ERRORS ANALYSIS IN FORMING SENTENCES
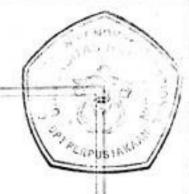
(A Case Study at SMK Negeri 1 Ternate)

THESIS

submitted to the Faculty of Letters
Hasanuddin University
in partial fulfillment of the requirements
to obtain a sarjana degree in English Department

By :

DIAN SAFITRI RUSDY

F211 01 037

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
HASANUDDIN UNIVERSITY
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SKRIPSI

ERRORS ANALYSIS IN FORMING SENTENCES

(A CASE STUDY AT SMK NEGERI 1 TERNATE)

disusun dan diajukan oleh

Dian Safitri Rusdy
Nomor Pokok F21101037

telah dipertahankan didepan panitia ujian skripsi

pada tanggal 27 Juli 2006

dan dinyatakan telah memenuhi syarat

Menyetujui

Komisi Pembimbing

Drs.Simon Sitoto, M. A
Ketua

Karmila Mokoginta, S.S, M. Hum
Anggota

Ketua Jurusan
Sastra Inggris

Dekan Fakultas Sastra
Universitas Hasanuddin

Drs. Husain Hasyim, M. Hum

Dr. Muhammad Darwis, M.S

UNIVERSITAS HASANUDDIN

FAKULTAS SASTRA

Pada hari ini, kamis tanggal 27 Juli 2006, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

ERRORS ANALYSIS IN FORMING SENTENCES
(A CASE STUDY AT SMK NEGERI 1 TERNATE)

Yang ditujukan dalam rangka memenuhi salah satu syarat akhir untuk memperoleh gelar Sarjana Sastra, Jurusan Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin

Makassar, 27 Juli 2006

Panitia Ujian Skripsi:

1. Drs. Simon Sitoto, M. A   Ketua

2. Karmila Mokoginta, S. S, M. Hum   Sekretaris

3. Drs. Husain Hasyim, M. Hum   Penguji I

4. Dra. Harlina Sahib, M. Hum   Penguji II

5. Drs. Simon Sitoto, M. A   Konsultan I

6. Karmila Mokoginta, S. S, M. Hum   Konsultan II

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ACKNOWLEDGEMENT

First of all, the writer would like to thank to ALLAH S.W.T for the blessing and mercies given to her, so she can finish her thesis.

The writer also wants to thank these following incredible people for putting up with her:

1. Drs. Simon Sitoto, M. A and Karmila Mokoginta, S.S. M. Hum as the first and second consultant. Thank you for your time to correct my thesis. Your guidance and attention are greatly appreciated

2. Drs. Husain Hasyim, M. Hum and Drs. Simon Sitoto, M. A as head and secretary of English Department, for your patient and support

3. Dra. Harlina Sahib, M. Hum as her academic counselor, for your advices

4. All the lecturers of English Department who gave their knowledge during the years of study

5. All the teachers and students of SMK Negeri 1 Ternate who have helped her during her research

6. All the friends in English Department 01, especially Dewi, Wawa, Eka, Fani, Indri for all the moment we shared together and never be forgotten. (I will be missing you)

7. Mr. Taib Latif, thank you for your understanding and supporting

Last but definitely not least, the writer gives her big thank for the most wonderful parents : Rusdy Syukur, S. H, M. H dan Dra. Sofia Dai. I always love you and would never stop to make you happy. To my lovely sister, Chitra Aziza Rusdy, for your attention.

The writer realize that this thesis is way far from perfection. So, the constructive criticism would be very much helpful. Thank you

Makassar,   2006

The writer

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ABSTRAK

Dian Safitri Rusdy, 2006. Errors Analysis In Forming Sentences (A Case Study at SMK Negeri 1 Ternate), dibawah bimbingan Drs. Simon Sitoto, M.A dan Karmila Mokoginta, S.S, M.Hum

Skripsi ini membahas tentang kesalahan-kesalahan tata bahasa yang dihadapi oleh siswa SMK Negeri 1 Ternate dalam penggunaan bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui dan menganalisis kesalahan-kesalahan penggunaan tata bahasa Inggris dan penyebab yang dialami oleh para siswa.

