguistic category is grammatical errors in interrogative sentences made by students?
- 2. What are the causes of grammatical errors in interrogative question made by students?
- 3. What are teacher's strategies of teaching interrogative sentences?

C. OBJECTIVES OF THE STUDY

Based on problem of study, the writer intends:

- To know in which linguistic categories of grammatical errors in interrogative sentence made by students.
- 2. To know the causes of grammatical errors in making interrogative sentences.
- 3. To know the teacher's strategy the in using interrogative sentences.

D. SIGNIFICANCE OF THE STUDY

From this study, the researcher hopes that:

- 1. This research will be useful for English teachers. The result of this study is to give a guideline for English teachers to improve their English teaching.
- 2. The result of this study is important for the students to show their mistakes after they have been given an explanation and then a test by the teacher Therefore; they will not make the same mistakes more than once. As a result the students can make interrogative sentences correctly.
- 3. Readers know the errors commonly appear in interrogative sentences.

E. SCOPE AND LIMITATION

The researcher will focus this research about An Analysis Of Grammatical Errors in Interrogative Sentences Made by Eighth Student of Mts Ma'arif Pare kediri. This study is also limited at Mts Ma'arif Pare. Researcher emphasizes the

study only in the eighth grade, researcher will analyze the students errors in making interrogative sentences.

F. DEFINITION OF KEY TERM

- 1. Grammatical errors: something wrong in the grammar that people use like punctuation, spelling, etc.
- Interrogative sentences: question closely and far a long time, question word⁴.
 It means interrogative sentences is a sentence that only for ask question.

An interrogative sentence is a type of sentences which ask a question and use a question mark (?). People may ask for information or for confirmation or denial of a statement. People typically begin with a question word such as what, who, or how, or an auxiliary verb such as do/does, can or would.

3. Errors analysis: a study of learner errors, such as identifying, classifying, and systematically interpreting the unacceptable form produced by second/ foreign language learner, using any principles and procedure provided by linguistic.⁵

In this thesis entitled" An analysis of grammatical errors of interrogative sentences made by eighth students of Mts Ma'arif pare Kediri"

It means the researcher will analyze errors in making interrogative sentences made by student and classify based on surface strategy taxonomy. Such as omission, addition, misformation and misordering

⁴ Oxford learner pocket dictionary, 227

⁵ Olivia yuniar, an analysis of grammatical errors in the descriptive compositions of English produced by the seventh grade students of Mts Al wahid Hasyim Surabaya, (IAIN, unpublished thesis. 2010).47

CHAPTER II

REVIEW OF RELATED LITERATURE *

A. Kind of sentences

There are four kinds of sentences:

- 1. Interrogative sentence in English languages is the sentences that form a question.
 - e.g: did you go to movie yesterday?
- Declaration sentences are sentences that form a statements
 e.g: I will go to the store tomorrow.
- Imperative sentences in English are the sentences that make a command or request
 - e.g: get me some water.
- 4. Exclamatory sentences are sentences that attempt to powerful feelings/
 - e.g: I love you so much

From those explanations above, researcher emphasizes only interrogative sentences and will analyze the errors in making interrogative sentences.

⁶ http://.www.associated content.com/ article/ four kinds of sentences.(accessed . 24th july 2011) 07.30 p.m

B. Definition of Interrogative sentence

An interrogative sentence is actually a sentence that needs a respond or an answer or reaction. Interrogative is a sentence that asks question, this sentences end with question mark. Interrogative sometimes called question words. Because of their function or WH- words common initial letter. Such as, (who, when, what, where, and how)⁷. In our daily life, when people do not know about something around they life. They will ask a question for getting clear information by using interrogative sentences.

Every learner has a way in asking question. It can be made by adding a question word in the first of a statement; English has relatively complex way in forming questions, and mastering the question word. In the early stages, interrogative utterances have the same syntax as declaratives in making a statement.⁸

Elan writes:

Interrogative sentences for noun+ verb can be arranged with give to be or auxiliary or modals in the first sentence.⁹

It means, essentially when people make interrogative sentences are similarly both of WH and yes/ no question. Interrogative sentence is sentence

⁷ http://grammar about.com. (accessed . 24th july 2011) 07.30 p.m

⁸ Edward Finegan, language it's structure, (California: earl MC peek. 1989), 557

⁹ Elan dwi winarno. Belajar menyusun kalimat bahasa inggris. (Yogyakarta; Pustaka pelajar offset. 2000), 6

that forms a question. In this definition it can be concluded that interrogative sentences is only to ask a question in speaking.

C. Kinds of interrogative sentences

There are 5 types of interrogative sentences: yes no question, alternative question, question tag, indirect question, Wh-question. These types focus on two main types of interrogative sentences. They are yes, no and Wh-question.

1. Wh-question

Wh questions are sentences that begin with a question word, such as who, what, when or where. ¹⁰ It is similar with yes/ no question, word order pattern is the same as in yes/ no question: people put do, does or some other auxiliary before the subject. And also, WH question People put the question word before the subject.

The function is to describe through attitude, and feeling. All Wh - expressions move covertly in sentences. It can be used to ask open question. Wh- expressions have complementary powers, the power to bind and the power to be bound. The WH question words commonly come first in interrogative sentences. Therefore, WH-question are sometimes called open question or "pronominal question" because an interrogative begin with (who, whom, whose, what, which, why, when, where, etc.). Open question

¹⁰ Robert krohn. English sentence structure. (Jakarta: Binarupa aksara.1990), 30

¹¹ Robert Fiengo. Asking question using meaningful structure to imply ignorance. (New York: oxford university.(2007), 130

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means the question include everything about information. Therefore, Whquestions also put the questions word before the subject. It is kind of interrogative sentences that need information answer.

For Wh- question we usually mark the interrogative sentences by using WH- words followed by the verb be.

Word order of questions with the verb be. See the example in the box

Statement

: merry is at home

Yes/ no

: is merry at home?

WH- question: where is merry?

Comment

1. The WH- word which replaces a part of the predicate phrase is put at the beginning of the question.

2. The rest of pattern is the same as for yes/ no question: the form of be (am, is are, was or were) is placed before the subject.

Wh- questions are generated by the grammar in three steps:

- 1. To help learner in identifying the relationship between grammar and discourse.
- 2. To encourage learner in explaining differences between spoken and written English.
- 3. To give learner systematic expose in authentic language data. 12

Function of question word

- a. Interrogative determiner
 - Which substitutes for subject if the subject is noun

¹² David nunan, practical English language, (New York: mc graw-hill education. 2005),119

Whose interrogative possessive determiner

b. Interrogative pronoun

- Who substitutes for a noun phrase which refers to a person.
- Whom substitutes for preceded by a preposition.
- What substitutes for a noun phrase which refers to a thing.
- Which substitutes for a noun phrase which refers to a options.

c. Interrogative pro- adverb

- Where substitutes for a noun phrase which refers to place.
- Why substitutes for a noun phrase which refers to reason.
- When substitutes for a noun phrase which refers to time.
- Whether substitutes for a noun phrase which refers choice between alternatives.
- How substitutes for a noun phrase which refers choice between alternatives manner.
- How many, how much, this definition is similar with another definition of question word. But, the different are for asking subject and object 13
- How many: for asking something which is countable noun, while how much is for asking uncountable noun¹⁴

Nur Akhlis, A Simple English Usage, (Pare: BEC press, 2000), 5
 Agus Daman Huri, The Understanding Grammar, (Pare.HEC Press: 2009), 2

Those definitions are kinds of question word in making WH question.

