ANALYZING THE STUDENTS’ GRAMMATICAL ERRORS ON
TRANSFORMING AFFIRMATIVE SIMPLE PRESENT PATTERN
SENTENCES INTO NEGATIVE AND INTERROGATIVE PATTERN
SENTENCES
(A Case Study at the Students Second Years of MTS N Model Babakan Lebaksiu-Tegal)

ASKRIPSI“
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CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesia, English is the first language as a compulsory subject that must be learnt in schools and universities. As the 1994 English curriculum states: “Bahasa Inggris adalah bahasa asing pertama yang dianggap untuk tujuan dan pengembangan ilmu pengetahuan, teknologi, seni dan budaya serta pembinaan hubungan dengan bangsa-bangsa lain. (English is the first foreign language in Indonesia which is considered very important for the purpose of science development, absorption, technology, culture and correction relation with other nations).”

English is not only difficult to learn but also it is difficult to teach as well. It has its own grammar rules which have a great role on one’s acquisition in English. As Wisdom said “grammar is component language enable us to make our message clear and precise”.

Although the students have learnt simple present pattern sentences from the first level, many of them still undergo and many complications to transform simple present sentences from the affirmative sentences into negative and interrogative sentences (yes/no questions and WH questions), especially the students at the second years of MTS N Model Babakan. Some of them have many errors in their writing, for example “How do they visit their uncle?”, “The boys doesn’t play football in the field every Sunday”, “Does alice read a newspaper?” and “Has he English class at eight o’clock today.” It should be “Alice doesn’t read a newspaper every morning”, “How often they visit their uncle?”, “The boys don’t play football in the field every Sunday”, “Does Alice read a newspaper?” and “Has he English class at eight o’clock today?” an soon.

They think that English structure sentences as same as with the first language. Whereas both of those are very different such as the verb in English is divided in two parts; V1 V+es/s and helping or auxiliary verb. However, in Indonesian language there is only one verb. So that, they do not understand and can not apply to transform or change affirmative simple present pattern sentences into negative and interrogative sentences based on their pattern rules properly. Therefore it is very important for students to master grammatical rules. As mentioned by Penny Ur in his book that “A learner who know grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language.” So that, to know more about grammar must understand more about how grammar is used and misused.

Based on the most problem above, the writer interested to analyze how far the students’ English grammar comprehension on transforming affirmative simple present pattern into negative and interrogative pattern sentences. In this case, the writer wants to find out the type grammatical errors on simple present pattern sentences which are made by the students at the second years of MTS N Model Babakan.

Therefore, the writer formulated the topic in her paper with the title “Analyzing the Students’ Grammatical Errors on Transforming Affirmative Simple Present Pattern Sentences into Negative and Interrogative Pattern Sentences”.

B. Formulation and Limitation of the Study

1. The Formulation

Based on the main problem discussed above, the writer formulated this problem with the following question:

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“What types of grammatical errors do the students at the second years of the MTS N Model Babakan on transforming simple present Pattern sentences into negative and interrogative pattern sentences?”

2. The Limitation
   Analyzing the students’ grammar accuracy in their sentences will need a very wide coverage of problem areas. However In writing her paper, the writer only limits to find out the students’ grammatical errors at the second years of MTS N Model Babakan Lebaksiu-Tegal on transforming affirmative simple present sentences into negatives, yes/no questions, and WH questions sentences based on her research finding which consist of five grammar aspects, they are; using question word, verb tense, auxiliaries or helpings verb (am, is, are, do, does, has, have), capitulation, and punctuation.

C. Objective of the Study
   The purpose of the study is to get new information about the students’ problem to find out the solutions.

D. Significance of the Study
   The significance of the study is to increase her knowledge to write well the skripsi.

E. Organization of Writing
   This research is divided into five chapters. Chapter one is introduction. It contains background of study, limitation and formulation of the study, objective of the study, significance of the study, and organization of writing.

   Chapter two is theoretical framework. This chapter is divided into three subtitles. The first subtitle talks about error analysis which are consist of definition of errors, the types of errors, and the causes of error. The second subtitle talks about
writing English that content definition of writing, the types of writing, and grammar in writing. Then, the third subtitle talks about the simple present sentence which are consist about the definition of simple present, the rules of using simple present, the patterns of simple present sentence, and the use of simple present. Finally, the fourth subtitle tells about the way of transforming simple present sentences. In this subtitle explains about how a way to transform auxiliary verb and verb tense.

Chapter three is the profile of English teachers at the MTS N Model Babakan, the profile of English teaching method at the MTS N Model Babakan, the profile of students at the MTS N Model Babakan, and teaching learning activities at the MTS N Model Babakan.

Chapter four are research methodology and finding. In research methodology, it contains of the place of the research, methodology of research, population and sample, technique of collecting data, and technique of data analysis. In research findings tell about, data description, and data analysis.

Chapter five is conclusion related to the problem.
CHAPTER II
THEORETICAL FRAMEWORK

A. Error Analysis

It is impossible that the learners never make some errors in language learning process and it is very normal and unavoidable during the process of learning. Therefore, it needs to analyze or to find out where the learners make some error do in order they repeat the same errors.

Finding out the learners; error then analyzing it is called error analysis. To be more detail, Sharma explained “Error analysis is defined as a process based on analysis of learners’ error with one clear objective; evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.”

Besides of that Error analysis is essentially significant to find out the learners errors. To be more detail, the writer explained that "Error analysis is defined as a process based on analysis of learners’ error with one clear objective, evaluating suitable and effective teaching learning strategy and individual measures necessary in certain clearly marked out areas of the foreign language.”

Error Analysis has a methodology involved some procedures that the researcher or the teacher should administer, Corder suggests five steps of procedures, they are;

a. Collection of a sample of a learner language,
b. Identification of errors,
c. Description of errors,
d. Explanation of errors,
e. Evaluating of errors.

The similar procedures were proposed by Sridhor, he states there are six steps of procedures, they are;

1 SK Sharma, Error analysis; Whay and How?, English Teching Forum, XXX (April, 1982), p.21
a. Collecting the data,
b. Identification of errors,
c. Classification into error types,
d. Statement or relative frequency of error types,
e. Identification of the areas of difficulty in the target language,
f. Therapy (remedial drill). 

1. Definition of Error

To analyze the learners’ errors in proper perspective is very crucial to know distinction between error and mistake. Error and mistake are not same.

Errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it. Errors are noticeable and can not be self corrected. There are deviations from the adult grammar of native speaker and reflect the competence of the learner errors reveal the portion of the learner’s competence in the target language.

