

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 examined on September 13th 2011 and approved by the board of examiners.

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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.

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

C. OBJECTIVES OF THE STUDY

Based on problem of study, the writer intends:

1. 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

REVIEW OF RELATED LITERATURE

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.¹¹ 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

2. Yes/ no question

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

E,g (+) Ayu is studying
 (?) is Ayu studying?

¹⁷ Edward Finegan, *op. cit.*, p. 165

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

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

Q.W+ do/does+ S+ verb1+ O? ²⁰

Yes/ no form

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

e.g: - do you live near here?

- What time does the film begin?

²⁰ Ibid. p.3

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 form 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

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

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

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

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 “lapses” 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

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 world 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

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

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.

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- taked, 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, theyselves, 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, misinformation, 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 or 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

- What is the objective of teaching grammar at MAN Sumenep?
- What are the topics covered in teaching grammar at MAN Sumenep?
- What is the technique of teaching grammar at MAN Sumenep?
- What is the technique of evaluation used in teaching grammar at MAN Sumenep?

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:

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

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

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.

1. Classifying the errors

- Errors in using auxiliary for yes/ no question
- Errors in 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
- Errors in using auxiliary for making *how* question

Table of errors sentences

NO	Question sentences	Linguistic categories			
		Omission	Addition	Misformation	Misordering

[illegible]

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 is necessary, advisable, permissible, possible, or probable, and in 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

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.

1. 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

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 thought 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 below. 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

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 play?
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 malam?
2. How did you go to Jatim Park malam?

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, misinformation 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

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.

2. Researcher uses the result of test/ table of checklist and interview to answer 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 preparatory school and public school are very different. First students who learn in preparatory 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 feel 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

- 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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