2. Yes/ no question

Yes/ no question is questions which begin with auxiliary such as so. did, does, have etc. Interrogative pronouns can ask a question about any part of a sentence. It is typically have a falling intonation. Fu'ad mas'ud write:

Auxiliary verb is used collective with another verb. To help good meaning expression, especially in grammatical function. 15

People usually make question by changing the word order: people put the first auxiliary verb (AV) before the subject (S)¹⁶

Yes/ no are the pairs of statements and question. The questions are called "yes/ no questions" because they can be answered with a reply of yes/ no. yes/ no question requires inverting the subject Noun Phrase with the auxiliary verb are called auxiliary verb. Such as, do, does, did etc. Auxiliary verbs can be inverted with the subject Noun Phrase to from questions. They are also the constituent of the verb phrase that carries the negative element in contractions. ¹⁷

E,g (+) Ayu is studying

(?) is Ayu studying?

¹⁵ Fuad Mas'ud. Essentials of English grammar a practical guide, (Yogyakart a: Bpfe.2005),

¹⁶ Raymond Murphy. English Grammar in use. (USA: Cambridge university, 1998), 96

There are many kinds of auxiliary to make yes/no question: is, am, are, do, does, have, has, did, will, can (modals) etc. people can use an auxiliary verb in making interrogative sentence. Besides using to be, People can use modal auxiliary in making interrogative sentence.

Modal auxiliaries:

Sri suharti said: the aggregate of auxiliary that have meaning and function to give additional meaning in ordinary verb. 18

Making interrogative sentences by using modal auxiliaries is similar to interrogative sentences that begin with "to be" or auxiliaries. We can put modal before the subject.

How to use modal:

- 1. Modal can not be added with ing
- 2. The sentence that using modal is followed by verb 1 without to

e.g: I will do it (true)

I will to do it (false)

can you do it?

3. For yes/ no question we can put modal before subject

e.g: can you spell your name?

4. Negative form we can put not after modal auxiliary

e.g: you will not meet your friend

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¹⁸ Sri suharti. Kresna English language institute. (Kediri: kresna khazanah ilmu pengetahuan, 2009).

Will you not meet your friend?

Beside yes/ no and WH question, tag question is one of 5 kinds of interrogative sentences that have been learned in eighth grade of junior high school. The function is expressing degrees of certainly about question. Researcher explains how to use question tag.

1. Positive statement use negative tag and negative statement use positive tag.

e.g: it is very hot today, isn't it?

You are my friend, aren't you?

2. If personal pronoun is as subject in a statement, the similar personal pronoun is repeated as subject of tag.

e.g: Ahmad is very handsome, isn't he?

The girl is very beautiful, isn't she?

3. If verb in a statement is simple tense form from to be or to have (yang artinya mempunyai) this tense is used in tag.

e.g: my uncle has a new car, hasn't she?

Nur says: Tag question is short question form that added in the last affirmative sentences. The function is to ask confirmation about something unbelief or make convincing agreement to listener.¹⁹

¹⁹ Nur akhlis.op.cit.54

From many definitions above, it can be concluded that yes- no is a simple interrogative sentence form. Because it is need only *yes- no question* or *I don't know* for answer. Therefore, it's easy to form yes/ no question. In making yes/ no question learner just need the auxiliary verb as operator.

On the other hand, there are different functions in different sentences in making interrogative sentences. For making WH question people use question word and need information question. yes/ no question people use auxiliary verb before the subject and need yes or no answer. Tag question is also included yes/ no question: From the explanation above, it can be concluded that yes/ no and WH question are interrogative sentences and each of them has different answer..

D. The pattern of interrogative form

1. For asking subject.

$$Q.W+ verb-1(s/es)+O$$

2. For asking another subject

Yes/ no form

(?) do/ does+ S+ Verb1+ O

e.g: - do you live near here?

- What time does the film begin?

²⁰ Ibid. p.3

Present continuous tense, we use is, am, are

a. For asking subject

Q.W+ is+ verb ing+ O?

b. For asking others

Q.W+, am, are, is +S + verb ing?

Yes/ no form

Is, am, are+S+ verb ing+O?

e.g: - is my mother washing dress now?

- When is my mother washing dress?

In past simple question, we use did.

a. For asking subject

b. For asking others

Yes/ no form

e.g: - did you sell your car?

- How did the accident happen?

People use negative question especially to show surprise:

e.g – didn't you hear the bell?

²¹ Agus damanhuri, the understanding grammar, (Pare. HEC press:2009),.8

They do not use do/ does/ did in question if who/ what/ which are the subject of the sentence.

Present perfect form

a. For asking subject

b. For asking others

Yes/ no form

e.g: - have you eaten the rice?

- Who have eaten the rice?

We expect the listener to agree with us

e.g – haven't we met some where before?

Simple future tense

a. For asking subject

b. For asking others

Yes no form

Will/ shall+ S+ verb1?

²² Ibid. p.5 ²³ Ibid.p. 13

e.g: - will Herry go to London next week?

- Where will Herry go next week?

Based on many explanations of patterns above, WH and yes/ no question are similarly in making interrogative sentences. People only put the question word for WH question before the subject. Whereas yes/ no question people can also put the auxiliary verb before the subject.

E. The important of study interrogative sentences

As international English communication, most people at every country in the world are required to have much better speaking in languages. Such as learning interrogative sentence is the important aspect in speaking. in order to avoid misunderstanding in getting some information. Absolutely, if the person has known about how to ask about something in good sentences to another people; it will make the purpose of asking question clear.

If people ask about something clearly, absolutely listener can also give information clearly. On the contrary, if people do not use interrogative sentences appropriately, they will get unclear information and different interpretation. In other words, before a learner reaches the target language in learning interrogative sentences, of course they will have some types of errors. Therefore, researcher will analyze the common errors in making interrogative sentences.

As a result, learning interrogative sentences is important thing. In order that the responses do not confuse about the question mean. People who do not

understand how to ask about something correctly and understandable meaning, it can make listener confused what is the purpose in asking a question. In short, people have to know about grammar in using question word function for making interrogative sentences form, in order to avoid misunderstanding and misinterpreting.

F. Definition of Grammar

Grammar is the study about forms or structures are possible in a language. It means that a grammar is a description of the rules that give influences how sentences are formed correctly. This case, researcher thinks that, grammar is very importance of the student's developing an ability to do something. Grammar is also a written description of the rules of a language. This definition shows that grammar mostly produced in written description, in rarely used in spoken language, expect in formal situation.

Grammar may be roughly defined as the way language manipulates and combines word (bits of words) in order to from longer units and meaning. (Ur, 1988)

Grammar is the way in which words change themselves and group together to make sentences, the grammar of language is what happens to words

when they become plural or negative, or word order is used when we make questions or join two clauses to make one sentences. (harmer, 1997)²⁴

Grammar is description of the structure of a language and the way in which units a words and phrases are combined to process sentences in language (Richard, platt, weber, 2003)

From these definitions, the researcher concludes that grammar is not passive skill, but an active skill in leaning English; it means grammar to be the central element in learning English. Because students are demanded to know how to use the language, either in spoken or written language. Learning language without understanding grammar can not master the target language very well. Indeed, we can take from writing skill, learner write a text without grammar and structure the result of their writing can not be understood and confusing where is the main purpose.

Grammars as defined the way a language manipulates and combines words in order to make good sentences and meaning. People know that they can not arrange words appropriately, unless they know how they put together become good meaning. Therefore, learning grammar is very important to avoid misunderstanding in making sentences, such as interrogative sentences. People who want to master English must master grammar. They have to know the structural in making interrogative completely as part of speech material. All of

²⁴ David nunan, practical English grammar, (McGraw-Hill: New York),2

grammar is central to the teaching and learning of languages especially when people learned interrogative sentences. It is also parallel with researcher experience; grammar is one of important aspect in learning English. As a result, without grammar language is not perfect.