Mistakes are caused by temporary lapses of memory, confusion, and slip of the tongue and so on. A mistake refers to a performance error that is either a random guess or a ‘slip’. It is the result of some sort temporary breakdown or imperfection in the process of producing speech and when attention is called to it, mistake can be self corrected. Julian Edge, in harmer (2001), suggests that we can divide mistake in two broad categories: ‘slips’ and ‘attempts’. Slips are mistakes which students can correct themselves and which therefore need explanation, while attempts are mistakes committed when students try to say something but do not yet know the correct way of saying it.

2. The Causes of Error

Error occurs for many reasons. One of the strategy to prevent the learners from making same error again is by looking at the causes of error itself.

In the discussion about errors, Brown claimed that there are major sources of error, they are: 7

a. Inter-lingual error
Inter-lingual error is meant by error attributed to the native language (L1). There are inter-lingual errors when the learners first get language habits (pattern, system and rules) which interfere the learners from acquiring the pattern and rules of the second language manifest some degree of different form and some degree of similarity with the equivalent item learning the first language.

There are four types and causes inter lingual error as follow:

- Overgeneralization
  It is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structure in the target language.
- Ignorance of rules
  For example applying rules to context in which they do not apply.
- Incomplete application rules
- Semantic error
  It is such as building false concept or system i.e, faulty comprehension of distinction in the target language.

b. Intra-lingual error
Intra lingual errors are errors due to the misunderstanding of the language being learned (L2), independent of the native language. The errors proceeded by the learner which does not reflect the structure of mother tongue but generalization based on partial exposure to the target language.

c. Context of learning
Context refers to the classroom situation that is built by both teacher and material. The situation can urge the learners to make faulty hypothesis about the language. The teacher’s explanation also pushes the learner to make errors because something the teacher provided in correct information by way of a misleading definition word or grammatical generalization. However, according to Stephen Pit Corder the idiosyncratic dialect applies well through social context. For example, a Japanese immigrant who lives in Mexican-American has produced a learner language that was an interesting blend of Mexican-American English and the Standard English by his/her Japanese accent.

d. Communicative strategy

According to Brown, learners obviously use production strategy in order to enhance getting their message across. But at the same time these techniques can themselves become a source of error.

Meanwhile, Hubbard mentioned that the causes of errors by slightly different names as follow:8

a. Mother tongue interference
   Although young children appear to be able to learn foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this lead to a “foreign” pronunciation, faulty grammatical pattern and occasionally to the wrong choice of vocabulary.

b. Overgeneralization
   The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial such rules may produce incorrect pattern.

c. Errors encouraged by teaching material and method.
   The teaching material or method can also contribute to the students errors. Unfortunately, these errors are much more difficult to classify. If the material is well chosen and presented with meticulous care, there is not error made by the student.

3. The Types of Grammatical Errors
   Every learner has different types of making errors. In this case, especially for the students at the second years of MTS N Model Babakan Junior High School the most common errors that the learners are made on making simple present such as:

a. Verb tense
   Tense is the form of the verb that indicates the time at which the action or state is viewed as occurring. A verb tense not only indicates past, present, future action but also indicates whether the action is complete. In this problem, the writer explains on the using verb tense in simple present. The rules using it can be seen in the following pages about “The rules of Using of simple Present” on page 17.

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8 Petter Hubbard,…p. 134.
b. Auxiliary verb

Auxiliary verb also called as helping verb. It is a verb functioning to give further semantic or syntactic information about the main or full verb following it. It is used to assist the verb and can not be used without the main verb. Some auxiliaries verb are used in simple present consists of three kinds, they are:

- Is, am, are
  Auxiliaries verb to be (is, are, am) are not followed by verb (V1/Ves,s) in the declarative statement, but they are followed by noun phrase, adjective and adverb or complement. They are also used as part of the sentence structure for questions and negative statement with the present simple.

- Do, does
  Do and does are not only used as part of the sentence structure for questions but also as part of the sentence structure for negative statement with the present simple.

- Have, has
  Auxiliaries verb to be (has, have) are not followed by verb (V1/Ves,s) in the declarative statement. They are usually followed by object or complement. They are also used as part of the sentence structure for questions and negative statement with the present simple.

c. Question Word

Question word or interrogative pronoun is used to ask certain types of questions. It can be created by putting the auxiliary before the subject then adds the WH or at the beginning. There are some functions WH questions, they are as follow:
<table>
<thead>
<tr>
<th>WH</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Asking for information about something.</td>
<td>What is your name?</td>
</tr>
<tr>
<td>When</td>
<td>Asking about time.</td>
<td>When does she come?</td>
</tr>
<tr>
<td>Where</td>
<td>Asking in or what place or position.</td>
<td>Where do you buy shoes?</td>
</tr>
<tr>
<td>Which</td>
<td>Asking about choice.</td>
<td>Which colour do you want?</td>
</tr>
<tr>
<td>Who</td>
<td>Asking about person or people (subject).</td>
<td>Who comes today?</td>
</tr>
<tr>
<td>Whom</td>
<td>Asking about person or people (object).</td>
<td>Whom do you know?</td>
</tr>
<tr>
<td>Why</td>
<td>Asking for reason.</td>
<td>Why do you say that?</td>
</tr>
<tr>
<td>How</td>
<td>Asking about manner.</td>
<td>How do you go to school?</td>
</tr>
<tr>
<td>▪ How long</td>
<td>Asking about duration.</td>
<td>How long do they stay here?</td>
</tr>
<tr>
<td>▪ How far</td>
<td>Asking about distance.</td>
<td>How far is Pattaya from Bangkok?</td>
</tr>
<tr>
<td>▪ How often</td>
<td>Asking about frequency.</td>
<td>How often do you clean bedroom?</td>
</tr>
<tr>
<td>▪ How many</td>
<td>Asking about quantity (countable).</td>
<td>How many book do you have?</td>
</tr>
<tr>
<td>▪ How old</td>
<td>Asking about age.</td>
<td>How old are you?</td>
</tr>
<tr>
<td>▪ How much</td>
<td>Asking about quantity (uncountable)</td>
<td></td>
</tr>
</tbody>
</table>
B. Writing

1. Definition of Writing

The writer will explain some theories about writing. There are many definitions about writing given by experts of many sources.

Writing according to Ann Browne is as communicative act that transmit information and link people together. This opinion supported by Han P. Goth in his book “American English Today” he said “Writing as communication, writing a paper or article is in some way like serving as a tourist guide to a city.”

On the other side James C. Raymond stated below: “Writing is a way of thinking is more than medium of communication. It is a way of remembering and way of thinking as well. Writing is also a way of finding out what we know and what we need to learn. Spoken words disappear as soon as they spoken; but writing friezes our thought make them visible and permanent so we can examine and test their quality.