Untuk memperoleh data, penulis menggunakan dua jenis instrumen. Instrumen pertama adalah test berupa kata-kata berbahasa Inggris yang diberikan kemudian dikembangkan dengan menggunakan kalimat mereka sendiri. Instrumen kedua berisi pertanyaan-pertanyaan yang digunakan guna memperoleh data tentang penyebab lain yang juga menjadi faktor penyebab kesalahan.

Hasil penelitian menunjukkan bahwa ada 4 jenis kesalahan penggunaan tata bahasa, yaitu: word order, to-be, verbs dan preposition. Penyebab kesalahan dikategorikan sebagai interference, overgeneralization, incomplete application of rules dan ignorance of rules dan juga penyebab lain seperti rendahnya motivasi dan minat para siswa dalam mempelajari bahasa Inggris.

CHAPTER I

INTRODUCTION

1. 1. Background

English is one of important languages in the world. English as an international language occupies the first position in the world communication today. This position makes English most widely used all over the world in all aspect of human life.

In Indonesia, the use of English is getting wider in almost all parts of activities in society. English plays important roles as a means of communication to bridge Indonesian with other countries in many aspects, such as in economy, politic, tourism, education, commerce, etc.

Based on the above considerations, the study of English in Indonesia should be given priority. Therefore, English becomes the main foreign language subject taught from elementary schools up to university levels. But in fact, many students find it difficult to learn. The different rules between English and Indonesian language becomes one of problems for Indonesian students. In Indonesian language, there are no various changes of verbs in the sentence predications, different forms of personal pronouns in certain positions, different word order in nouns and their modifiers, etc. In English,

the students find the complicated changes of: verbs, personal pronouns, word orders and other difficult grammatical rules. These differences bring the difficulty to the students furthermore they have less understanding about the different rules of the two languages. Then the problem is that the students have less understanding of the language rule differences and then the students as foreign language learners tend to apply the Indonesian language rules into English. As a result, their errors are inevitable in their English sentences.

The consistent errors found by the students can make them depressed. This will decrease their motivation in learning English. Therefore the teachers of English should help them decrease their errors. However the teachers can not help the students effectively if they do not have adequate information from scientific researches on the students' errors and in fact they lack information of the students' errors especially in North Maluku while the study on students' errors is rarely conducted. This indicates that the research on the students' errors is still really needed to provide the correct information for the English teachers to identify students' errors, so that they can help their students.

From the above considerations, the writer wants to contribute by providing useful information for English teachers about students' errors. Therefore the writer is interested in doing the research entitled "Errors Analysis

in Forming Sentences (A Case Study at SMK Negeri 1 Ternate) to help the teachers by giving useful information. This information can be used by the teachers to determine priorities in developing teaching materials and strategy to decrease their students' errors.

1.2. Identification of Problem

In forming sentences, students still faced several problems. They are as follows:

1. Difficulty to express idea by using English

2. Difficulty to form good sentences

3. Difficulty to determine appropriate words in forming sentences

1.3. Scope of Problem

The object of this research is focused on the grammatical errors made by the third year students of SMK Negeri 1 Ternate in forming sentences.

1.4. Statement of Problem

Based on the identification of problem, the writer formulates problems as follows:

1. What are the grammatical errors made by the students in constructing sentences in English?

2. What are the causing errors made by the students in constructing sentences in English ?

1. 5. Objectives of Writing

The objectives of this writing are:

1. to find out the grammatical errors in constructing sentences in English;

2. to analyze the main point causing errors in constructing sentences English

1. 6. Significance of Writing

It is expected that the result of this research will be useful to give information needed by English teachers at SMK Negeri 1 Ternate in developing the quality of English learning.

1.7. Sequence of Presentation

This thesis is presented in the following sequence:

Chapter one deals with the introduction which consists of background, identification of problem, statement of problem, objective of writing, significance of writing and sequence of presentation.

Chapter two deals with theoretical background which discusses about the errors cause of errors and classification of errors in using English.