As quoted by Jannah the word "grammar" has many different meaning to different interpreter, if you feel you know well what grammar is, you might not find it easy to define²⁵. To understand what grammar is, people really know what for grammar in English. Therefore, grammar can be defined as the way to arrange correct sentences and in order to understand the correct order of words in sentences²⁶

As a result from explanation above, every learner always produces mistakes in learning language process. Human learning is fundamentally a process that involves the making of mistakes. In this case, without using grammar appropriately, learner will get erroneous in arranging sentences frequently. Therefore, study Grammar also has some more immediately practical benefits in speaking and writing aspect. First, in speaking aspect, people master the grammar rule very well, they will be able to ask question appropriately. As result, people can easily understand what we are talking about. Second, in writing aspect, people can write sentences correctly, such as interrogative

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²⁵ Jannatulaili novia bahari, *The Analysis of Grammar Errors in Recount Text By the First Year Students of SMA Wachid Hasyim Taman Sidoarjo*, (IAIN, unpublished thesis,2010),14

²⁶ Hj. Sofia Rungkuti-Hasibuan, M.A, *English language structural*. (Jakarta: Djambatan, 1996),2

sentences. Based on explanation above, by using grammar learners can be better in English language.

G. Explanation of Errors and mistakes

As second language learners, the students can not avoid making errors either in speaking or writing language learning. Errors is something deviation from the adult learner grammar of native speaker, it shows the inter language competence of the learners spontaneity. Errors can be produced in all of process doing something. Not only errors in learning second language, but also almost of process learning something. Sometimes errors can be faced in learning second language, such as in speaking and writing.

According to Brown, language is speaking, listening, writing, and reading. The comprehension of language is an important as production²⁷. It means language has four skills will be learned. Learning second language, such as English can not be separated with errors. It normally happens in learning language. In the classroom activity teacher gives notice when students make errors. Therefore, students will improve their language maximally that begin with making errors.

Errors are the weakness side of English learner in speaking or writing. In this case, errors can be called something wrong from some selected language

Douglas Brown. Principles of language learning and teaching. (USA, San Fransisco university. 2000),219

performance. In other words, errors are several unrealized mistakes that faced by students in learning process about foreign language or learning all of second language. In brief, people have to avoid the errors in speaking and writing.

Erroneous are the results of some failure of performances, so it can be called failure when people always producing errors in their learning. Those problems often called slip of tongue on speaking (salah ucap). It means people incorrect in saying an utterance. Errors can be caused from that problem. Usually learners believe on their speaking. But actually that are incorrect in saying utterances. The learners only follow the rule they knows. Due to, people do not obey the rule of grammar; absolutely, they make much error in language learning.

Errors can be analyzed, normally learner can make errors, and the errors can be known, analyzed, classified in study of learner's errors or classifying the errors. It means, after making errors, the errors will be analyzed where the errors and causes are. Commonly this study can be called errors analysis. Errors analysis is to analyze of errors elements from all possible sources. The sources can be from oral or writing test. Errors analysis easily superseded contrastive analysis. Commonly errors can appear from many general sources and manifestation of learner's system.²⁸.

Errors act as signals that actual learning is taking place and that errors can serve as indicator of process and success. Not only do language necessarily

²⁸ Douglas Brown, Op.cit.p.218

produced when communicating in a foreign language, but that these errors, if studied systematically, can provide significant insight into how language are actually learned.

Errors are something that unavoidable in all of language learning process. Teacher and learner have to know carefully the word *errors*. Doe to, they are great interest and usefulness. English teacher may not consider the errors as the failure of learners. Learners should not be worried in producing errors that they are absolutely made in learning second language. Based on explanation above, it can be conclude that every learning second language process always begin with erroneous and mistakes.

The learner errors are ordinary for there important items: the learner's teacher, and the researcher. It can help the learner themselves to identify their errors that they had produced. They made that may not make same errors in the future. It can tell the teacher about their learner's progress and the applying of their methods to them. It can also help the researcher to know how language is learned and strategies of it. Therefore from analyzing the errors learner know how many errors they have and how far the learner master English language. Researcher can also analyze how far they make erroneous.

But errors are different from mistakes. In order to analyze learner language in an appropriate perspective, it is crucial to make distinction between mistakes and errors; this definition is very different Phenomena. According to brown, mistakes is refers to a performance errors guess or a "slip", in that it is

failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speaker are normally capable of recognizing and correcting such "lapes" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfections in the process of producing speech. ²⁹

On the contrary, Mistakes must be carefully distinguished from errors of a second language learner, in the previous explanation mistake can make correction. In the language of learner are direct manifestations of a system within which learner is operating at the time. An errors is something deviation from the adult grammar of native speaker reflect (spontaneity) the competence of the learner, such as learner of English who ask" did ana can swimming? This example is errors, most likely not mistakes, and an error can be called a element of the learner's competence in learning the target language. ³⁰

Based on these explanations, Errors can not be self- corrected, while mistakes can self corrected if the deviation is pointed out to the speaker. But the learner's capacity for our self correction is objectively observable only. If the learner actually self- correct, therefore, if no such self correction occurs, we are still left with no means to identify errors vs. mistakes. For examples" *Tom cans sing*" "*Tom mays come*" and other such forms are errors indicating that the learner has not distinguished modals from other verbs. It is possible happens, if

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²⁹ Douglas Brown. Op.cit. 217

³⁰ Douglas Brown. Loc. Cit. 217

the learner do not understand about grammar appropriately, the utterances will be confused. Therefore as second language learner have to know the differences between errors and mistakes.

People learning are actually a process that involves the making of mistakes. This problem is to be usual as human being in the word in every process of learning something. In this case, second language learning is like any other human learning that involves countless mistakes. One of proverb say no body is perfect, Second language learning process is clearly not unlike first language learning that very clearly to be understood in its trial and error nature. Inevitably learner will make mistakes in the process acquisition, and indeed will even impede that process if they do not commit errors and then benefit in turn for various feedback on those errors. But it becomes usually thing. In order to analyze the learner's language errors when they make, it needs to distinguish errors and mistakes. errors can be caused by many factor such as feeling bored and inattention is called" performance" factors and errors resulting from lack of knowledge of the rules of the language is called" competence" factors. Some of language literature, performance errors have been called" mistakes" whole the term" errors" was reserved for the systematic deviations due to the learner's still developing knowledge of the rule system. It means that the errors of performance will characteristically be unsystematic and the errors of competence, systematic.

According to Douglass: Absolutely, human learning process is included in making of mistakes, such as misjudgments, miscalculations, erroneous

assumptions form is an important aspect of learning in many skill or acquiring information. We can take a simple example, people learn to swim firstly they jump into the water and actuate arms and legs until they find that there is combination of movements in learning swimming. A structural pattern can make learner success in keeping them afloat and propelling into the water appropriately. But, the first mistake of learning to swim is gradually cut down one of the important pattern in swimming. In contrast, producing mistakes, learner get feed back from environment, and with that feedback learner can make new training in the next process appropriately and successively in getting the goals. Therefore, as English learner, researcher and teachers of second languages realize that the mistakes of person made in this process of learning a new system of English languages are needed to be analyzed and classify carefully.³¹

From those definitions above, the researcher concludes that errors should not be viewed as problem to be overcome, but as normal thing and inevitable features indicating strategies that learner use. Although errors are the weakness side part of learners in study second language, those do not need to be seen from as failure. Here, the researcher thinks that it is necessary to analyze the errors in making interrogative sentences since it will develop these learners's capabilities in learning foreign language and in order to avoid the some errors in the future when they are learning in the next process.

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³¹ Douglass, Brown, Loc.cit. 217

H. Errors analysis

Absolutely, learner can not avoid the errors even though little errors, because learning second language is not learner's ordinary language. Making errors is a sign that student have not yet mastered the rule of language. Therefore, from errors people can analyze where the errors that they have made in learning language. Errors analysis can be done by spoken and written language to identify the grammatical errors they make. This analysis can be used as the basis of feedback to learners, in order to make learners know where their errors are, and increase their learning process more progress. The analysis can be used as the basis for deciding on the focus of review lessons. Therefore, one of advantages of this approach is people realize the errors that they have made deeply. However, that it can be extremely time.-consuming. Writer more extensively than intermediate level student³². As a result, from analyzing learner's errors, teacher need long process in giving learner's competence in second language learning

Based on those explanation, errors analysis is important, due to learners need to analyze when they produce errors, In order to know where the errors are. Errors in pointing out clearly the causes of errors in the oral or written production of learner in the target language. Therefore, the errors analysis can tell us the intensity of the difficult or the size of the problem so that the learner

³² David nunan, op cit. 2

may know the appropriate use of the English grammar and acknowledgement the writer in doing the research.