According to Walter T. Petty and Julie M. Jensen stated that “Writing is mental and physical act of forming letter and words. But it is much more than that. It is putting words into sentences, paragraph, spelling word correctly, punctuation, and capitulation in customary way, and observing convention in written form and more. Writing is process of expressing thought and feeling of thinking and shaping experience.”

In many schools, writing is principally conducted to demonstrate knowledge or information from students to the readers. Jack C Richard states in his book, “Writing is used either as evidence of successful learning or as a means

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of learning.” Moreover, Rise B Axelrod and Charles R. Cooper said that writing also the way of learning, “Writing also contributes uniquely to the way we learn.” When students take notes during lecturer or as they read, writing enables them to store new information in memory.

Based on the definitions of those writing above can be concluded that writing one way of communication to transmit the information or a process of expressing thought and feelings. It can contribute to personal development such as mental and physical act. Moreover writing need practices because writing requires some aspect not only in rhetorical devises, vocabulary but also in grammatical is very important.

2. The Types of Writing

Based on the using of purposes, Donald Hall in his book “Writing Well” divided types of writing into four kinds, they are:

a. Exposition
   Exposition is an explanation. It does not agree-though exposition can form part of argument. It does not tell story-though it might explain something essential to telling a story.

b. Persuasion
   Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion. As Donald Hall said we try to persuade the reader of a thesis, to convince him. We persuade by being reasonable.

c. Description
   Description is writing about the way persons, animals, or things appear. It normally takes on of three forms. A description tells how something looks or feels or sounds. It talks about such feature as sizes, shapes, colours, sounds, or etc.

d. Narrative
   Narrative is telling a story by chronological order. Narrative can belong to exposition, as we describe the phases the moon. Narration may help us in argument, where we need anecdote or exposition, and obviously we use narrative in autobiography and in fiction.

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14 Ibid., p. 2.
15 Donald Hall, Writing Well 2nd (Boston: Little Brown and Company), p.223.
On the other hand, T. Hedge divided the types of writing into six categories, they are:  

1. **Personal Writing**
   Personal writing is writing for oneself. These writing activities would normally be carried out in the first language but there is may be good motivational reason for using them in the foreign language classroom. It includes diaries, journals, shopping lists, reminder for oneself, packing lists, addresses, and recipes.

2. **Public Writing**
   Public writing is writing as member of the general public for organization or institutional. It includes writing letter of inquiry, complaint, request, for filling, and application (for membership).

3. **Creative Writing**
   It is a kind of writing most commonly found at primary and lower secondary levels in mother tongue classroom. Writing not only for one self but also shared with others. It includes poems, stories, rhymes, dramas, songs, and autobiography.

4. **Social Writing**
   Social writing is a category which all the writing that established and maintains social relationship with family and friend. It includes letters, invitations and note of condolences, note of thanks, note of congratulations, telephone messages, and instructions to friends or to families.

5. **Study Writing**
   Study writing is also for one self and may never be shown to others. The students making notes while reading, taking notes from lectures, making a card index, summaries, reviews, report of experiments, workshops, visit, and essays bibliography.

6. **Institutional Writing**
   Institutional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other field. It includes agendas, reports, business letter, public notices, advertisements, and curriculum vitae.

Meanwhile, there are the numbers of types writing task in the “traditional” teaching of writing, they are:  

1. **Controlled Sentence Construction**
   If the focus of the language programmed is on accuracy, then schemes for controlling learners’ writing output will obviously predominate. The typical approaches include:

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17 Ibid., p. 178-179.
• Providing a model sentence and asking students to construct a parallel sentence with different items
• Inserting a missing grammatical form
• Composing sentences from information with model provided
• Joining sentences to make short paragraph, inserting supplied conjunction.

b. Free Composition
A free writing task requires learners to create an essay on given topic, often as part of a language examination. Sometimes students are demanded to write on what personal topic, their hobbies, what they did on holiday, interesting experiences and the like.

c. Homework Function
Particularly in general course books (as district from material devoted specially to the skill of writing), it is quite common to find writing task at the end a unit, either as supplementary work in class or set for homework and returned to the teacher for later correction.

Based on F.E. R Dacanay and J Donald Bowen stated in their book “Techniques and Procedures in Second Language Teaching”, there are numerous types of writing exercise, they are:

a. Copying Exercise
The students copy from the blackboard the sentences that they have practised orally and have read many times. As they write, they also fix in their mind the sentences structure that they have learned. So that aural and visual stimuli can be coordinated and integrated.

b. Multiple Choice Exercise
Multiple choice exercises can be used on all grade levels with increasing difficulty of content and form such as using do or does, using article, using correct tense form and etc.

c. Matching Exercise
This type is similar to multiple choice types in that the students have to choose from the form given one that completes the sentence correctly. This exercise represents a non grammatical approach to sentence sense, depending on totality of communication rather than structure analysis such as matching subject and predicate.

d. Completion Exercise
In this type, the pupils are asked to supply the missing parts of incomplete sentences. The exercises are presented in order of increasing difficulty. They pick from the sentence pattern and the vocabulary they have studied the forms that best complete the sentence. Thought the pattern is there to limit or control the language he uses, he should be encouraged to express

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what he think, using the vocabulary he knows and the situations he is familiar with.

e. Pattern Drill Exercise
This exercise uses the expansion device. A word, phrase or clause modifies is put in its proper position in the sentence and the whole is written out.

f. Dictation
Dictation exercises give opportunity to the students to make sentence pattern parts of their language habits. Beside the grammar point that is being drilled on, she or he can measure the students’ knowledge of capitulation, knowledge punctuation, knowledge sentence sense, knowledge spelling, and knowledge of other grammar point studied previously.

g. Asking and Answering Questions
Exercise on answering questions can be presented in increasing degree of difficulty. In the early stages of learning to write questions, the question should contain the words needed for the answer.

h. Controlled Composition
This group includes constructing sentences on the analogy given pattern paragraph writing, note taking, outlining, and completing story. The students are given the opportunity to develop his power of self-expression. This writing not only practice the correct form but also requires more interesting content, grater variety of structure and vocabulary and more originally in though and expression.

i. The Paraphrase
Paraphrasing is restating in one’s own words the thought of an author, giving his meaning as exactly as possible. To paraphrase, one reads the selection through to see the author’s point of view; then he examines the detail that point of view and looks for the key words in each statement.

j. Free Composition
The controlled composition gives practise in correct form to enable the students to express clearly and exactly the ideas that they have when they write their own compositions. Free compositions give language practice beyond the situations in which the structures were taught, so that the students can use the knowledge gained to communicate their own thought and ideas.

C. Simple Present Tense

1. Definition of Simple Present
There are many definitions of simple present will be explained by the writer.
In the Cambridge dictionary the tense in present refer to events, actions, and conditions which are happened all the time or exist now.\(^{19}\)

In academic writing stated that “The simple present tense is the verb tense used to state facts and describe repeated activities”\(^{20}\).

