CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the study, the statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key term.

A. BACKGROUND OF THE STUDY

Language is one of the important things for human being used as a means of communication both written and spoken as Harold Palmer states: *Language is the medium by which thought are conveyed from one person to another*.\(^1\) In this case, language can function as an interaction and transaction. As in an interaction, language is used to make a contact with other people. As a transaction, language is used to do for doing business and communicating in education.

Education in Indonesia regards English as one of the compulsory subjects from Junior High School up to University. English is compulsory for all students in any level from first class till third class of Junior and Senior High School, students are expected to master their English orally and in written.

In teaching and learning process generally there are some aspects which can not be separated. They are the students, the teachers, the materials, the objective of instruction, the method and the medium. To measure the result of English teaching activity we need some media. One of the media that influences the English teaching and learning activity is test or evaluation. The evaluation is the effort which is done to determine whether the educational objective and instructional objective have been reached or not.\(^2\) The teacher needs to check whether the students have acquired the materials which have been explained, the advantages and disadvantages of his or her teaching process. By giving the test,

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\(^2\) Nana Sudjana, *Dasar – dasar penilaian hasil belajar* (Jakarta: CV Cera Jaya, 1982), p.9
the teachers can get the feedback of all his or her instructional program, students’ achievement on what he or she taught and the process of delivering the materials.

Based on the explanation above, it can be said that there is learning activity, there is teaching activity, and the success of learning activity depends on the success of teaching, the success of teaching can be measured by giving test or evaluation on materials explained.

In the process learning a language, there are grammar components: such as phonology, syntax, and so on which should be acquired by any of those who learns language, so they can use language clearly, accurately, and effectively especially for using the skill in expressing their ideas. The ideas is usually expressed through words. When speaking or writing most people fit these words into a basic organization called a grammar. Swan defined grammar as “the rules that say how words change, to show different meanings and how they combine into sentence.” Meanwhile, Penny Ur defined grammar as “the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.

Grammar plays an important role in teaching a foreign language. It is part of discourse, an essential feature of reading, speaking, and writing and it is difficult to separate in any clear cut way from vocabulary. Therefore, grammar is considered as a compulsory subject that must be taught to every language learner.

Grammar is a description of the way language works. The parts of grammar such as syntax (form), semantic (meaning) and pragmatic (use) work together to enable people to communicate through language. With grammar they can communicate their message clearly and precisely. So, the effective communication would be seriously impaired without an ability to put grammar to use in a variety of a situation.

In talking about grammar, there are so many significant parts that should be learnt by the students such as tenses, Preposition and degrees of comparison,


etc. But in fact, although some students have learnt grammar completely, they still find difficulty to distinguish the usage of each function. As a result it will lead them to produce many mistake in their learning. To avoid the mistakes again, the learners should improve their English skill. One of the to improve their English fluently is by expressing their idea in daily activity. To make clear about indication of time the learner should use properly of tense. And to express the comparison of something the students have to use suitable degree of comparison. Meanwhile, to avoid misunderstand in expressing about the place and time the learners should use correct preposition.

Due to the important of English aspects such as tense, degree of comparison and preposition in daily English conversation, it makes the students must be able to use these aspects correctly. Although many of the students commonly make mistakes in their learning but is logically acceptable. As John Norrish said “it is natural for students as human being to make errors, even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves.” 5 The teachers should be aware of those mistake and do something to avoid them by doing some correction. The mistake they made should be regarded as a necessary part of learning language and the process of improving the mistake is clearly creative one. One of the strategies to prevent the students from making the same mistake is by analyzing the learner’s mistake itself. In this case, the writer wants to analyze the common mistake made by students in their grammar especially about tense, Degrees of comparison and preposition. Because almost all the students use its grammar to express their idea everyday.

Based on the above statement, it is very important for the learners to avoid the mistake of using grammar in daily activity.

B. STATEMENT OF THE PROBLEM

Based on the background of the study described above, the writer is interested in analyzing the common mistake made by the second year students of Mts Almunawaroh (Islamic Junior High School) in grammar. These mistakes are taken from the Summative test. The writer would like to formulate the problem as follows: “What are the common students’ mistakes in learning grammar made by the students of second year at Mts (Islamic Junior High School) Almunawaroh?”.

C. OBJECTIVE OF THE STUDY

In line with the statement of the problem stated above, the purpose of the study is to analyze the common students’ mistakes in learning grammar made by the students of second year at Mts Almunawaroh. Moreover, it is very essential that the teachers know the grammar and mistakes commonly made by the students. Not only will it provide feedback for improving the teaching techniques but also it can lead to the implication of the mistakes on English language teaching. The writer hopes that this study will be useful for both teachers and students to study harder in order to avoid making mistakes.