I. The causes of errors

There are several causes that made by students in making interrogative sentences, According to Richard quoted by Jannah, there are four causes of the learner's errors³³, they are:

1. Over generalization

Over generalization covers examples where the learners create a deviant structure on the basis of his experience of others structures in the target language. For example, *he can sings, we are hope, etc.* the result of the learner reducing his linguistic burden.

2. Ignorance of rule restrictions

Closely related to the generalization of deviant structure is failure to observe the restrictions of existing structures that is the applications of rules to contexts where they do not apply: such as, the man who I saw is him violates the limitation on subjects in structures with who. Some rules restrictions errors may be accounted for in terms of analogy. Other instances may result from the rote learning of rules.

³³ Jannatulaili novia bahari, The Analysis of Grammar Errors in Recount Text By the First Year Students of SMA Wachid Hasyim Taman Sidoarjo, (IAIN, unpublished thesis, 2010), 45

3. Incomplete applications of rules

The occurrence of structures whose deviancy represents the degrees of development of the rules required to produce acceptable utterances. For example, across background languages, systematic difficulty in the use of question, one of the transformation in a series may be omitted, or omit in auxiliary.

4. The learner's errors derived from faulty comprehension of distinction in their target language. this errors category is class development errors which derive from faulty comprehension of distinction in target language.

There is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation items

Talk about English language learning, students are dominant with errors. Actually making errors happen not only in learning the first language but also in learning target language such as English. As the second language learner the student can't avoid making errors either in speaking or writing. The writer conclude that error should not be a viewed as problem to be overcome. But normally, those do not need to be seen as failure. As a result the researcher think that it is necessary to analyzed the errors since it will develop the learner's capabilities in learning foreign language and avoid some errors in next learning process.

Much of error in making interrogative sentences such as in strategy taxonomy: omission, addition, misinformation, disordering. Students can make errors because they have confused to arrange the interrogative sentences appropriately. Therefore, Mastering English means that learner have to know the elements of English language such as part of speech based on the grammatical rule. As a result, by mastering English enables us to become survive and go anywhere 34

J. Surface strategy taxonomy

Surface strategy taxonomy points out to the way surface structure are altered. Learned may omit necessary items or unnecessary ones. These types of errors which are belong to surface strategy taxonomy by Heidi c Dulay theory.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well- formed utterance. The title words such as auxiliary verbs: is, am, are, does, did, etc. and of which play a minor rule in conveying the meaning of sentence. They still omit the auxiliary in making interrogative sentence. (When they go to picnic). In this sentences almost students omit the auxiliary "did". Students actually know how the rule is, but sometimes they

³⁴ http://mgmp2008.wordpress.com/2008/11/10/english-speech-the-importance-of-mastering-english

make interrogative sentences in asking a question is without the pattern. In this case students have much of errors. ³⁵

2. Addition

Errors in addition are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language. There 3 types of errors:

a. Double marking

Many additions errors are accurately described as the failure to delete certain terms which are required in some linguistic constructions, but not in others. This errors occurs when the learner give more one marker in their senses. Sentence of auxiliary are required in addition to the main verb of tense. Learner can be called double marking in their writing if they put the auxiliary and verb often place the marker on both.

For example: what did they went to Malang?

Because two items rather that one are marked for same tense, this addition errors type has been called double marking.

³⁵ Heidi c Dulay, a new approach to discovering universal strategies of childsecond language acuisation, (Washington DC: George town Universuity press. 1975),154

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verb or noun. Regularization is an errors in which learner tend to apply the regular to irregular one. For example: take- teked, find- finded.

c. Simple addition

An additions error in neither a double marking nor regularization included this errors type. If the other addition types have characterized in a simple addition error has no particular feature characterize. This error occurs when one use an item which should not appear in a well formed utterances.

- What played they play?
- What by they went to jatim park?

3. Misformation

This type of errors characterized by the use the wrong form of the morpheme or structure. In Misformation errors the learner supplies something although it is incorrect, while in omission errors the items is not supplied at all. For example: "the cat eated the fish". There are three types of misformation errors, they are:

a. Regularization errors

The kinds of error occur in which a regular marker is used in place of an irregular one. For example: owned, theyself, lifed

b. Archi- forms

An archi- form error occurs in which the learner select one number of a class of forms to represents others. For example: me eat, for they.

c. Alternating forms

This kind of errors occurs when the learner's vocabulary and grammar grow: the use of archi- forms often gives way to apparently fairly free alternation of various members of a class with each other. Like addition errors, misformation, indicate that some learning has transpired and that barring certain attitude or environmental circumstances, the learner on his way to target language proficiency. For example: Where student went?

4. Misordering

Misordering occur systematically for learner in constructions specifically simple (direct) and embaded (indirect) questios:

For example:

Misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance. The learners also translate into English word by word and use Indonesian arrangement.

K. Review of previous study

Based on the finding of the study, the researcher read the previous study that has similarity about teaching grammar. The result will be compared with

Suhardi, Jannatul laili, and Olivia Yuniar Renata. Researcher write this thesis untitled" an analysis of grammatical errors in interrogative sentences made by eighth students of MtaMa'arif Pare Kediri. This study will be compared with Suhradi's research, jannatul laili' research and Olivia Yuniar Renata

The first research is By Jannatul laili Noviabahari. She writes her thesis About The Analysis of Grammar Errors in Recount Text By the First Year Students of SMA Wachid Hasyim Taman Sidoarjo. Her research questions are:

- a. What grammatical errors in recount text that are made by the first year student of SMA Wahid Hasyim 2 Taman Sidoarjo?
- b. What are the causes of errors?
- c. What strategy does the teacher solve his student's grammatical errors?

She describe that 336 grammatical errors of various kinds were found. 130 or 39% errors in using verb form. 51 or 15 % errors in using auxiliary, 18 or 5 % errors in article, 42 or 12% in using preposition, 13 or 4% errors in using singular/ plural 29,% in pronunciations, 29, 53,16% errors in conjunction, according to the finding it can be concluded that the students produced a lot of errors, exactly in the use of verb form and omission. They were still confused with grammatical sentence because unfamiliar to this form and still foreign for them. Because in their mother tongue or native.

In this problem the teacher strategy is giving worksheet, interesting game that related to the material with understanding and practical, in order to motivate them to recognize part of speech

The second research the implementation of English grammar at MAN Sumenep. By Suhardi, his research questions are:

- a. What is the objective of teaching grammar at MAN Sumenep?
- b. What are the topics covered in teaching grammar at MAN Sumenep?
- c. What is the technique of teaching grammar at MAN Sumenep?
- d. What is the technique of evaluation used in teaching grammar at MAN Sumenep?

He describes about the objective in teaching grammar to help students are able to understand the sentences and writing appropriately. Her topic focused on simple present, present continuous, simple past and simple future in arranging sentences. How to make positive, negative, and interrogative sentences. His technique are using EGRA(explanation, generalization, reinforcement, application, PGR(practice, generalization, reinforcement), TPR(total, physical, responses). From these technique, the effectiveness was EGRA because it is was easier to implemented that another language beside of those finding he discussed about the objective of teaching grammar, the topic of teaching grammar and the technique of teaching grammar and evaluation. It can be concluded those technique gave the advantage such as knowing how the student shows their competence in learning grammar.