According to English grammar book suggested that “Tense in present is a time form which is used to express activity or situations was happened at now in simple form or about thing that happen regularly, repeatedly or all the time.”\(^{21}\)

Meanwhile Betty S. Azar says that “The simple present is something way true in the past, is true in the present, and will be true in the future, is use for general statement of fact.”\(^{22}\)

2. The Rules of Using Simple Present

In simple present, there are many rules have to known on using verb with ‘es’ and ‘s’ form as follow:

a. If the verbs that end in ‘e’ just add ‘s’, for example:
   - write + s → writes
   - shine + s → shines
   - hope + s → hopes
   - rise + s → rises, etc

b. If the verbs that end in one and two consonants just add ‘s’, for example:
   - work + s → sets
   - sing + s → sings
   - set + s → sets
   - help + s → helps
   - read + s → reads
   - speak + s → speaks

   - go + es → goes
   - do + es → does
   - fix + es → fixes

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d. If the verbs that end by the letter ‘y’ and preceded by the consonant letter change ‘y’ to ‘i’ and add ‘es’, for example:

- study + es → studies
- reply + es → replies
- carry + es → carries
- fly + es → flies, etc.

e. If the verbs that end by the letter ‘y’ and preceded by the vocal letter just only add ‘s’, for example:

- say + s → says
- play + s → plays
- lay + s → lays
- buy + s → buys

f. The simple present usually uses two adverbials; there are adverbial frequency and adverbial time.

- **Adverbial Frequency**
  
  The term of adverbial frequency is used to answer the question ‘How often’ as follow (always, usually, often, sometimes, never, seldom) are often used with the simple present tense to indicate frequency.

  (+) She is usually on time  You seldom come late
  (-) She is not usually on time You don’t seldom come late
  (?) Is she usually on time? Do you seldom come late?
    Who is usually on time? Who seldom come late?

- **Adverbial Time**
  
  Adverbial time is time signal which is used for these adverbial to an answer the question ‘When?’ There are kinds of adverbial time which is often used the simple present as follow.²³

<table>
<thead>
<tr>
<th>Every hour</th>
<th>Every year</th>
<th>In the morning</th>
<th>twice a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every minute</td>
<td>Every week</td>
<td>In the afternoon</td>
<td>once a month</td>
</tr>
<tr>
<td>Every morning</td>
<td>Every day</td>
<td>at night</td>
<td>twice a month</td>
</tr>
<tr>
<td>Every afternoon</td>
<td>Every month</td>
<td>at noon</td>
<td>once a year</td>
</tr>
<tr>
<td>Every night</td>
<td>every time</td>
<td>once a week</td>
<td>twice a year</td>
</tr>
</tbody>
</table>

3. The Patterns of Simple Present Sentences

Simple present sentence divided into three patterns sentence, there are the pattern of positive (affirmative) sentence, negative sentence, and interrogative sentence which consists two question sentences there are yes/no question and WH question.

a. The patterns of positive sentences

- For Subject I, You, We, and They

  Subject + V1+ Object/complement
  Subject + (am, are) + Object/complement
  Subject + (have) + Object/complement

  Examples:
  They work hard every day. They are an employer.
  You study hard every day. You are a clever.
  We visit our uncle every Sunday. We are student.
  I read newspaper every morning. I am a singer.
  They have much money. I have much money.
  You have English class today. We have English class today.

- For Subject He, She, and It

  Subject + V+es/s Object/complement
  Subject + (is) + Object/complement
  Subject + (has) + Object/complement

  Examples
  He works very hard every day. He is an employer.
  She studies hard every day. She is a student.
  It makes me happy. It is an animal.
  He has much money. It has four feet.
  She has English class today.
b. The patterns of negative sentences

- For Subject I, You, We, and They

<table>
<thead>
<tr>
<th>Subject +do not/don’t + V + Object/complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + (am, are) not + Object/complement</td>
</tr>
<tr>
<td>Subject + have not + Object/complement</td>
</tr>
</tbody>
</table>

Examples:
They don’t work hard every day.      They are not an employer.
You don’t study hard every day.       You are not a clever.
We don’t visit our uncle every Sunday. We are not student.
I don’t read newspaper every morning. I am not a singer.
They have not much money.             I haven’t much money.
You have not English class today.     We haven’t English class today.

- For Subject He, She, and It

<table>
<thead>
<tr>
<th>Subject +do not/don’t + V + Object/complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + is not + Object/complement</td>
</tr>
<tr>
<td>Subject + has not + Object/complement</td>
</tr>
</tbody>
</table>

He doesn’t work very hard every day. He is not an employer.
She doesn’t study hard every day. She is not a student.
It doesn’t make me happy.                 It is not an animal.
He has not much money.                   It has not four feet.
She has not English class today.

c. The patterns of interrogative sentences

1. Yes/No Question

- For Subject I, You, We, and They

<table>
<thead>
<tr>
<th>Do + Subject + V + Object/complement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Am, are) + Subject + Object/complement?</td>
</tr>
<tr>
<td>Have + Subject + Object/complement?</td>
</tr>
</tbody>
</table>
Examples:

Do they work hard every day? Are they an employer?
Do you study hard every day? Are you a clever?
Do we visit our uncle every Sunday? Are we student?
Do I read newspaper every morning? Am I a singer?
Have they much money? Have you English class today?

- For Subject He, She, and It

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he work very hard every day?</td>
<td>Is he an employer?</td>
</tr>
<tr>
<td>Does she study hard every day?</td>
<td>Is she a student?</td>
</tr>
<tr>
<td>Does it make me happy?</td>
<td>Is it an animal?</td>
</tr>
<tr>
<td>Has he much money?</td>
<td>Has it four feet?</td>
</tr>
<tr>
<td>Has she English class today?</td>
<td></td>
</tr>
</tbody>
</table>

2. WH Question

- For Subject I, You, We, and They

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH + do + Subject + V + Object/complement?</td>
<td>Who are they?</td>
</tr>
<tr>
<td>WH + (am, are) + Subject + Object/complement?</td>
<td>Why are you clever?</td>
</tr>
<tr>
<td>WH + have + Subject + Object/complement?</td>
<td>Who are students?</td>
</tr>
<tr>
<td>When do I read every morning?</td>
<td>Who am a singer?</td>
</tr>
</tbody>
</table>
Who have much money? Who have four feet?

- For Subject He, She, and It

<table>
<thead>
<tr>
<th>WH + does + Subject + V + Object/complement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH + is + Subject + Object/complement?</td>
</tr>
<tr>
<td>WH + has + Subject + Object/complement?</td>
</tr>
</tbody>
</table>

Examples

Why does he work very hard every day? Who is an employer?
Who does study hard every day? Who is a student?
Who does make me happy? Who is an animal?
Who has much money? Who has four feet?
What has she today?