Chapter three deals with methodology that consists of method of collecting data, population and sample and method of analyzing data.

Chapter four deals with presentation and analysis of data.

Chapter five deals with conclusions and suggestions.

CHAPTER II

LITERARY REVIEW

2. 1. The Notion of Errors

In general perspective, error means "the state of being wrong in behavior or in belief; or doing something wrongly" (Procter, 1983: 370). Error meant in this research does not concern with the error in belief of faith or error in general behavior but error in using language in the communication, specifically the errors made by the students in using English to communicate. In the other words, error is the deviation of a foreign language rules and meaning made by a speaker in his communication.

Errors are the deviations in the language use made by a speaker as the unwanted forms of the language. These errors are considered undesirable, as stated by George (1978:3) that the study of errors refers to the "Unwanted forms" which the teacher considers undesirable. While Weinreich (1990:1) considers that errors are of "those instances of deviation from norms of either language which occurs in the speech of bilinguals as a result of their familiarity with more than one language. The above statements mean that errors are:

1. the deviation form of language made by a speaker;

2. the unwanted form of the language;

3. the wrong use of language that is undesirable;

4. the deviation of language norms occur in the speech of a bilingualist that is a person who can know and speak two languages.

From this summary, it could be stated that errors are the deviation of the language norms as the unwanted or undesirable forms made by a bilingual speaker in his both oral and written communication.

Errors can be distinguished from mistakes. Corder (1974:8) proposed a difference between an error and a mistake as follows: a mistake is random performance slip caused by fatigue, excitement, etc. Therefore, it can be readily self-corrected. An error is a systematic deviation made by the students who have not yet mastered the rules of the foreign language. A foreign student of English cannot self-correct an error because his error reflects his current stage of his maximum development of knowledge.

Lado (1977:14) states "when a foreign language learner produces an error, he cannot correct it by himself because he has no easy way to understand the error; he is not aware of what he has done and he may not even perceive it" (1977:14). This means that the foreign language learners cannot correct their errors because their limited knowledge makes them not understand their own errors.

From the explanation above, the writer can have a general conclusion that error meant in this writing is the deviation of English made by students because of their misunderstanding to learn English form.

2. 2. Causes of Error

Linguists have proposed various opinions about the causes of errors. Lado (1977:13-14) states "when a student who learns a foreign language cannot avoid producing errors because the difference between English as a foreign language and his native language force him to produce the errors". This is because the student transfer his native language rules into English that Lado (1977:147) calls as "language transfer". Besides the different rules that cannot automatically fix one to another, Lado (1977:147-8) also indicates that the rules of our own or native language has become a habit that occurs without awareness in our foreign language communication. In this case, we apply it to overcome any difficulties in the foreign language use in which the errors cannot be avoided.

Lado (1977:44) says:
"when he speak a foreign language he thinks of general meaning, the general thread of what he wants to say, but encoding into language unit down (or has problem to use a certain new aspect of the foreign language), he handles the only way he has ever been able to handle them: through the habits of his native language".

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The statement above also means that the cause of errors is the interference because the student tries to use his native language rules like Indonesia language rules to handle or to overcome the problem he finds in English as the way out, while the rules of English and Indonesian language are different. This leads the speaker to produce errors in his foreign language communication.

An Indonesian student who learns English is automatically a bilingual beginner. Such a student tends to mix the rules of his native language and English in his communication as Haugen (1986: 43-50) called "inter-lingual identification" that becomes the necessary condition for inter-lingual errors or interference.

Latif (1991:16) in his research found that errors made by Indonesian students who learned English are caused by two main factors: the different structure between English and *Bahasa Indonesia* that bring an interference and the complexity of the English structure itself that lead to the intra-lingual errors.

Corder (1974:98) claims that there are three major causes of errors, which he labels 'transfer of errors', 'analogical errors' and 'teaching-induced errors'. "Transfer of errors" is the errors caused by the language transfer that happens when speakers apply his native language rules into the new foreign

language he is learning. "Analogical errors" are the errors caused by the application of the rules known before into the new aspect of the language itself (intra-lingual aspect) "Teaching-induced errors" are the errors caused by the teachers' teaching strategy or confusing explanations that make the students misunderstand the new language rules.