The third researcher is an analysis of grammatical errors in the descriptive compositions of English produced by the seventh grade students of Mts Al wahid Hasyim Surabaya. By Olivia Yuniar renata. Her research questions are:

- a. In which the types of errors are occurred in the English composition of descriptive text produced by the seventh grade students of Islamic junior high school of Mts wahid hasyim Surabaya?
- b. What the frequency is of occurred of each type in the student's composition?
- c. What is the possible causes of error occurred in the student composition?

The results below are provided by the researcher based on the problem of the study. After the data of the student are collected, they will be analyzed under the procedure that have been described, the sample of this study are 50 student A and B, each class produce the two task in different techniques. She focuses of data analysis is on the errors in term of language features. She used in writing descriptive such as, simple present tense, detailed verb relating verb, noun phrase etc. many of errors based data analysis. There are 13 errors of addition, 49 of omission, 30 is malformation, and 70f disordering from 84 errors. These errors caused by the influenced of the student's first language acquired. As seen in the subject of the study sentence. Some students do not know yet the correct grammar.

The different of these thesis are the first thesis is emphasizes on errors using past tense in writing recount text, and the second is describe emphasizes on how to make good sentences in positive, negative, and interrogative form, and the last thesis describe about errors in writing descriptive text. This thesis is different with the previous research. Researcher will describe about how to make interrogative sentences based on English grammar and generally similar describe

about grammar. The topic in this study is depends of the material of eighth grade of junior high school.

CHAPTER III

RESEARCH METHOD

A. Research design

Research design is a plan the researcher will be collected and analyzed. The main purpose of the research is to describe or to explain the phenomena of the real condition. Researcher will count the test result with qualitative research using statistic pattern. The result of this study describes the process of using interrogative sentences in teaching English. Teacher will be explained about how to make interrogative sentences appropriately, after asking to the student to make simple question, Purpose of this study are to know the student errors in making interrogative sentences. The result will be taken from the student test; this study is conducted to find out the answer to the problems. It tries to answer the questions 1. In which linguistic category of are grammatical errors in interrogative sentences made by student? 2. What are the causes of grammatical errors in interrogative question made by student? 3. What are the teacher's Strategies of teaching interrogative sentences?

B. Subject of the study

Subject of the study as below:

- 1. The English teacher and the eighth grader of Mts Ma'arif pare Kediri
- 2. Class, consist of 30 pupils

C. Data collection technique

The data are obtained from direct observation. The data of this study is also in the form of observation. It is taken to know the class activity.

The data in this research are collected through observation, interview, and documentation. Here are several steps to collect the data:

1. Observation the class practice

Data confirmation is done by observing the class practices. This observation was done to know the teacher's technique of teaching English to the eighth students and also to know the student's responses to the techniques used by the teacher both their motivation and their interest. By using observation, researcher will answer the third research question. What strategy made by teachers in teaching English.

2. Interview

The researcher also collecting data using interview method. From interview, hopefully researcher can understand some data from the subject. Researcher will do interview with the English teacher.

Interview would be gained deeper understanding on how to interpret a phenomenon that could not be gained through observation alone.³⁶

3. Documentation

The researcher use this technique because she wants to collect the data about the student errors in interrogative sentences by getting the students

³⁶ Moh Nazir, ph.d, metode penelitian, (Bogor: Ghalia Indonesia, 2005)193

answer sheet. The result to get this data is the writer getting student's answer sheet, then the writer copies them and analyzed it. The results of errors are shown by using checklist.

D. Research instrument

According to Arikunto, research instrument is a tools or facilities that are used by the researcher in order to collect data. By using this tools, can make the job easier, complete, and systematic³⁷. The instrument of this research, researcher uses the teacher and his students as the key. Another instrument was observation checklist, documentation (test), interview and checklist.

1. Documentation of Test (question and answer sheet)

To answer the first research question, researcher use test result. The teacher will give question and answer sheet because the study talk about grammar in using interrogative sentences. Consequently, teacher will use interrogative sentences as the topic of test to measure the student ability. Therefore, teacher will use several pieces of paper consisting blank question that student have to fill it based answer box. By using this technique, researcher can obtain the empirical data. The result of test will be analyzed based on the linguistic category.

2. Checklist

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³⁷ Suharsimi Arikunto, Prosedur Penelitian Suatu pendekatan Praktek, (Jakarta: Reineka cipta, 2006), 149

Researcher uses this technique because it is used to identify and classify the type of errors made by the student in interrogative sentences. The result to get this data is the writer will know the student's errors in interrogative sentences through test that given by the teacher. This technique is to answer the second research question.

3. Observation checklist

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are about topic, teacher's activities and the student's activities in classroom³⁸. The indicators were measured in this checklist observation are as follows:

- 1 Teacher's activities
- 2 Student's activities
- 3 The material
- 4 Teaching strategy
- 5 Teaching learning process

Researcher use checklist ($\sqrt{}$), and if there is some activities the observer gives the statement or opinion in that (some) column.

By using observation checklist, researcher tries to answer the third research question. What strategy that teacher used in teaching interrogative

³⁸ Muhammad Taufiq, Using Digital Crossword As a Media to Teach English Vocabulary to the Eight Grade of SMP IPIEM Surabaya, (IAIN,Surabaya:2010),.27

sentences. After doing observation, the teacher use small grouping and give the task about interrogative sentences in small grouping.

4. Interview guidance

Researcher use interview guidance in order to support the data in answering the second and the third research question. Researcher asks the causes of errors to the English teacher at Mts Ma'arif Pare and the technique to teach interrogative sentences.

E. Data analysis technique

All of data is collected by using observation, interview, which are analyzed and reported descriptively from the observation; the researcher described the teaching learning process. Included the student respond toward technique of teaching interrogative sentences used by teacher to the students of eighth grade in interrogative sentences.

Interview is used to complete the data which are obtained from observation about the technique used by the teacher in teaching grammar. Up to now measurement and new assessment is limited on measurement activity and student achievement in mastering material, especially in English lesson. Teacher at school need to get information objectively about the achievement's student in mastering English materials that had been done in one time, or periodic, for example in one semester. Therefore, from mastering English enables us to become survive and go anywhere.

The researcher analyzed the data that were obtained from the documentation by describing them referring to the statement of the problem.

1. Classifying the errors

Grouping the errors that had been found and stating the classes of the errors. Researcher classified errors by several categories. They are:

- a. Errors in using auxiliary for yes/ no question
- b. Errors in for using question word in WH question
- c. Errors in using auxiliary in WH question
- d. Errors in using verb form in WH question
- e. Errors in using How
- f. Errors in using auxiliary for making how question

2. Explanation of error

Table of errors sentences

NO	Question	Linguistic categories			
	sentences				
		Omission	Addition	Misformation	Misordering

The identification and classification of errors were preliminaries and too much of interesting assignment of trying to explain why they are producing errors by establishing the source of errors.

3. Classifying the errors the researcher will percentage based on the following formula:

$$\sum (X) = N(X) = 100\%$$

- \sum = the percentage of grammatical errors
- N(X) = the total of each grammatical errors
 - N = the total of all grammatical errors

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the result of data analysis. The data was treated to describe the errors in using interrogative sentences. After conducting observation and interview as method of research, there was the explanation of the result and its discussion will be presented in this chapter. The result answers are grammatical errors in interrogative sentences made by students, the causes of those errors, and the teacher strategies to solve that errors made by student.

A. Classification of errors

After collecting the data using documentation test, researcher would be analyzed to identify the errors. It focused on any deviation in interrogative sentences produced by student. The researcher classify that the sentences produced contained a lot of grammatical errors. There were 6 kinds of grammatical errors. Five hundred and sixty nine (569) grammatical errors of various kinds were found: They were classified as follows: 186 or 33%, errors using auxiliary for yes/ no question, 83 or 15% errors for using question word in WH question, 107 or 19% errors in using auxiliary in WH question, 127 or 23% errors in using verbs from in WH question, 43 or 8% errors in using How, 23 or 4,0% errors in using auxiliary for making How.