D. THE SIGNIFICANCE OF STUDY

The result of the finding is expected to provide useful information about the common mistakes made by the students in learning grammar at students of Mts Almunawaroh West Jakarta. Besides, this finding can contribute to two groups of people such as English teacher and further researcher.

For the English teacher, by analyzing the common mistakes made by the students of Mts Almunawaroh. Moreover, it can improve the quality of her/his teaching strategies. Finally, it makes the students easy in learning grammar.

Moreover, for further researcher, this finding can be the basic consideration to enrich the further researcher’s knowledge to conduct the further study.
E. THE SCOPE AND LIMITATION OF THE STUDY

The scope and limitation of the study will focuses on an analysis the common students’ mistakes in learning grammar made by the students of second year at Mts Almunawaroh. The explanation will serve in the highest percentage of mistakes only in Tenses, Degree of Comparison and Preposition.

F. DEFINITION OF KEY TERM

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. **Students Mistakes** refers to the second year students of Mts Almunawaroh feel ambiguity and also misunderstanding in using English grammatical aspects, especially in using English tenses, Degree of Comparison, and Preposition.

2. **Madrasah Tsanawiyah** is an Islamic Junior High School under the supervision of the religion Department while the Mts Almunawaroh stand for the private institution that organized under the administration of the Almunawaroh educational institution.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter reviews the related literature to support the title of this study discuss. It includes, A. Evaluation (Description of the test, Validity, Reliability, Usability), the function of test, type of test. B. Students mistakes (Definition of mistake, cause of mistake, and the goal of mistake analysis). C. Grammar with consist of Definition of grammar, the purpose and the role of grammar in language learning, some common mistake in learning grammar, (Tense, Comparison, Preposition).

A. EVALUATION

Evaluation is a set of activities used to gain, analyze, and interpret data about the students’ progress and learning outcomes that are done systematically, so that the result will become meaningful information for decision making. It is also used in variety of what, by whom, and for what purpose. In this term is concern with evaluation of language programs especially by those involved in teaching-learning. A language program evaluation sets out to establish the merits, limitations, and overall effectiveness and impact of curriculum as it is actually realized in teaching-learning experiences.6

The evaluation of learning progress are intended to (1) get information about students’ learning progress, (2) obtain feedbacks for improvement of teaching learning strategies. While, the evaluation of learning outcomes is intended to measure the achievement of the instructional objectives at the end of six months terms, a year, or a program of junior high school. Besides, evaluation in educational context should be systematic and under taken according to certain guiding principles using carefully defined criteria.7

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There are two types of evaluation that usually used in the school; they are formative and summative evaluation. Formative evaluation is an evaluation which is done after finishing one or two materials have already taught. And today’s, formative is well known as block examination. Meanwhile, summative is an evaluation that is done per six months terms. Besides, two types stated above, there are other evaluation that used to know the students’ improvement, such as performance, paper, portfolio, attitude evaluation, and so on.

Meanwhile Gronlund defined the evaluation is a systematic process of determining the extend to which instructional objectives are achieved by a students.8

In more detail Tjokrosoedjoso stated that the evaluation is an activity that is conducted to gain, analyze, interpret the data about the process and the achievement of the students in a teaching and learning process, that is conducted systematically and continuously.9 By giving and organizing the evaluation, a teacher can measure the success of teaching and learning process and the teacher know what must be repaired and know whether his/her teaching was success or not.

The evaluation process includes both measurement and non measurement techniques for describing changes in the students’ performance as well as value judgment concerning the desirability of change. According to 1994 curriculum, evaluation is a set of activity used to gain, analyze and interpret data about the students process and learning outcomes that are done systematically and continuously so that result will become a meaningful information for decision making.10 The evaluation can not be considered as the successful evaluation if it can not give the good outcomes. So, the good evaluation is the test which can

9 Ibid., p.17
measure the teaching and learning success conforming to the degree of educational purpose and which can form good outcomes.

1. Description of the Test

Test and evaluation are not necessarily considered to be different because the two terms are closely related to the same thing in teaching learning activities. Test is part of evaluation and is an integral part of the instructional program.

Test is defined as a systematic procedure for observing and describing one or more characteristics of a person with the aid of either a numerical scale or a category system.¹¹

The test or evaluation can be said as the good test if it has the certain qualifications or the certain characteristics. Meanwhile, the characteristics of good test are:

a. Validity

Validity is often defined as the degree to which measuring instrument actually serves the purposes for which it is indented. A scholastic aptitude test is valid measurement of scholastic aptitude if it truly measures scholastic aptitude.¹²

According the explanation above, the writer can conclude that the test can be said to be valid if the test given is suitable with the level of testees, and conform to the material given and truly can measure the learning outcomes.

b. Reliability

Reliability is a necessary characteristic of any good test. According to J.B. Heaton said “If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions), then, to extent that it produces different results, it is not reliable.”¹³ Its means that reliability refers to the consistency of scores obtained by the same persons when

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¹³ J.B. Heaton, Writing English Language Test, (New York : Longman Inc, 1988) P.162
reexamined the same test on different occasion, or with different sets of equivalent items or under variable examining conditions. In other hand, the writer can say that the test is reliable if the test can direct the stable result.

c. Usability or Practicality

Usability may be available in more than one form at more than one grade level. It may be easy to administer properly and to score, or have scored, quickly. Meanwhile, Thorndike, R.L. and Hagen, H.P. said that “Practicality is concerned with a wide range of factors of economy, convenience, and interpretability”.\(^{14}\) So, the usability or practicality in the test is the cost efficiency and the time or administrative effectiveness.