In relation to the teaching strategy, Wilkins (1980:74) states that when a teacher applies a strategy in which he does not involve certain parts of the language like grammar, vocabulary or other important elements, his teaching will cause errors as his students proceed further in their language learning.

Hubbard et al. (1983:30-36) have the same categories, but in different terms:

(1). Mother-tongue interference – 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 pattern and occasionally, to the wrong choice of vocabulary. In brief, the above categories of errors cover the three vital language elements: phonological, grammatical and lexical aspect or pronunciation, structure and vocabulary or word.

(2). Overgeneralization – the errors reflect various stages in the language development of the learner. The learner processes new language data in his mind and produces rules for its production.

(3). Errors caused by teaching material or method; errors become the evidence of failure, of ineffective teaching or lack of control. In addition, the causes of errors are also explained by Richard. This will be discussed in the next point.

After having analyze, the writer try to infer that the causes of error are firstly language transfer called interference because the students use Indonesian language rule into English. Secondly, overgeneralization producing the errors because the students use their previous knowledge into the new different aspect of English. Thirdly, errors caused by the misconception of students about the language rules because of ineffective teaching.

2. 3. Classification of Errors

Errors can be classified into many versions according to the kinds of the viewpoints of the linguists. Burt and Kiparsky (1972:71), for instance, propose the classification viewed from the effect of the errors to the communication into global and local errors. The errors that make the readers

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or listeners misunderstand the message or meaning during the communication is classified as a global errors. They state, "global errors affect overall organization of the sentences, causing the learners to misunderstand a message or even fail to understand it at all". The local errors are the errors that cannot mislead the learners to understand the meaning of the sentences. "Local errors affect trouble in a particular constituent or clause in sentences in which do not significantly hinder the comprehension of the sentences."

Richards (1974:189) makes a classification viewed from the source of the errors into three categories:

(1) The inter-lingual errors are the errors made by the students because they apply the rules of their mother tongue (Indonesian language) into the target language (English). This is usually called "interference errors". Therefore, in other words, interference errors are those caused by the influence of the learners' mother tongue on his production of the target language in presumably those areas where the languages are clearly different.

(2) The intra-lingual errors are those originating within the structure of English itself. Complex rule-learning behavior is typically characterized by overgeneralization, incomplete application of rules and failure to learn

condition for the rules application. When the complexity of English structure encourages such learning problems, all learners, regardless of background language tend to commit similar errors.

(3). The developmental errors reflect the strategies by which the learners acquire the language. These errors show that the learner – is making false hypothesis about the target language based on limited exposure to it. A major justification for labeling an error is similar to errors produced by children who are acquiring the target language as their mother tongue.

Norrish (1982:26) mentions that the most frequent cause of errors is carelessness, lack of motivation, the material, or a style of a presentation which does not suit the learner. Richard (1978:185-187) says in more detailed that intra-lingual errors arise from the particular teaching and learning strategies employed. Teachers have much influence in creating successful language learning with regard to what Richards called "false concept hypothesis" and what Stenson (1974) in Richards (1987:191) termed "induced errors". Students often make errors because of misleading explanation from the teacher, faulty presentation of structure or word in a text-book or incorrect information provided by the teacher.

In the end of this part, the writer intends to conclude that the classification of errors is categorized based on the effect of errors to

communication and the source of errors are inter-lingual errors or interference, intra-lingual errors and induced errors.

2. 4. The Significance of Errors To The Language Teaching

Old assumptions of the language teaching consider that the students' errors in learning and using a foreign language are an indication of the failure of the learners. Littlewood (1987:7) states "the most people regard errors as a sign of learning failure". Consequently, errors are things to be avoided. Teachers try to prevent the students from making errors in the teaching and learning process. The advance of the learning is without producing errors by the students. The errors are of course considered a negative language behavior of the students in the learning process. Communicative approach supporters, on the other hand, assumed that students' errors should not be treated as the indication of the failure in the learners' learning process, but their errors should be considered as a phenomenon of students' progress in the learning process. They hold the psychological view that errors are a sign of the progress when the students start to practice a new thing different from what they have known before. The principle is that learning should be with trial and error, so that students can have a deep learning experience (Latif, 2005:3).