Calculation of errors

1. Errors using auxiliary for yes/ no question

$$\sum (X) = \underbrace{N(X) \times 100\%}_{N}$$
186 \times \frac{100\%}{569}
=33\%

2. Errors for using question word in WH question

$$\sum (X) = \frac{N(X) \times 100\%}{N}$$
83 x \frac{100\%}{569}
=15\%

3. Errors in using auxiliary in WH question

$$\sum (X) = \frac{N(X)}{N} \times 100\%$$

$$107 \times \frac{100\%}{569}$$

$$= 19\%$$

4. Errors in using verbs from in WH question

$$\sum (X) = \frac{N(X)}{N} \times 100\%$$

$$127 \times \frac{100\%}{569}$$
=23%

5. Errors in using How

$$\sum (X) = \underbrace{N(X) \times 100\%}_{N}$$

$$43x \frac{100\%}{569}$$
=15%

6. Errors in using auxiliary for making How

$$\sum (X) = \frac{N(X) \times 100\%}{N}$$

$$23 \times \frac{100\%}{569}$$
=4,0

Descriptions:

1. Errors in using auxiliary for yes/ no question

The student also failed to recognize the correct form of auxiliary verbs used in their sentences. There are two groups here:

a. Is, did, are etc.

Some of errors are illustrated as follows:

- 1. Is she bring English book everyday?
- 2. Do you dentist?
- 3. Can Anwar read novel in the library last week?
- 4. <u>David</u> plays the piano, didn't?
- 5. Everybody watched the movie, doesn't?

The target languages are?

- 1. Does she bring English book Everyday?
- 2. Are you dentist?
- 3. Did Anwar read novel last week?
- 4. David plays the piano, doesn't he?
- 5. Everybody watched the movie, didn't they?

Those examples show that students failed in using auxiliary based on proper grammar in making yes/ no question form. They were still confusing how to use auxiliary based on tenses form in making interrogative sentences. Yes/ no are the pairs of statements and question. Fu'ad explained that: yes/ no question is questions which begin with auxiliary. Interrogative pronouns can ask a question about any part of a sentence, and typically have a falling intonation. Fu'ad mas'ud write:

Auxiliary verb is used collective with another verb. To help good meaning expression, especially in grammatical function.³⁹

³⁹ Fuad mas'ud. Essentials of English grammar a practical guide, (Yogyakarta: Bpfe.2005),32

From those finding it is indeed students put incorrect auxiliary in first interrogative sentences, but almost of them use incorrect auxiliary, the auxiliary do not based on tenses form. It can be concluded that the sentences do not has grammatical function based on Fuad's explanation above.

b. Besides to be, yes/ no question can begin with modal auxiliary in making interrogative sentences, (can, will, should, may, might, shall, etc). Modal auxiliary generally express speaker's attitude. For example, modal can express that a speaker feels something in necessary, advisable, permissible, possible, or probable, and addition they can convey the strength of those attitudes.

The errors as follows:

- 1 Didn't you help my homework?
- 2. What you help my home work?
- 3. Which you help my homework

The sentences should have been:

1. Can you help my homework

The correct one is using *can*, people can read the sentence "help my homework". The target language is using word *can* as modal. It is the common sentences that usually people use in asking help. Students do not carefully what is the question mean. Students

trapped in the word "homework". Actually they always practice in can you help me?

2. Errors in using question word in WH question

In this discussion almost students understand what the functions of questions word are. But, based on finding there are few students are incorrect in using question word. The answer does not appropriate with the target of question they say.

The errors as follows:

- a. Can did you see last night?
- b. Can do you thing about this film?
- c. Are one do you like sate or soto?

The target languages are:

- a. What did you see last night?
- b. What do you thing about this film
- c. Which one do you like sate or soto?

Those finding above researcher conclude that students do not understand what the sentences means is. It is simple sentences people know. Students answer do not appropriate with the last sentence of question. Absolutely, it is not based on grammar; indeed the function of using grammar is to avoid misunderstanding in learning language especially in writing and speaking.

3. Errors in using auxiliary in WH question

Errors in using auxiliary in making WH question are ignored by the students.

- a. When they went to Jatim park Malang?
- b. Who is went to Jatim Park Malang?
- c. Where the students went for a picnic?
- d. What played in Jatim Park Malang?

The target languages are:

- a. When did they go to Jatim Park Malang?
- b. Who did go to Jatim Park Malang?
- c. Where did they go for a picnic?
- d. What did they do in Jatim Park?

Those finding almost of students are omit the auxiliary "did" in making WH question in simple past form. They do not use grammar, in the previous explanation researcher have been explained how to use WH question appropriately.

For asking subject

Q.W+ verb II+ O

For asking others

Q.W+ did+ S+ Verb1?

It can be concluded that almost of students can make errors because they do not carefully use simple past form in making interrogative sentences based the tenses pattern.

4. Errors in using verbs form in WH question

Researcher found many of students are incorrect in using verb from for making WH- questions. Errors in verbs form are the most frequent made by the student In using simple past form, for making interrogative sentences have to use verb 1, but here the student made WH question still using verb 2. The correct one is using verb 1.

Some errors are illustrated as follows:

- a. When did they went to Jatim Park Malang?
- b. Who did went to Jatim Park Malang?
- c. Where did they went to Jatim Park Malang?
- d. When did they went to picnic?

The sentences should have been?

- a. When did they go to Jatim Park Malang?
- b. Who did go to Jatim Park malang?
- c. Where did they go for picnic?
- d. What did they do in Jatim Park Malang?

Mostly students are incorrect in using verb form in making interrogative sentences that show simple past form. Students are still used verb 2 in question, but actually the correct one is using verb 1 when making

interrogative sentences in simple past form. The proper pattern of interrogative simple past form is: did+ S+ Verb1+ O+T.signals. Here, students' trapped in using verb form.

5. Errors in using "How" for asking question

Student using *how* question are mostly correct, researcher analyses the task that student get few errors in using how.

The errors as follow:

- a. How book do have?
- b. How many water in your bathroom?
- c. How water in your bathroom?
- d. What by they went to jatim park Malang?

The target languages are:

- a. How many books do you have?
- b. How much water in your bathroom?
- c. How much water in your bathroom
- d. How did they go to Jatim Park Malang

Students are still confused in plural and singular noun in using how much and how many. How much is for uncountable noun, while how many is for countable noun. As researcher write in previous explanation, As Agus Damanhuri's sain in the previous chapter that *How many* is for asking which countable noun, while how much is for asking uncountable noun.

Therefore, students do not use proper grammar based on grammatical rule in using *How*.

6. Errors in using auxiliary in *How* question form

There are some rules to be obeyed in using *how* question, it has been explained in previous chapter, such as the form of the sentences whether it is in auxiliary do or verb did. Tense of sentences rules are complex, so that the student often makes errors in this area. Some of errors are illustrated as follows.

- How do they go to Jatim Park Malang?
 The target language is:
- 1. How did they go to Jatim Park Malang?

B. The causes of errors

This section deals with the discussion on the causes of errors and the data interpretation. There are several causes made by students in making interrogative sentences. In analyzing the causes of errors, the researcher write that consist of over generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

Here there are four causes of the learner's errors, they are:

1. Over- generalization

In analyzing the causes of errors, the researcher referred to the theory stated by Richard they are: over generalization, ignorance of rule restrictions, incomplete application rules and the false concept hypothesized. Therefore, over generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structure in the target language. In this case, the students create another structure in sentences. It covers examples where the learners create a deviant structure on the basis of his experience of other structures in target language. Based on finding of research, researcher found errors in generalization. For example:

- a. Who went to park?
- b. How they went to park?
- c. What they do in the park?
- d. When did they went to picnic?
- e. Where student went picnic?

From those finding it can be concluded that students were accustomed with Indonesian arrangements Or S+P+O, although in making interrogative sentences. Actually S+P+O is only used in making statement in Indonesian and English. For making English interrogative sentences, learners have to use auxiliary and proper verb form based on tenses. In fact, students were still using Indonesian style.