2. The Function of Test in ELT.

Generally, the test has some functions as follow:

a. As the determiner of student’s growth development.
b. As the determiner of method and curriculum success.
c. As the determiner of student’s preparation.
d. As the determiner of student’s aptitude.
e. As the input giver to be the basis for organizing the method and the curriculum improvement.\(^{15}\)

Meanwhile, according to Anthony J. Nitko the function of the test, are to be the:

1. Design to provide information about an individual, this need not be so always.
2. Design to determine whether their school systems have attained certain set goals.
3. Design to assess groups rather than individuals is the National Assessment of Educational Progress.\(^{16}\)


\(^{15}\) Soekemi, Pengelolaan Pengajaran Bahasa Inggris II : Kedudukan Evaluasi dalam Pengajaran Bahasa Inggris dan sifat – sifat Tes yang digunakan, (Jakarta : UT Depdikbud, 1999), p.4.2-4.5

\(^{16}\) Anthony J. Nitko, Op. Cit, p.6
In her book “A course in Language Teaching: Practice and Theory”, Penny Ur stated that the tests may be used as a means to:

a. Give the teacher information about where the students are at the moment, to help decide what to teach next;
b. Give the students information about what they know, so they also have an awareness of what they need to learn or review.
c. Assess for some purposes external to current teaching (a final grade for the course selection);
d. Motivate students to learn or review specific material.
e. Get a noisy class to keep quiet and concentrate.
f. Provide a clear indication that the class has reached a ‘station’ in learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole.
g. Get students to make an effort (in doing the test itself), which is likely to lead to better results and feeling of satisfaction.
h. Give the students tasks which themselves may actually provide useful review or practice, as well as testing.
i. Provide students with a sense of achievement and progress in their learning.17

The test also has the value in learning and teaching process, whether:
a. Helpful to obtain measures of the instructional process as well as the products of instruction.
b. Suggest various kinds of instructional process constructs and variables and how they might be measured.
c. To help an assigning grades to the students
d. Provide feedback for the students about their learning.
e. Provide feedback to the teacher as well as to the students information about how well students have learnt and how well the teacher has taught.
f. Serve as motivations for the students to study.18

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17 Penny Ur, A Course in Language Testing; Practice and Theory (Cambridge; Cambridge University Press, 1996) p.34
18 Ibid., p.17-19
According the explanation above, the writer can conclude that the main functions of the test are as the feedback for teachers – students – parents and as the motivator for the students to increase their study and for teacher to repair their method and technique in teaching. The test is also used to improve the quality of teaching and learning activity.

3. Type of Test
There are two types of test, namely:

a. Formative Test
It’s concerned with judgments made during the design and/or development of a program which are directed toward modifying, “forming” or otherwise improving the program before it is completed.

b. Summative Test
It describes judgments about the merits of an already completed program, procedure, or product.19

B. MISTAKE ANALYSIS
Mistake is natural part of language learning. This is true of development of child’s first language as well as of second language learning by children and adult. It will always occur although the best effort has been done, yet it still needs to be analyzed.

Mistake analysis is a process based on analysis of learner’s mistake in their process of second language learning. To analyze the mistake is not different to analyze of error. So, it has the same of process and method in procedure to analyze both mistake and error. Sharma wrote in his article “error analysis is defined as a process based on analysis of learner’s with one clear objective, evolving suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.”20


Mistakes’ analysis has methodology involving some procedures such as collection of a sample of learner language, identification of the mistakes, classification of the mistakes, explaining the mistakes and evaluating the mistakes. Because of the same of methods, the writer use the steps of mistakes analysis as the Corder suggests the steps in error analysis research. The following are the steps of mistakes analysis:

a. collection of a sample of learner language
b. Identification of mistakes.
c. Description of mistakes
d. Explanation of mistakes
e. Evaluation of mistakes

1. Definition of Mistake

Error and mistake are not the same. But most the people still misunderstand about the definition of both. To more clarified between error and mistake, Hubbard et al said” Error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and mistake caused by temporary lapses or memory, confusion, slips of the tongue and so on.21