Etherton (1977:15) states "errors may show a teacher the areas where his teaching has not been effective". This means that errors can become a useful guide for a foreign language teacher to trace which of his teaching materials that make his students make errors. The errors make the teacher aware of the undesirable result of certain methods and strategy applied in his teaching. Therefore, errors can give inspirations to the teacher to select better strategy appropriate to certain teaching materials and ability level of the students.

The major contribution of error analysis is mainly seen as a contrastive study of foreign language and the students' mother tongue. The result of this would be an invention of areas of difficulty which the students would encounter and the value of the error analysis would to direct the teachers' attention to these areas so that he might devote special care and emphasizes them in his teaching or even avoiding this predicted difficulties (Corder, 1986: 4).

According to Hubbard (1983:27) students' errors can help us, especially the teachers, sort out their problem. It may also make us decide to modify our teaching policy. In the above statements, there are two important things concerning with the functions of errors. First, errors tell the teachers the areas of difficulties the students encounter and they also tell the teachers ineffective strategy used in the teaching and learning process. Second, by

knowing the areas of students' difficulties and ineffective strategy of teaching, the teachers try to innovate new strategy of teaching through the material analysis to anticipate the students' errors and apply the appropriate teaching strategy.

It is important to state that although errors are considered an indication of students' failure in learning English, the errors can give some contributions to the language teaching and becoming an inspiration for the teachers to modify or even innovate new method in their language teaching.

CHAPTER III

METHODOLOGY

This chapter presents the description of method of collecting data including population and sample which is going to be analyzed and the method of data analysis.

1.7. Method of Collecting Data

3.1.1. Library research

In this research, the writer read some books and other references which are related to the subject to get more information.

3.1.2. Field research

In this part, the writer used two steps of taking the data from students' writing. First, the writer used on English test in order to have data about the students' ability in using English language. The language tests were given to the students to construct their own sentences. Second, the writer used questionnaire to get data about the students' interest and motivation in learning English.

1.8. Method of Analyzing Data

In analyzing data, there are several steps as follows:

1. Collecting data from English language test and questionnaire

2. Classifying the common error of sentences into some grammatical categories

3. Analyzing wrong sentences compared with the correct one to prove that the sentences made by the students contain some errors

3.3. Population and Sample

3.2.1. Population

The population of this research is the third year students of SMK Negeri 1 Ternate which consist of 380 students. They are divided into ten classes. Each class consists of 38 students. The third year students are chosen to be respondents of this research based on the consideration that this level have had enough experience in learning and has been using English for three years in the school.

3.2.2. Sample

The sample is taken randomly. The writer only takes 15 students from two classes. The first is secretary class and the second is accounting class. The total sample of this research is 30 students.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

4.1. Presentation and Analysis of Data of the Students' Errors

This chapter deals with the presentation of the data analysis and discussion. The analysis here consists of two kinds; they are the errors made by the students in their English sentences and the data that are collected through the questionnaire.

The first step in analyzing the data is to identify the students' errors in their sentences. The errors are then described and classified into certain grammatical aspects that are called type of errors. Those errors are finally categorized into certain causes of errors according to the classification proposed by Richard (1971: 19-22) such as: interference, overgeneralization, incomplete application of rules or ignorance of rules and false concept hypothesis.

From the students' wrong sentences, the students' errors consist of the wrong use of some grammatical aspects such as: word order, to-be, verbs and preposition.

4.1.1 Word Order

The following are the students' sentences that contain errors in word order.

1. Purple is my <u>colour favorite</u>.

2. I <u>not can</u> swimming

3. Rina and her family go to the <u>beach Sulamadaha</u>

4. <u>Beach Sulamadaha</u> is so beautiful

5. The <u>price TV</u> is very expensive

6. Nurfemi's favorite is wearing <u>dress white</u>

7. Mariah Carey is my <u>artist favorite</u>

8. The <u>book mathematic</u> is very expensive

a. Sentences number 1

"Purple is my <u>colour favorite</u>."