4. The Usage Simple Present Sentences

The simple present sentences are commonly used to express:

1. Talking about permanent situations that happen regularly, repeatedly or all time, for example:
   He goes for a walk every morning.
   I get up at 5.00

2. Timeless truth, for example:
   Heat expands bodies.
   The earth revolved round the sun.

3. Talking about future vents that are time scheduled or expected, for examples:
   Her train leaves at 3.00 o’clock.
   The match begin at 9.00
   The next flight is at 5.00 tomorrow morning.

4. For proclamations or announcements as follow the sample:
   The department store announces a sale of floor samples

5. Talking about completed actions and events that happen as we speak or write in demonstrations or commentaries, for example:
   The two boxers sparred for some time. Suddenly Joe Louis jumps at his opponent and with a terrific upper cut knocks him out for the full count.

6. Formal correspondence, for example:
   We look forward to hearing from you.

---

I enclose my cheque for $100

7. In acclamation sentence with beginning ‘here’ and ‘there’, such as the following sentences:
   Here he comes!
   Here comes the bus!
   There she goes!

8. Indicate a state, condition, feeling, perception, etc that continuous at the moment of speaking or writing, for examples:
   He likes fish  He seems tired
   He knows French  John prefers films to stage plays

C. The Way of Transforming Simple Present Sentences

1. Auxiliary Verb

   There are the following of ways to transform simple present sentence with using auxiliary verb as the main verb, they are:

   a) To transform positive sentence into negative sentence with the subjects (I, we, they, you), use or add to be “(am, are) + not” after subjects.

   E.g:  You are a doctor. →  You are not a doctor.
         They are rich. →  They are not rich.

   b) To transform positive statement into negative statement with the subjects (he, she, it), use to be “is not” after subjects.

   E.g:  He is an English teacher. →  He is not an English teacher.
         It has brown skin. →  It has not brown skin.

   c) To transform declarative statement into interrogative statement (yes/no question), move to be (auxiliary verb) on the beginning of sentence and put a question mark (?) at the end of sentence.

   E.g:  He is an English teacher. →  Is he an English teacher?
         It has a brown skin. →  Has it a brown skin?

   d) To transform affirmative sentence into interrogative sentence (WH question) which has an object/complement, substitute it by using interrogative pronoun or word questions (what, who, when, where,
how, etc) based on using their functions and put a question mark (?) at the end of sentence

E.g: He has some books. → What has he?
It has a brown skin. → Who has a brown skin?

2. Verb Tense

The ways transforming simple present sentence which has verb (V1/Ves,s) can be presented as follow:

a) To transform positive sentence into negative sentence with the subjects (I, we, they, you), use or add to be “do not or don’t” after subject.
E.g: They song loudly. → They don’t song loudly.
I watch TV every night → I don’t watch TV every night.

b) To transform positive statement into negative statement with the subjects (he, she, it), use to be “does not or doesn’t” after subject and followed by V1 without es or s.
E.g: She drinks a glass of milk. → She doesn’t drink a glass of milk.
He watches TV every night → He doesn’t watch TV every night.

c) To transform declarative statement into interrogative statement (yes/no question), move (auxiliary verb) on the beginning of sentence and put a question mark (?) at the end of sentence.
E.g:
She drinks a glass of milk. → Does she drink a glass of milk?
He watches TV every night → Does he watch TV every night?

d) To transform affirmative sentence into interrogative sentence (WH question) which has an object/complement, substitute it by using interrogative pronoun or word questions (what, who, when, where, how, etc) based on using their functions and put a question mark (?) at the end of sentence
She drinks a glass of milk. → What does she drink?
He watches TV every night → when does he watch TV?
CHAPTER III
THE PROFILE OF MTS N MODEL BABAKAN

A. The Profile of English Teachers at the MTS N Model Babakan

There are five English teachers at the “MTS N Model Babakan” with the mean of education are the degree of S.Pd (Bachelor of Arts). From the five of them have responsibilities to teach based on the class, three of them to teach class one and two then two of them to teach class three and the personal details of the teachers can be seen on this table below:

Table 3.1
The Numbers of Personal English Teachers at the MTS N Model Babakan

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Age</th>
<th>Honorary or public servant</th>
<th>Teaching experience</th>
<th>Class</th>
<th>Latest education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drs. Muchlisin</td>
<td>46</td>
<td>Public civil servant</td>
<td>Since 1994</td>
<td>3</td>
<td>S1 from English Department of UNES Semarang</td>
</tr>
<tr>
<td>2. Dra. Musripah</td>
<td>45</td>
<td>Public civil servant</td>
<td>Since 1994</td>
<td>3</td>
<td>S1 from English Department of UNS Solo</td>
</tr>
<tr>
<td>3. Subur. M.Pd</td>
<td>30</td>
<td>Public civil servant</td>
<td>Since 2003</td>
<td>1&amp;2</td>
<td>S1 from English Department of IKIP Jakarta</td>
</tr>
<tr>
<td>4. Dra. Sri yanti</td>
<td>35</td>
<td>Public civil servant</td>
<td>Since 2000</td>
<td>1&amp;2</td>
<td>S1 from English department of UNES Semarang</td>
</tr>
<tr>
<td>5. Drs. Rustandi</td>
<td>45</td>
<td>Public civil servant</td>
<td>Since 1993</td>
<td>1&amp;2</td>
<td>S1 from English Department IKIP Jakarta</td>
</tr>
</tbody>
</table>
B. The Profile of English Teaching Method at the MTS N Model Babakan

After the writer observed (see Appendix), the writer concluded that the English teachers in MTS N Model Babakan use some methods or approaches to teach writing skill depend on the subject of writing will be given, such as:

1. The controlled approach
   In this approach, first the students are given sentence exercises and paragraph to copy grammatically for instance changing or transforming questions to statement, present to past or plural to singular, etc. This approach stresses accuracy which consists of three features; grammar, syntax and mechanic rather than originally.

2. Free writing approach
   Students put content and fluency first in their composition and not worry about form. Teacher begin their class by asking the students to write freely on any topic without worry about grammar and spelling.

3. The paragraph-pattern approach
   This approach stresses in organization of writing and based on the principle in different cultures people construct and organize their idea well in their first language. They still need to see analyze and practice to write in English well.

4. Grammar, syntax-organization approach
   The students see the connection between what they are trying to write and what they read to it. This approach links the purposes of a piece of writing to the forms that are needed to convey the message.

5. The communication approach
   This approach stresses the purpose of a piece of writing. The students are encouraged to behave like writing in real life.