Another way to differentiate between error and mistake is if the learners can correct themselves, It is probably mistake. If they can not, it is an error. Every learner has a different type of making mistakes. But the most common mistakes that the learner make are:

a. Omitting grammatical morphemes, which are items that do not contribute much to the meaning of sentences such as she hit car
b. Double marking a semantic feature (e.g. past tense) when only one marker is required such as She did not went back
c. Regularizing rules, as in womans for women

d. Disordering items in constructions that require a reversal of word order rules that had been previously acquired such as *What you are doing?*

2. **Cause of Mistake**

Mistakes occur for many reasons. One of the strategies to prevent students from making the same mistake again is by looking at causes of mistake itself. The cause of mistake is not different with cause of error. So, the writer take the statements of Corder as he claims that there are three major causes of error arise in second language learning. These errors are transfer errors, analogical errors and teaching induced errors.\(^{22}\) Corder use the same categories but give them different name, they are mother tongue interference, overgeneralization, errors encouraged by teaching material or method.\(^{23}\)

a. Mother tongue interference

Skinners definitive statement of the behaviorists theory of language learning hold that if language is essentially a sets of habits, then when we try to learn new habits the old ones will interfere with the new ones. This is what is called “mother tongue interference”. In the classroom the old habits must be drilled out and a new set of responses must be learnt. The notion of mother tongue interference as a main contributor to error in learners’ use of foreign language is related strongly to this particular view of how human beings learn a language.\(^{24}\)

Young children are able to learn a foreign language quite easily and to reproduce new sound very effectively, most older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

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\(^{22}\) Peter Hubbard, Op.Cit,p.140  
\(^{23}\) Ibid p. 140  
b. Overgeneralization

Generalization is of course, a fundamental learning strategy in all domains, not only in language. In order to make sense of our world we allocate items to categories; on the basis of these categories, we construct ‘rules’ which predict how the different items will behave.

c. Teaching induced errors.

Mistakes in second language learning may appear to be induced by the teaching process itself. In this term the method and the material that used by the teachers can lead the learners to make faulty hypothesis about the language.

3. The Goal of Mistakes Analysis

Knowing the students’ mistake enables the teacher to give the remedial and may change the way of teaching. One of the goal mistakes’ analysis is to provide the feedback value for the teacher.

When researcher conducts an error analysis, he must have at least one goal to achieve, as Rebecca M. Valette said: “One of the goal of mistake analysis is to reveal learners’ strategies and to help in the preparation of more effective learning materials. Another goal is to classify the type of mistakes and identify those which under communication, as well as those which native speakers find difficult to tolerate”.

C. GRAMMAR

1. Definition of Grammar

For most people, the essence of language lies in grammar. It enables us to make statements about how to use our language.

Cobbett wrote:

Grammar …. Teaches us how to make use of words. That is to say, it teaches us how to make use of them in the proper manner… to be able to choose the words, which ought to be placed, we must be acquainted with certain

principles and rules, and these principles and rules constitute what is called grammar. (Cobbett, 1819)\textsuperscript{26}

On the recent dictionary of linguistic terminology, grammar is

1). An analysis of the structure of the language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker’s knowledge (a competence grammar). A contrast is often drawing between descriptive grammars, which try to establish rules of the correct use of language in society.

2). An analysis of that structural property which define human language (a universal grammar).

3). A level of structural organization, which can be studied independently of phonology and semantic.\textsuperscript{27}

According to Penny Ur defined grammar as “the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.”\textsuperscript{28}

Grammar represents one’s linguistic competence grammar therefore includes many aspects of linguistic knowledge; the sound system (phonology), the system of meaning (semantic), the rule of words formation (morphology), the rules of sentence formation (syntax) and the vocabulary of words (lexicon).

The knowledge of grammar is very important to express what we want to say and interpreting correctly not only the basic meaning of what someone has been said but also to force the utterance of piece of writing.

2. The purpose and role of grammar in language learning

The reason second language learners need to learning grammar is that it provides some general and systematic guidance on the structure and syntax.

\textsuperscript{26} David Nunan, Second Language Teaching and Learning (New York ; Heinle & Heinle Publisher, 1999), p.96

\textsuperscript{27} Ibid,p.96

\textsuperscript{28} Penny Ur, Grammar Practice Activities ; A practical guide for teachers (Cambridge University Press 1998). P. 4
In second or foreign language learning and teaching, the communicative competence theory proposed by Canale & Swain (1980) is the most commonly espoused and relevant. They depicted communicative competence according to four areas of competence. The first is grammatical competence or linguistic competence. It includes the mastery of the language code such as lexical items, rule of words formation, sentence formation, literal meaning, pronunciation, and spelling. It aims at achieving accuracy, that is, to grammatically correct forms to express the message. The second line is the sociolinguistic competence. It indicates the mastery of appropriate language use in different social contexts, with emphasis on appropriateness of meanings and forms. The third is Discourse competence concerned with ability to combine grammatical form and meaning in order to produce unified oral and written expression. Finally, Strategic competence is ability to use verbal and verbal communication strategies to fill gaps and improve effectiveness of communication.29

From the statements above, grammar aspect is very important in communicative competence when we communicate with other people. Grammar used to interpret and convey literal meaning of utterances.