2. Ignorance of rule restrictions

The learners do not apply the application of rule of content as their failures to be observed the existing structure restrictions. In this case, the

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researcher assumes that ignorance o rule restrictions means the students do

not apply the existing structure. They create interrogative sentences, but

deviant from the expected answer. They do not answer the question or let

the question is unanswered. Researcher found:

Answer: by buses

Question: first our teachers marked the rolls and then we got on?

(Student answers).

This finding can be concluded that between question and answer do

not connect each other.

Incomplete application rules

This category occurs since the learners realize that they can speak

English effectively without using for more than the elementary rules of

question usage. There is deviations structure that neglects the

developments of rule required to produce the acceptable utterances. The

use of question is common teaching device. Researcher found this error:

Answer: the students

Question: Who some played in jatim park?

Answer: jatim park Malang

Question: where they went for picnic?

Answer: jatim park

Questions: Last Friday our school went to?

From that finding between question and answer do not appropriate and deviant on English structures. They ignore the rule of using auxiliary and verb form in making interrogative sentences.

4. False concept hypothesized

The learner's errors derived from faulty comprehension of distinction in their target language. This errors category is class development errors which derive from faulty comprehension of distinctions in the target language. For example: "did" the form *did* interpreted as a marker of the past tense, e.g: "

Who did went to Malang?

When did they went to Malang?

How did they went to Malang?

went is verb 2 that used in making in the past form. Student still used verb 2 when "did" include in interrogative form, those finding can be called semantic errors. It can be concluded that the errors above occurs because the student write the sentences word by word translation structures, or it can be called Indonesian style. Students do not translate the word using English grammar.

In the process of second language learning, learners may use any strategies in order to get comprehension in target language during the process of second language learning. Every learner always produces many errors or mistakes. Based on researcher's finding, the notes that most of

the students made errors are in using verb form, auxiliary verb and omission in making interrogative sentences. Students feel that the target language and his language were similar. In this case, they can made errors. There are many students think that writing is something terrible. They are often confused what and how to write in English.

Errors may be caused by many factors. English was foreign for students and one of possible causes of their errors. The student's errors in translating the sentence in using English tense is caused by their mother tongue interference. Indonesian language was common language. Therefore, learners translate into English use Indonesia structure and their meaning is based on Indonesian style. Whereas Indonesian language does not have verb and time signaling in expressing idea, all of sentences are same. Something happens at present, past, and future tenses. In Indonesian language is only expressed by adverb of time.

Actually, students still do not understand about proper grammar, even though the teacher had though about it very often. Besides, the materials of the student English lessons are mostly taken from the kinds of tenses. They never try to use grammar both in writing and speaking. The other causes of the student's errors are based on how to recognize the part of speech. They still have difficulties to understand and use the functions part of speech. In this case they can not arrange or make their own sentences appropriately

In these cases, the writer has several examples and describes bellow. The students produce two items rather than one was marked for the same tense. i.e. they added double marking "did" and "went" in sentences" I do not brought food" they had over generalization of verb 2 in constructing in the past sentences.

The student did not know the rule. They failed to apply the rules appropriately for example" who did went to Jatim Park malang for picnic?" Students use verb 2 in making simple pas question. The correct sentence should have been" who did go to Jatim Park Malang for picnic?" another example. "Where they went to Jatim Park for picnic?" The student omitted were in their interrogative sentences. It should have "where did they go to Jatim Park Malang?

In the following example, we can check the student errors in interrogative sentences, some students omitted "did" in their past tense form. Another example" how did they went to Jatim Park malang? "How do they go to jatim Park?" the first example student errors in using verb form. The sentences should be" how did they go to Jatim Park Malang? "The error of second example is the student errors in using auxiliary verb. The correct one is "how did they go to Jatim Park malang?"

Based on many finding in the result of test, the cause of errors made by students is appropriate with the Richard's theory. To support this finding, Researcher also conducts the interview with Mrs, Yayuk on july 16th 2011. She said that the causes of errors are the student lack of motivation in learning English, students study at private school and they feel that learning English is difficult, in this case, student get over generalization in making a sentences.

C. Surface strategy Taxonomy

According to Dulay there were omission, addition, misformation, misordering. In order to know which types of the errors belong to, it is important to show the wrong sentences. They were 158 errors. 115, 73% errors in omission, 10, 6% errors in addition, 7, 5% errors in misformation, 27, 18% errors in misordering. The examples of the students' errors and type will be described below:

a. Errors ommission

$$\sum \frac{(X)}{N} = N (X) \times 100\%$$

$$= \frac{115}{158} \times 100\%$$

$$= 73\%$$

b. Addition

$$\sum (X) = N (X) \times 100\%$$

$$= 9 \times 100\%$$

$$= 158$$

$$= 6\%$$

c. Misformation

$$\sum \frac{(X)}{N} = N (X) \times 100\%$$

$$= \frac{7 \times 100\%}{158}$$

$$= 5\%$$
d.
$$\sum (X) = \frac{N (X)}{N} \times 100\%$$

$$= \frac{27 \times 100\%}{158}$$

$$= 18\%$$

Descriptions:

a. Errors in omission

Omissions errors are characterized by the absence of an item that must appear in a well – formed sentence. These errors are influenced by absence of grammatical morphemes in a certain construction. The errors of omission based on the data obtained were found as follow:

- 1. When to Jatim Park Malang for picnic?
- 2. Who went to Jatim Park Malang?
- 3. Went to jatim park malang for picnic?
- 4. Where student go picnic?
- 5. Our school went to jatim park malang?

The target languages are:

- 1. Who did go to Jatim Park Malang
- 2. Who did go to Jatim Park Malang
- 3. When did they go to Jatim Park?
- 4. Where did the student go picnic?
- 5. When did our school go to Jatim Park Malang?

In the examples above, the students are mostly omit the auxiliary verb in making WH- question in interrogative form. Students make the sentences based on their Indonesian translation style without obey the rule of English grammar.

b. Errors of addition

Errors addition characterized by the present of items which must appear in a well- formed sentence. Based on the data obtained were found as follow:

- 1. How do you to rice went to jatim park?
- 2. First our teacher market the rolls and the students in the?
- 3. What did by do?
- 4. What played they <u>play</u>?
- 5. When they our school went to jatim park malang?
- 6. When go to went to jatim park malangfor picnic?

The target language are?

- 1. How did you go to Jatim Park malang?
- 2. How did you go to Jatim Park malang?

- 3. What did they do in jatim park?
- 4. What did they play/ do in park?
- 5. When did they go to malang?
- 6. When did they go to jatim park?

c. Errors of misformation

Errors of misformation are characterized by the use of wrong form of the morpheme or structure. These errors occur when the student supplies something although it is incorrect. The errors of misformation based on the data obtained were found as follow:

- 1. Who some played crieket
- 2. What the student <u>arided</u> at park?
 The target languages are:
- 1. Who did play cricket?
- 2. What did they do in jatim park?

d. Errors of misordering

Misordering errors is characterized by the incorrect placement of morpheme or group of morphemes in utterences. The examples were as follow.

- 1. What did by do?
- 2. What play did they?
- 3. What played they play?
- 4. What by they went to jatim park?

- 5. Where they are picnic?
- 6. Who picnic to jatim park?
- 7. Last Friday our school will where?

The target languages are:

- 1. What did they do?
- 2. What did they play in park?
- 3. What did they play in park?
- 4. How did they go to jatim park
- 5. Where did they go picnic?
- 6. Where did our school go to picnic?

D. Discussion

If people want to get information clearly, they have to use interrogative sentence appropriately when ask about something. Absolutely, people ask about something with unclear meaning, listener can not answer and give information based on his/or her question. Listener will be confused what their meaning is.