6. The process approach
   In this methods, the students do not write on given topic in a restricted time and hand in the composition for the teachers to correct rather they explain a topic through writing, showing the teachers an each other their
C. Teaching-Learning English Activities at the MTS N Model Babakan

From the observation of results, the writer concluded that teachers commonly perform teaching-learning English activity with some activities as follow:

a. Preparation written
   The teachers always make preparation of lesson plan in their teaching-learning English activities. Each of preparation of lesson plan is made for twice meeting.

b. Preceding Activity
   When they will begin their lesson they often make greeting by using English or foreign language. They have never made greeting to their students with using Indonesian language.

c. Final Activity
   In final activity, the teachers also often give some assignments to the students which is majority of questions are taken from LKS. It provides as a self-assignment for the students to learn in at home.

Besides of that, the writer also inferred that MTS N Model Babakan has enough good facility. It can be seen from the some facilities provided for instance; the language laboratory and English instruments such as some posters or pictures were written by using English, English novels, tape recorders, over-head projectors (OHP), and televisions. However, in the implementation of teaching-learning English, the teachers are not efficient to use it, for example they rarely use language laboratory on teaching listening.
CHAPTER IV
RESEARCH METHODOLOGY AND FINDING

A. Research Methodology

1. Place and Time of Research
   The writer held the research at the students second years of MTS N Model Babakan Lebaksiu-Tegal, on Monday, August 3rd, 2009, at 08.00 a.m. up to 09.30 a.m.

2. Method of the Research
   The writer used the qualitative method to know the most grammar types and the causes of errors’ students in their writing with giving written tests as short essays or controlled sentence exercises about simple present sentences to the students. After that, she analyzed some errors are made by them in each sentence and gave the reconstruction of the whole sentences.

3. Technique of Collecting Data
   To collect her data, she gave short essays (controlled sentence exercises) to the students with providing five affirmative sentences (see appendixes). Then she asked them to change or transform those of affirmative sentences into negative and interrogative sentences.

4. The Procedure of Error Research
   1. Preparing the writing task
   2. Arranging the time for doing the writing task.
   3. Doing the task in the classroom, the students are given the instruments about transforming simple present pattern sentences.
   4. Collecting the data with the writer asked to the students to write down the answers in short essay in a piece of paper
   5. Recognizing the mistakes by the writer identifies the students’ mistakes which have been done by the students.
   6. Making classification into the students’ errors types.
7. Making statement of relative frequency of error types.
8. Making identification of the areas star from the most difficult with the high percentage.

5. Technique of Data Analysis

To calculate an error frequency of percentage in her research, the writer used descriptive analysis technique (percentage), with the percentage from the frequency of information and divided with the numbers of cases.¹

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

Notes

- \(P\): Percentage
- \(F\): Frequency of wrong answer
- \(N\): the numbers of sample

B. RESEARCH FINDING

1. Data Description

To know the results of the research, the writer made the table of students’ errors which was taken from the data analysis. The table below is the recapitulation of the students’ error classified based on the types of errors which are made by the students.

**Table 4.1**

<table>
<thead>
<tr>
<th>The Students’ Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>1</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student 2</td>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student 3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Ibid, p. 225
<table>
<thead>
<tr>
<th>Student</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>5</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>46</td>
<td>50</td>
<td>126</td>
</tr>
</tbody>
</table>

**Total %** 23.8% 36.5% 39.6% 100%

**Notes:**

No (1-20): the students’ name

A : Word question

B : Verb

C : Auxiliary
2. Data Analysis

a. Error Types and Corrections

To correct the types of students’ errors, the writer identified their test of results which are divided into three components, they are; verb tense, word question and auxiliary with classifying and giving correction on each of sentences.

The identification of errors can be seen on the table based on the fifth categories.

The writer divided each table into two columns, they are; the students’ name or the initial students’ name and errors sentences which contained about the correction, explanation and errors frequencies made by the students.

A. Verb tense

<table>
<thead>
<tr>
<th>Student 7</th>
<th>Errors Sentences</th>
<th>6x</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Alice doesn’t reads a newspaper every morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Does Alice reads a newspaper every morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) When does Alice reads a newspaper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) She does not washes her clothes every Sunday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Does she washes her clothes every Sunday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) What does she washes her clothes every Sunday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(In negative and interrogative patterns of sentences are always followed by verb 1).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 8</th>
<th>Errors Sentences</th>
<th>2x</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Alice doesn’t reads a newspaper every morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Does alice reads a newspaper every morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(In negative and interrogative patterns of sentences are always followed by verb 1).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student 9</th>
<th>Errors Sentences</th>
<th>6x</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Alice doesn’t reads a newspaper every morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>2) Does Alice <em>reads</em> a newspaper every morning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) When does Alice <em>read</em> a newspaper?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) She does not <em>washes</em> her clothes every Sunday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6) What does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(In negative and interrogative patterns of sentences are always followed by verb 1).</em></td>
<td></td>
</tr>
<tr>
<td>Student 10</td>
<td></td>
<td>3x</td>
</tr>
<tr>
<td></td>
<td>1) She does not <em>washes</em> her clothes every Sunday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) What does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(In negative and interrogative patterns of sentences are always followed by verb 1).</em></td>
<td></td>
</tr>
<tr>
<td>Student 12</td>
<td></td>
<td>6x</td>
</tr>
<tr>
<td></td>
<td>1) She does not <em>washes</em> her clothes every Sunday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) What does she <em>washes</em> her clothes every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) The boys do not <em>plays</em> football in the field every Sunday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Do the boys <em>plays</em> football in the field every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6) When do the boys <em>plays</em> football in the field every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(In negative and interrogative patterns of sentences are always followed by verb 1).</em></td>
<td></td>
</tr>
<tr>
<td>Student 13</td>
<td></td>
<td>3x</td>
</tr>
<tr>
<td></td>
<td>1) They don’t <em>visits</em> their uncle twice a week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Do they <em>visits</em> their uncle twice a week?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) When do they <em>visits</em> their uncle?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(In negative and interrogative patterns of sentences are always followed by verb 1).</em></td>
<td></td>
</tr>
<tr>
<td>Student 14</td>
<td></td>
<td>3x</td>
</tr>
<tr>
<td></td>
<td>1) The boys doesn’t <em>plays</em> football in the field every Sunday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Does the boys <em>plays</em> football in the field every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) What does the boys <em>plays</em> football in the field every Sunday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(In negative and interrogative patterns of sentences are always followed by verb 1).</em></td>
<td></td>
</tr>
</tbody>
</table>
always followed by verb 1).