4. Some Common Mistakes in Learning Grammar

Grammar deals with words and their relationship to each other. It includes discussion of the form of the words, and the use of phrases, clauses, and sentences, their tenses and cases. Because of its complexity it is logical if there are many students who make many mistakes in learning grammar.

Based on the experience of some English teachers and lecturers and based on the studies done by some English students among other areas of grammar that the learners usually make some mistakes, are:

a. Tenses
b. Comparison
c. Preposition

In this skripsi, the writer tries to analyze the student’s grammatical mistakes in summative test. The test has 3 grammar areas, they are: Tenses, Preposition, Comparison. Beside that, in each of items not only grammar but also there is vocabulary item, reading comprehension, composition, and grammar.

A. Tenses

Tense indicates the time of the action or date expressed by a verb. The three divisions of time—past, present and future are shown by six tense in English. The three primary of simple tense are; the present tense, the past tense and future. The other three are secondary or compound, tense: the present perfect, the past perfect and the future perfect.

1. Present tense. The tense indicates that the action or condition is going on exist now. E.g.,—She hits the ball
   - The sun rises from the east.
2. Past tense. This tense indicates that the action or condition took place or existed at some definite time in the past.
   - I saw the man yesterday.
   - The winter of 1955 was cold.
3. Future tense. This tense indicates that the action will take place, or that a certain or condition will exist, in the future.
   - He will go with you tomorrow.
   - I shall be better prepared at that time.
4. Present Perfect. This tense indicates that the action or condition was begun in the past and is completed at the present time. The time is past but it is connected with the present and the action or condition may possibility still be going on. The present perfect tense presupposes something in present.
   - You have been very ill.
   - I have studied for two hours.
5. Past Perfect. This tense indicates that an action or condition was completed at time now past. It indicates action “two steps back”. That is, the past perfect
tense presupposes action or condition expressed in the past tense to which it is related.

- He had worked in Department store for two year.
- He had stayed at that apartment for over a year.

6. Future Perfect. This tense indicates that an action or condition will be completed at a future time.

- I shall have gone by that time.
- The snow will have melted before you arrive.

Common students’ mistakes in tense as follow:

1. Inconsistent tenses:
- Her stepfather often comes to see her. One day he asked her…’(wrong)
- Her stepfather often comes to see her. One day he asks her.’ (correct)

2. The Use of the present continuous instead of the present simple:
- The atmosphere is tense and the author is still intensifying it with words like’(wrong)
- The atmosphere is tense and the author intensifies it further with words like…” (correct)

3. The Use of the present tense instead of the present perfect:
- Jim and Crystal Styan live in a log cabin by a river for five years’(wrong)
- Jim and Crystal Styan have lived/have been living in a log cabin by a river for five years’(correct)

B. COMPARISON

Comparison is the change in the form of an adjective or adverb to indicate greater or smaller degrees of quantity, quality or manner the change is indicates by ending – er, -est, or by the use of adverbial modifiers more, most, less, least. The three degrees of comparison are positive, comparative and superlative.

1. Positive degree. The first of simple form of an adjective or adverb shows no comparison, e.g. Firman is tall.

2. Comparative degree is used to show relationship between two persons, object or ideas.
e.g. Firman is a less skillful player than Hassan.

Than is used to connect the two entities that are being compared.

There is common idiomatic expression in English that uses two comparative forms together.
e.g. I will come as early as possible.

The sooner the better.

3. Superlative degree is used to show among three or more.
e.g Hassan is the tallest one in his family.

Besides the three forms comparisons that are irregular comparative and superlative forms, such as:

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>better</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
</tr>
<tr>
<td></td>
<td>best</td>
</tr>
<tr>
<td></td>
<td>worst</td>
</tr>
</tbody>
</table>

**Common students’ mistakes in degree of comparison**:

- Budi is tall than Iwan.(wrong)
- Budi is taller than Iwan.(correct)
- The Black car is beautiful than Blue car.(wrong)
- The Black car is more beautiful than Blue car.(correct)

C. Preposition

Preposition is one of the language components which connecting words in English. They are connecting words that show the relationship between the nouns following them and one of the basic sentence elements, such as subject, verb, object or complement. There are some types of prepositions, such as:

1. Preposition of time

Preposition of time may introduce not only adverbial prepositional phrases, as in those just given, but they may also introduce adjective phrases that modify nouns of pronouns.
The meeting on September 16 has been canceled.
The meeting at five o’clock has been canceled.
The meeting in September has been canceled.