The result of this research have been known concretely after doing the test and analysis it; the writer is able to know the grammar errors made by Mts Ma'arif pare in making interrogative sentences. it can be noted that more than a half of errors produced by the subject of the study are in the type of omission errors. The students are considered as the beginner level in learning their second

languages. Because of learning interrogative sentences appropriately is important to get clear information and interpretation, it is need grammar rule to be learn.

In this case, to answers the first research question, researcher uses the test as instrument to collect the data. Researcher categorizes the grammatical errors in interrogative sentences in table of errors. Almost of students tend to omit "did" as auxiliary in making interrogative sentences in past form. (See appendix 1). Grammatical errors omit is also regarded as most frequent errors produced by the eighth graders of Mts Ma'arif Pare Kediri. It means that the students in this stage still find difficulty to construct the correct interrogative sentences. Therefore, they also feel hard in using verb form when will use in present or past. Researcher have discussed before that interrogative sentences in past form in using verb1.

Researcher also refers to the result of interview which shows that the students are still confused in making interrogative form based on grammar. Except using table of checklist to know the cause of errors, researcher also interview with the teacher to know the causes of errors. They are more emphasizing in translating into Indonesian style. The result of interview is some students do not know yet the correct grammatical rules. They lack of motivation because they feel that English is difficult to be learned. In learning English, writing skill and spelling are different. In fact, making errors can not be separated from learning process such as, English language learning. Here, researcher use Richard's theory in describing causes of errors. From analyzing the errors in finding research, the result of errors in making interrogative sentences are similar

to Richard theory, the theory is in chapter II whereas the finding in chapter IV. According to him, the causes of errors are from over- generalization, ignorance of restrictions, incomplete application rules and false concept hypothesis. Researcher gives one of students errors based on the result analysis. When did they went to picnic?

Beside the causes of errors, researcher use surface strategy taxonomy in analyzing this research. Based on Heidi C Dulay theory, Researcher concludes that students frequently produced errors in omission, addition, misformation and misordering. The findings are similarly with his theory. Such as: where they go to picnic? (see more in finding description)

E. Teacher strategy to teach interrogative sentences

Researcher tries to answer the third research question by using observation and interview. Researcher observes the class activity at july 9th 2011. Actually, teacher can give material clearly and patiently. She use the topic based on material. When the students did not understand about the material they will ask to the teacher. Teacher also gives feedback if students produce the errors. For the passive students, teacher give little motivation and do not continuous the next material until they understand the first material.

The teacher strategy to overcome the student's error in asking question was by giving students task in small grouping. This technique has benefit, such as teacher can monitor which are active and passive students. Here, the teacher gave assignment to the student; she asked them in answering question. The next assignment will be discussed by the student's grouping; therefore, teacher knew the student's weakness and difficulty of English mastery in interrogative sentences. By this technique student are motivated to do the best. But this technique do not so success maximally, there are many passive student that depend on active student in doing assignment. Teachers giving students explanation deeply, in order that they can use the function of WH question and yes no question.

Beside, teacher give feedback when student make errors in their answer true or false based on English grammar. Teacher gives strong motivation that English is easy to be learn, so do not fell confuse and difficult to learn English. Teacher always gives motivation drilling to the passive student until they have understood the material. Teachers will not continue the next material if students do not understand what material that teacher given.

After conduct the class activity and give the test. Here, the result of test frequently has errors in making interrogative sentences. Based on observation above, actually Mrs. Yayuk as English teacher of Mts Ma'arif is good in explaining the material. She said that: actually students which are study between private school and public school are very different. In this case, Mts Ma'arif Pare has a lot of errors in grammar especially in making interrogative sentences. First students who learn in private school are lack of motivation and competitiveness. They learn English is just for learn in the class, although they don't understand

the material. In this case, active students that have strong intention in learning English is sometimes disturbed. Second. Students who studies in public school are very motivated by them self; they have full intention to study English appropriately. They feel that study in public school have to concentrate and get good score to be success. It is caused that many of competitor in public school. Students feel unconfident if they do not study seriously. Due to learning in public school is to do their best learning.⁴⁰

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⁴⁰ Interview, Mrs Yayuk, july 16th. 2011.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion based on the results and discussions in the previous chapter. This chapter also presents suggestions for English teacher and future students.

A. CONCLUSION

- 1. After using test as the instrument of the research in the first research question, researcher classify the sentences produced contained a lot of grammatical errors. There were 6 kinds of grammatical errors in interrogative sentences.
 - a. Errors using auxiliary for yes/ no question
 - b. Errors for using question words in WH question
 - c. Errors in using auxiliary in WH question
 - d. Errors in using verb form in WH question
 - e. Errors in using how
 - f. Errors in using auxiliary in how question form

.Fifty hundred and sixty nine (569) grammatical errors of various kinds were found: They were classified as follows: 186 or 33% errors using auxiliary for yes/ no question, 83 or 15% errors for using question word in WH question, 107 or 19% errors in using auxiliary in WH question, 127 or 23%

- errors in using verbs from in WH question, 43 or 8% errors in using How, 23 or 4,0% errors in using auxiliary *How* question form.
- Researcher uses the result of test/ table of checklist and interview to answer 2. the second research question. To know the frequent of errors, it can be concluded that the students produced a lot of errors, exactly in using auxiliary verb in making yes/no question, WH question and verb form. Researcher found the cause of errors by using checklist is appropriate with Richard's theory. Based on interview, Students have still difficulties in mastering grammar, especially how to make interrogative sentences of yes/ no and WH question appropriately. Understanding interrogative sentences appropriately can make a question clear and understandable. Mrs Yayuk actually teaches English clearly and patiently. But, why the students still have many errors in learning English or in making interrogative sentences. She said that Students which are study between prepatory school and public school are very different. First students who learn in prepatory are lack of motivation and competitiveness. Second, student who studies in public school are very motivated by them self; they have full intention to study English appropriately. It can be conclude that, it is probably caused by the fact that they study in private school, so they are lazy to learn English. In contrast, students who study in state school, usually have full motivation and spirit to get the target of the study.

3. Based on interview on july 16th 2011 and observation at june 20th 2011, researcher tries to answer the third research question. Mrs. Yayuk as English teacher of Mts Ma'arif said: The strategy that Mrs. Yayuk use in teaching interrogative sentences is by giving small discussion in grouping, teacher gives small task and gives feedback when student making errors, teacher gives strong motivation that English is easy to learn, so do not fell confuse and difficult to learn English. Teacher always gives motivation drilling to the passive student until they have understood the material. As a result, one of success strategy is making small grouping to make easy for student to acquire the lesson deeply with their friends. This strategy is used by the teacher very often. Based on observation, the teacher can give explanation clearly and patiently. Teacher gives the task in LKS that consist of interrogative sentences in small grouping.

B. SUGGESTION

After conducting research, there are many suggestions for teacher and students:

1. For teacher

a. After analyzing the students' grammatical errors, the result is useful for teachers. Because, teacher have known what are the errors commonly appear. Teacher should teach English related to the grammar material and more easily understood explanation by reviewing the material that

- student didn't understand. In order to make the students more interested in learning English.
- b. Teacher should often give more exercise in grouping in order to make discussion more easily and clear explanation.
- c. Because of students seems not quite understood how to make interrogative sentences based on pattern in past and present form, as teacher should give more exercise in applying grammar.
- d. English teacher pay more attention to the problem and gives more emphasize on their teaching English grammar.
- e. Teacher should monitor the passive student and give drilling for them.

 She should give feedback when they are wrong. By giving comments and suggestion, teacher should more effective in teaching method to the next semester.

2. For students

- a. In learning second language students have to bring dictionary.
 Therefore, students will easy to comprehend the difficult vocabulary.
 Or they can make a list what are the difficult words they have.
- b. Students must pay attention when teacher gives explanation and more practicing with their friends after teacher gives explanations.

c. Students should spend more time in learning grammar. They should have many practices, which can help them to get understanding in interrogative sentence. They have to open when they have problem in learning. Therefore students understand how to use English based on proper grammar.

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