| Student 15 | 1) The boys do not plays football in the field every Sunday.  
| 2) Do the boys plays football in the field every Sunday?  
| 3) When do the boys plays football in the field every Sunday?  
| (In negative and interrogative patterns of sentences are always followed by verb 1). | 3x |
| Student 16 | 1) Alice doesn’t reads a newspaper every morning.  
| 2) Does Alice reads a newspaper every morning?  
| 3) When does Alice reads a newspaper?  
| 4) The boys do not plays football in the field every Sunday.  
| 5) Do the boys plays football in the field every Sunday?  
| 6) When do the boys plays football in the field every Sunday?  
| (In negative and interrogative patterns of sentences are always followed by verb 1). | 6x |
| Student 18 | 1) Alice doesn’t reads a newspaper every morning.  
| 2) Does Alice reads a newspaper every morning?  
| 3) When does Alice reads a newspaper?  
| (In negative and interrogative patterns of sentences are always followed by verb 1). | 3x |
| Student 19 | 1) She does not washes her clothes every Sunday.  
| 2) Does she washes her clothes every Sunday?  
| 3) What does she washes her clothes every Sunday?  
| (In negative and interrogative patterns of sentences are always followed by verb 1). | 3x |

Total scores errors on using verb tenses 44
### B. Word question (WH question)

#### Table 4.3

The Students’ Errors Sentences on Using Word Question

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) How do they visit their uncle?  
(The using WH question In sentence above is not perfect. It must use ‘How often do they visit their uncle?’). |
| 1x |

<table>
<thead>
<tr>
<th>Student 2</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) How do they visit their uncle?  
(The using WH question In sentence above is not perfect. It must use ‘How often do they visit their uncle?’). |
| 1x |

<table>
<thead>
<tr>
<th>Student 3</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) How much do they visit their uncle?  
(The using WH question In sentence above is not perfect. It must use ‘How often do they visit their uncle?’). |
| 1x |

<table>
<thead>
<tr>
<th>Student 4</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) How many do they visit their uncle?  
(The using WH question In sentence above is not perfect. It should ‘How often do they visit their uncle?’).  
2) Whom does she wash her clothes every Sunday?  
(To ask about something or information should use ‘What does she wash every Sunday?’) |
| 2x |

<table>
<thead>
<tr>
<th>Student 5</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) When do they visit their uncle?  
(The using WH question In sentence above is not perfect. It should be used ‘How often do they visit their uncle?’).  
2) When do the boys play football every Sunday?  
(To ask about place or position should be used ‘Where do the boys play football every Sunday?’) |
| 2x |

<table>
<thead>
<tr>
<th>Student 6</th>
<th>Errors sentences</th>
</tr>
</thead>
</table>
| 1) How many times do they visit their uncle?  
(The using WH question In sentence above is not perfect. It should use ‘How often do they visit their uncle?’).  
2) When do the boys play football in the field every Sunday? |
<p>| 2x |</p>
<table>
<thead>
<tr>
<th>Student 7</th>
<th>(To ask about place or position should use ‘Where do the boys play football every Sunday?’).</th>
</tr>
</thead>
</table>
| Student 8 | 1) **When** do they visit their uncle?  
  *(The using WH question In sentence above is not perfect. It should use ‘How often do they visit their uncle?’).* |
| Student 9 | 1) **When** do they visit their uncle?  
  *(To ask about frequency must use ‘How often do they visit their uncle?’).* |
| Student 10 | 1) **When** do they visit their uncle?  
  *(To ask about frequency must use ‘How often do they visit their uncle?’).* |
| Student 11 | 1) **When** do they visit their uncle?  
  *(To ask about frequency must use ‘How often do they visit their uncle?’).* |
| Student 12 | 1) **When** do they visit their uncle?  
  *(To ask about frequency must use ‘How often do they visit their uncle?’).*  
  2) **When** do the boys play football every Sunday?  
  *(To ask about place or position has to use WH question ‘Where do the boys play football every Sunday?’).*  
  3) **What** has English class at eight o’clock today?  
  *(To ask about person or people (subject) should use WH question as ‘Who has English class at eight o’clock today?’).* |
| Student 13 | 1) **When** do they visit their uncle?  
  *(To ask about frequency must use ‘How often do they visit their uncle?’).* |
| Student 14 | 1) **How** do they visit their uncle?  
*The using WH question In sentence above is not perfect. It should use ‘**How often** do they visit their uncle?’.*  
2) **What** has English class at eight o’clock today?  
*To ask about person or people (subject) should use WH question as ‘**Who** has English class at eight o’clock today?’.* |
| --- | --- |
| Student 15 | 1) **When** do they visit their uncle?  
*To ask about frequency must be used word question as ‘**How often** do they visit their uncle?’.*  
2) **When** do the boys play football every Sunday?  
*To ask about place or position has to use WH question ‘**Where** do the boys play football every Sunday?’.* |
| Student 16 | 1) **When** do they visit their uncle?  
*To ask about frequency must use word question as ‘**How often** do they visit their uncle?’.* |
| Student 17 | 1) **How much** do they visit their uncle?  
*To ask about frequency must use word question as ‘**How often** do they visit their uncle?’.*  
2) **Which** does she wash every Sunday?  
*To ask about something to do or information should be used WH question ‘**What** does she wash every Sunday?’.* |
| Student 18 | 1) **How many times** do they visit their uncle? |
(To ask about frequency must use word question as ‘How often do they visit their uncle?’).

| Student 19 | 1) How do they visit their uncle? |
|           | *(To ask about frequency must use word question as ‘How often do they visit their uncle?’).* |
|           | 1x |

| Student 20 | 1) How many do they visit their uncle? |
|           | *(To ask about frequency must use word question as ‘How often do they visit their uncle?’).* |
|           | 1x |