2. Preposition of Place or location
There was no one inside the house. (inside emphasize the containment)
Put the dishes on the table (on indicates the surface of something – a floor, a wall, a ceiling, a desk, a street)
He is at school (at refers to a general vicinity. Mere presence at a place is indicated), at is also used for addresses with street numbers – He lives at 20 taman Cilandak.

Common students’ mistakes in preposition:

1. *at* after ‘come’:
   - They come at home’ (wrong)
   - They come home’ (correct)

2. *with* instead of ‘to’:
   - Daisy is married with Tom’ (wrong)
   - Daisy is married to Tom’ (correct)

3. *to* instead of ‘with’
   - The problem I am confronted to (wrong)
   - The problem I am confronted with (correct)

4. *during* instead of ‘for’:
   - She has not seen her son during eight years’ (wrong)
   - She has not seen her son for eight years’ (correct)

5. *in* instead of ‘into’:
   - She only wants to get in her son’s room’ (wrong)
   - She only wants to get into her son’s room’ (correct)

6. *as* instead of ‘like’:
   - She felt as a stranger’ (wrong)
   - She felt like a stranger’ (correct)
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses about research method that used in his studying. It includes; the research design, population and sample, the research instrument, data and source of data, the technique of collecting data, and technique of data analysis.

A. The Research Design

The design of this study is descriptive Design in form of quantitative research about analyzing of students’ common mistake in learning grammar mane by the the second grade students of Mts Almunawwaroh. The descriptive study is designed to obtain the current status of phenomena and is directed toward determining the nature of situation as it exist at the time of study that is in Mts ALmunawaroh.

The research of the study was held at Madrasah Tsanawiyah Almunawwaroh which located on Jln. Kapuk Raya Rt 002/011 Gg. Masjid, Cengkareng West Jakarta. This study is aimed at describing about the types of students’common mistake made by the students’ of Mts Almunawaroh in learning grammar.

B. Population and Sample

The object of this study is Madrasah Tsanawiyah Almunawwaroh which located on Jln. Kapuk Raya Rt 002/011 Gg. Masjid, Cengkareng Jakarta Barat. The subject is the students of eight grades only. There were 50 students who studied in this class. They are consist of 23 Male class and 27 Female class. There is only one english teacher who taught English at Mts Almunawaroh, She is Herlina SF S.pd who teaches all of English class both Male and Female class.
C. Research Instruments

The writer used two research instrument in this study namely: documentation and evaluation.

Documents are used to gain the data about English teacher’s profile, the curriculum, and English text book that used by her in teaching English. They were taken by borrowing the school files. And the last instrument is evaluation. The writer used the material of test items comprise of (a) English tense, (b) degree of comparison, and (c) preposition to know how well the students have already mastered in learning grammar. And from the Summative Test the writer also want to know what types of common students’ mistake in learning grammar made by the second grade students of Mts Almunawwaroh when they answer the test.

D. Data and Source of Data

There were two kinds of data in this study. Firstly, the data about English teacher qualification or her educational background, curriculum and the English textbook that used by English teacher. And the last, the data evaluation was done by her students.

The data about the English teacher qualification or educational background, curriculum and English textbook were taken from English teacher’s documents and school files. And the data about types of students’ common mistakes in learning grammar made by the second grade students of Madrasah Tsanawiyah Almunawwaroh were derived from students’ answer sheets.

E. Technique of Collecting Data

The writer used two kinds of technique to collect the data. They are as follow, documentation and evaluation.

1. Documentation

This technique was also used to obtain the written data such as the qualification of English teachers, curriculum and English textbook. It was taken
by copying the English teacher’s documentation and school files about educational background of English teacher. The data can be seen in appendix.

2. Evaluation

Test was done to find out the types of students’ common mistake in learning grammar and to know how well the students have already mastered in learning grammar. The students’ worksheet consist of 30 items of multiple choice and 15 items of pieces of essay. The form of the test can be seen in the appendix.

F. Technique of Data Analysis

The raw data obtained through documentation and evaluation were analyzed in some ways as follow:

1. Data from Documentation

The data obtained from documentation covered qualification of English teacher, curriculum and English textbook that used by her teaching learning process. the writer analyzed if the English teacher had suitable educational background that has been studying at university in English department.

2. Data from Evaluation

The data obtained from the test used to know what types of students’ common mistake in learning grammar made by the second grade of students Madrasah Tsanawiyah Almunawwaroh. It gained from the students’ answer sheets. The writer analyzes each students’ answer from the students’answer sheet to find out the kind of students’ common mistake do most. And then the writer analyze the data that used distribution frequency relative which is described in the table percentage. In the table percentage the writer used formula as follow:

\[ P = \frac{F}{N} \times 100\% \]

P = Percentage
F = Frequency of wrong answer
N = Number of Sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the finding of the research based on the data gathered during the investigation. In line with the research problem, it presents and discusses the research finding that is the common students mistakes in learning grammar made by the second grade students of Mts Almunawaroh. The students’ common mistakes classify into: a) common students mistakes in using tense in term of present continues tense, present perfect tense and past tense, b) common students mistakes in using degree of comparison, and c) common students mistakes in using of preposition.

4.1 The Common Students’ Mistakes

Mistakes analysis is a process based on analysis of learner’s mistake in their process of learning English. To analyze the mistake is not different from analyzing of error. This is line with Sharma idea in his article stated that error analysis is defined as a process based on analysis of learner’s with one clear objective, evolving suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.

The second grade students of Mts Almunawaroh always face difficulties in learning English. The students’ knowledge in English often interfered by their first language systematic rules. This case became the basic factor faced by the students whether in understanding or in practicing of English language.

4.2. Data Description

As the writer explained in the preceding chapter, this skripsi has discussed the grammatical mistakes, which have been done by the second year students. He took the answer sheets to get data and the work sheets to analyze. The test covers 3 grammar areas which are broken down into 12 items. The three
materials are represented into the test items that will be shown in the table 4.1 below.

Table 4.1
Grammar Area and its represent in students test items

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar Area</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tenses</td>
<td>8, 32, 33, 35</td>
</tr>
<tr>
<td>2</td>
<td>Comparison</td>
<td>4, 20, 21, 39</td>
</tr>
<tr>
<td>3</td>
<td>Preposition</td>
<td>12, 14, 19, 18</td>
</tr>
</tbody>
</table>

Process from the students test items.

From the table 4.1 above, it show that there were 4 items that refers to tense namely, no. 8, 32, 33, 35. Meanwhile, there were 4 items which refers to comparison, namely items no. 4, 20, 21, 39. And the items no. 12, 14, 19 refers to Preposition.

4.3. Data Analysis

The next step is to analyze the result of data. The data analysis will be described as follows.

a. Tenses

The Common Students’ mistakes in using tense especially present continues tense, present perfect tense, and past tense.

Tense indicates the time of the action or date expresses by a verb. The three primary tense in this study stand for present continues tense, present perfect tense, and past tense.

Present tense indicates that the action or condition is going to on exist now. Present perfect tense indicates that the action or condition was begun in the past and is completed with the present and the action or condition may possibility still be going on.

The table 4.2 show the common students mistakes in using the tense made by the second grade students of Mts Almunawaroh
Table 4.2
Percentage of common students’ mistakes in using tense

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar Area</th>
<th>Number of Item</th>
<th>Percentage of Mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Present Continuous Tense</td>
<td>8</td>
<td>45 (90%)</td>
</tr>
<tr>
<td>2</td>
<td>Present Continuous Tense</td>
<td>35</td>
<td>29 (58%)</td>
</tr>
<tr>
<td>3</td>
<td>Present Perfect Tense</td>
<td>33</td>
<td>29 (58%)</td>
</tr>
<tr>
<td>4</td>
<td>Past Tense</td>
<td>32</td>
<td>24 (48%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4 Items</td>
<td>127 (63.5%)</td>
</tr>
</tbody>
</table>

The table 4.2 above described that the first item is a present Continuous Tense. There were 90% students choosing the wrong answer, in the second item is 58% students who made errors, those items show that the students are still confused at using the correct usage of present Continuous Tense. And in the third item there were 29% students who made errors in Present Perfect Tense. In the fourth item there was 48% Students who made errors in Past tense. So, the total percentage of mistakes is 63.5%.

b. Degree of Comparison

Degree of comparison is the change in the form of an adjective or adverb to indicate greater or smaller degrees of quantity, quality or manner. The change is indicates by ending – er, -est, or by the use of adverbial modifiers more, most, less, least. The three degrees of comparison are positive, comparative and superlative.

The table 4.3 show the common students mistakes in using comparison made by the second grade students of Mts Almunawaroh
Table 4.3
Percentage of common students’ mistakes in using degree of comparison

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar Area</th>
<th>Number of Item</th>
<th>Percentage of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparative</td>
<td>4</td>
<td>7 (14%)</td>
</tr>
<tr>
<td>2</td>
<td>Comparative</td>
<td>39</td>
<td>41 (82%)</td>
</tr>
<tr>
<td>3</td>
<td>Superlative</td>
<td>21</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>4</td>
<td>Superlative</td>
<td>20</td>
<td>17 (34%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4 Items</td>
<td>68 (34%)</td>
</tr>
</tbody>
</table>

The table 4.3 above described that there were 14% students who choose the wrong answer, in the second item 82% students who made mistakes, those items show that the students are still confused at using the correct usage of Comparison. And in the third item there were 6% students who made mistakes in Superlative. As For the fourth item there was 34% Students who made mistakes in Superlative. So, the total percentage of mistake is 34%.

c. Preposition

Preposition is one of the language components which connecting words in English. They are connecting words that show the relationship between the nouns following them and one of the basic sentence elements, such as subject, verb, object or complement.