Total scores errors on using auxiliaries 28

C. Auxiliary Verb

### Table 4.4

The Students’ Errors Sentences on Using Auxiliary

<table>
<thead>
<tr>
<th>Errors sentences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The boys doesn’t play football in the field every Sunday.</td>
<td>3x</td>
</tr>
<tr>
<td>2) Does the boys play football in the field every Sunday?</td>
<td></td>
</tr>
<tr>
<td>3) Where does the boys play football every Sunday?</td>
<td></td>
</tr>
<tr>
<td><em>(If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’).</em></td>
<td></td>
</tr>
<tr>
<td>1) They does not visit their uncle twice a week</td>
<td>2x</td>
</tr>
<tr>
<td>2) Does they visit their uncle twice a week?</td>
<td></td>
</tr>
<tr>
<td><em>(If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’).</em></td>
<td></td>
</tr>
<tr>
<td>1) He does not has english class at eight o’clock today</td>
<td>3x</td>
</tr>
<tr>
<td>2) Does he has english class at eight o’clock today?</td>
<td></td>
</tr>
<tr>
<td>3) Who does has english class at eight o’clock today? <em>(She made some errors on using ‘auxiliary do’; it should use ‘auxiliary has’ as ‘He has not English class at eight o’clock today. ‘Has he English class at eight o’clock</em></td>
<td></td>
</tr>
</tbody>
</table>
| Student 5 | today?, ‘Who has English class at eight o’clock today?’).  
1) Does he has english class at eight o’clock today?  
2) Who does has english class at eight o’clock today?  
(She made some errors on using ‘auxiliary do’; it should be used ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?, ‘Who has English class at eight o’clock today?’). |
| Student 6 | 2x  
1) Does he has english class at eight o’clock today?  
2) Who does has english class at eight o’clock today?  
(She made some errors on using ‘auxiliary do’; it should be used ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?, ‘Who has English class at eight o’clock today?’). |
| Student 7 | 6x  
1) The boys doesn’t play football in the field every Sunday.  
2) Does the boys play football in the field every Sunday?  
3) When does the boys play football every Sunday?  
(If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’).  
4) He does not has english class at eight o’clock today  
5) Does he has english class at eight o’clock today?  
6) Who does has english class at eight o’clock today?  
(She made some errors on using ‘auxiliary do’; it should use ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?, ‘Who has English class at eight o’clock today?’). |
| Student 8 | 3x  
1) He does not has english class at eight o’clock today  
2) Does he has english class at eight o’clock today?  
3) Who does has english class at eight o’clock today?  
(She made some errors on using ‘auxiliary do’; it should use ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?’). |
| Student 9 | 1) The boys doesn’t play football in the field every Sunday.  
2) Does the boys play football every Sunday?  
3) When does the boys play football every Sunday?  
   (If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’).  
4) Does he has english class at eight o’clock today?  
5) Who does has english class at eight o’clock today?  
   (She made some errors on using ‘auxiliary do’; it must use ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?, ‘Who has English class at eight o’clock today?’). |
| --- | --- |
| Student 10 | 1) They does not visit their uncle twice a week  
2) Does they visit their uncle twice a week?  
   (If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’). |
| Student 11 | 1) Alice don’t read a newspaper every morning.  
2) Do Alice read a newspaper every morning?  
3) When do Alice read a newspaper?  
   (For subject she, he or it should be followed by auxiliary ‘does’ not ‘do’).  
4) Does he has english class at eight o’clock today?  
5) Who does has english class at eight o’clock today?  
   (She made some errors on using ‘auxiliary do’; it should use ‘an auxiliary has’ as ‘Has he English class at eight o’clock today?, ‘Who has English class at eight o’clock today?’). |
| Student 12 | 1) She do not wash her clothes every Sunday.  
2) Do she wash her clothes every Sunday? |
| Student 13 | 3) Who **do** she wash her clothes every Sunday?  
* (For subject she, he or it should be followed by auxiliary ‘does’ not ‘do’). 4) He does not has english class at eight o’clock today 5) Does he has english class at eight o’clock today? 6) Who does has english class at eight o’clock today?  
* (She made some errors on using ‘auxiliary do’; it should use ‘an auxiliary has’ as ‘Has he English class at eight o’clock today? ‘Who has English class at eight o’clock today?’). |
|---|---|
| Student 14 | 1) The boys **doesn’t** play football in the field every Sunday.  
2) **Does** the boys play football every Sunday?  
* (If the subject is plural, it should be followed by auxiliary ‘do’ without es ‘does’). 3) When **does** the boys plays football every Sunday?  
4) Does he has english class at eight o’clock today? 5) Who does has english class at eight o’clock today?  
* (She made some errors on using ‘auxiliary do’; it must ‘an auxiliary has’ as ‘Has he English class at eight o’clock today? ‘Who has English class at eight o’clock today?’). |
| Student 16 | 1) **Where** does the boys play football every Sunday?  
* (If the subject is plural, it should be followed by auxiliary ‘do’ without es ‘does’). |
| Student 17 | 1) The boys **doesn’t** play football in the field every Sunday.  
2) **Does** the boys play football every sunday? |
3) Where does the boys play football every sunday?

*(If the subject is plural should be followed by auxiliary ‘do’ without es ‘does’).*

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Errors</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Auxiliary</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>39,6%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Verb Tense</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>36,5%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Word Question</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>23,8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total score of Percentages</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 4.5**

The types and percentages of errors on transforming affirmative simple present sentence into negative, yes/no questions, and WH questions sentences

1. Auxiliary

Most of the students made many errors. They did not compare the using auxiliaries (do and does) in simple present. They thought English sentence pattern rules as same as with the target language. Meanwhile, in first language there is not using an auxiliary. So that, some of them have some errors in their writing. In this case, they have 39,6% errors. It is highest error score.

2. Verb Tense

The frequencies of errors which are made by the students in their writing exist on using verb tense (simple present). Many of them can not compare on using verb must be added es/s or without es/s as explained in chapter two. It was occurred by students’ mother tongue interference in the first language. They considered there is only one verb in English sentence. Meanwhile, in English sentence there are two verbs; auxiliary verb and verb (V1 or V+es/s). In this problem there are 36, 5% errors were made by students.
3. Word Question

Some of the students have some errors in their writing to use word questions (what, how, where, when, which, etc). It was occurred by overgeneralization. They processes new language or the target language in his/her mind and produce rules based on the evidence. There are 23, 8% errors in this case.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the calculation result of data analysis in the previous chapter, the writer would like to make some conclusions, they are:

a. Some of the students in MTS N Model Babakan have many problems on transforming positive simple present pattern sentences into negative and interrogative pattern sentences (yes/no question and WH question). It was caused by the students’ mother tongue interference, overgeneralization and errors encouraged by teaching material and method.

b. They have some problems on using grammatical aspects in their writing such as; auxiliary 39,6% it is the highest frequency of errors and the second highest of errors verb tense 36,5%, then WH question 23,8%, the lowest of score.

From some conclusions of those above shows that the students’ grammatical mastery to transform affirmative simple present pattern sentences into negative and interrogative pattern sentences at the second years of MTS N Model Babakan have mid level because the highest frequency of errors number is less than 50 %. It is 39, 6% on using auxiliary.

B. Suggestion

At last, the writer in her paper would like to suggest:

1. The teachers have to give more exercises on transforming positive simple present pattern sentences into negative and interrogative pattern sentences to the students repeatedly.
2. The teachers must ask to the students to know how far the students’
comprehension on transforming affirmative simple present pattern
sentences into negative and interrogative pattern sentences.

3. The teachers have to give some detail explanation about how to transform
simple present pattern sentences from the affirmative simple present into
negative and interrogative pattern sentences based on the grammatical
rules perfectly.
REFERENCES


Sharma, SK *Error analysis; Why and How? English Teaching Forum*, XXX, 1982