The data of common students mistake in using preposition will be presented in the table of 4.4 below

Table 4.4
Percentage of common students mistake in using Preposition

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar Area</th>
<th>Number of Item</th>
<th>Percentage of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preposition of Place</td>
<td>12</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>2</td>
<td>Preposition of Place</td>
<td>14</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>3</td>
<td>Preposition of Place</td>
<td>19</td>
<td>2 (4%)</td>
</tr>
<tr>
<td>4</td>
<td>Preposition of Place</td>
<td>18</td>
<td>11 (22%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4 Items</td>
<td>14 (7%)</td>
</tr>
</tbody>
</table>
From the table 4.4 above shown that there were 2 % students that made mistakes in the first item and in the second item there were 0 % students choosing the wrong answer. In the third item there were 4 % students who made mistakes. The last item there were 22 % students who made mistakes. So, the total of percentage of mistake is 7 %.

D. Data Interpretation

After classifying the items into each grammar area and analyzing the percentage of mistakes in each item, the following table describes the sequence of grammar area based on its high percentage of mistakes.

Table 4.5
The sequence of grammar Area
Based on its high percentage of mistakes

<table>
<thead>
<tr>
<th>No</th>
<th>Grammar Area</th>
<th>Frequency of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tenses</td>
<td>127 (63.5 %)</td>
</tr>
<tr>
<td>2</td>
<td>Comparison</td>
<td>68 (34 %)</td>
</tr>
<tr>
<td>3</td>
<td>Preposition</td>
<td>14 (7 %)</td>
</tr>
</tbody>
</table>

In the table 4.5 above described that the most of the students make mistakes on Tenses with percentage of mistake is 63.5 %. It is very high percentage of mistake, because almost all students made mistake in this grammar area. Based on the percentage above, the teachers should pay more attention to this part. Besides their teacher said that the students still had low motivation to learning a foreign language. The second level of mistake is Comparison with percentage of mistake is 34 %. It is high percentage because their students are still confused at using of Comparison. The last level of mistake is Preposition with percentage of mistake is 7 %. It is the least percentage. But the teacher must try to eliminate or at least minimize the mistakes..
CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis and discussion in previous the chapters, the writer would like to conclude that most of students make mistakes in tenses (63.5 %). It is the highest percentage of mistake. The percentage of mistake in comparison is (34 %) while the lowest percentage of mistake is in Preposition (7 %). it means that the mastery of the students in tenses is still low or they have much difficulty in mastering tense.

When the writer held the research in this Madrasah, the writer found some problems in learning English subject. There are many factors which affect the students’ motivation in learning English. One of them is students being tired because the presentation of English lesson is in the fifth and sixth hour period. The students low motivation in reading English books and the condition of their families is one of the factors. Many of the students are of broken families. Sometimes the students didn’t go to school because they feel ashamed have not yet paid the school’s funds. Of course it makes the problem in teaching and learning process. Another problem is from the subject itself given by the teacher. Though teachers have used various methods, the activity of practicing English is still hardly done.

The last but not least problem is from environmental factor. A lot of negative factors are generated by the environment. For example, many friends give a very less support to motivate student to use English utterance especially in past tense verb. This factor also can influence the characteristics of the students who want to go forward. They are often bothered by the environment. For that reason the students motivation to practice their English becomes hindered.
Finally, the success of teaching and learning Grammar does not only depend on English teacher but also on the cooperative on between students’ parents and the school teachers. Although the teacher has done the best thing to improve the students’ skill in grammar, yet if the students’ parents and the society do not support, it will not reach the achievement.

B. SUGGESTION

At the end of this paper the writer would like to say that many students have problem with grammar. So, to the English teacher and to the students themselves, they should pay more attention to grammar, especially for the English teacher of the second class of Madrasah Tsanawiyah Almunawwaroh.

When the teacher of Mts Almunawwaroh teaches on tenses as the highest mistakes in grammar to her students, the teacher must explain the material in every single detail and also give more exercise to the students. So, that they really understand. The team who makes the test should make good items for every test.

Based on the conclusion above, the writer would like to suggest the following points:

1. Teacher have to be more active in motivating the students to be more relaxed in learning English and tell them that English is easy and not to be afraid of making mistakes, because that is process to gain success.

2. the teacher should give the opportunities to the students to be more active in the class.

3. it is necessary for students to do more exercise in structure to improve their English proficiency.

4. The school should add the quantity of English teacher.

5. The school should give scholarship to the unable students but have good intelligent to motivate their study, especially in English subject.

6. the local government should pay attention to the settlements’ prosperity by opening some job vacation.
To end the writing of this skripsi, the writer would like to extend his hopes that constructive criticism is highly appreciated and welcomed to make this “Skripsi” better.
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