The noun phrase underlined above has a wrong construction. This order is not the English rule. Adjective "favorite" should comes first and be placed before the noun "colour". The acceptable sentence should be "Purple is my <u>favorite colour</u>." It seems that the student applies his native language rules or Indonesian language into the English sentence while the rules of

the two languages, Indonesian language and English are absolutely different. Therefore, the sentence above should be written: "Purple is my favorite colour". The cause of error is categorized as interference, because the student applies the rule of Indonesian language that is different from English into the use of English.

b. Sentence number 2

"I not can swimming"

This sentence is completely wrong. The order of not and can is reversed. The student applies Indonesian rule into English. It is a literally incorrect translation from "Saya tidak bisa ...". Another error in the sentence is the wrong use of ing-form after auxiliary verb can. An English sentence never has such a construction in which an auxiliary can be followed by a verb in ing-form. The correct form of the sentence should be "I cannot swim". Therefore, the causes of errors in this sentence are firstly interference and incomplete application of English language rules.

c. Sentence number 3 and 4

"Rina and her family go to the beach Sulamadaha"

"Beach Sulamadaha is so beautiful"

These two sentences have the same incorrect structure. The geographical word, Sulamadaha, modifying the head noun 'beach' is reversed in their order. The correct forms of the sentences above are:

"Rina and her family go to beach Sulamadaha".

"Beach Sulamadaha is so beautiful."

The reverse of the word order "beach Sulamadaha" follows Indonesian language rules. The cause of errors in these two sentences is interference.

d. Sentence number 5

"The price TV is very expensive".

In this sentence, the word "TV" as a modifier for "price" is misplaced. This sentence should be written "The TV price is very expensive" or "The price of TV is very expensive". From the order of the phrase in the sentence, it is clear that the wrong phrase is constructed based on the structure of Indonesian language. In this construction, the cause of the error is classified as interference because the student applies the Indonesian language rules into English.

e. Sentence number 6

"Nurfemi's favorite is wearing <u>dress</u> white"

The errors in this sentence is the wrong word order of " dress white" that should be "white dress". This is the rule of Indonesian language. The cause of error is interference.

f. Sentence number 7

"Mariah Carey is my <u>artist favorite</u>"

The error in this sentence is the wrong use of adjective "favorite" to modify the noun "artist". The noun phrase "my artist favorite" is wrong revered. The correct form of the sentence should be "Mariah Carey is my <u>favorite artist</u>". The cause of error is classified as interference.

g. Sentence number 8

"The <u>book mathematic</u> is very expensive"

As other wrong sentences above, the Indonesian rules are always applied in constructing English sentences. In this sentence, the word "mathematic" used to modify the word "book" is based on Indonesian word order. Therefore, the correct form of the sentence should be "The

<u>mathematic book</u> is very expensive". The cause of error in this sentence is categorized as interference.

4. 1. 2. To-be

There are seven sentences chosen as the data from the students' wrong sentences as below:

1. Education in Indonesia <u>was</u> very expensive.

2. Susan <u>was</u> reading a newspaper now.

3. I and my family <u>was</u> swimming on the beach last week.

4. My father and my sister <u>is</u> watching TV.

5. For me, the shoes in Plaza <u>that</u> very expensive.

6. The price of bag <u>it's</u> very expensive

The sentences above are analyzed as follows:

a. Sentences number 1 and 2

"Education in Indonesia <u>was</u> very expensive"

"Susan <u>was</u> reading a newspaper now"

The wrong use of to be "was" in these two sentences is caused by the students' incomplete mastery of tenses. The use of "was" makes the first sentence mean that the expensive of Indonesian education takes place in the past only. In fact, the expensive cost of education in Indonesia continues going up to the present time. Besides, "was" in the second

sentence is contrary to the adverb "now". The correct forms of the sentences should be: "Education in Indonesia is very expensive" and second sentence is: "Susan is reading a newspaper now". The causes of errors of the two sentences are the false concept hypothesis and the incomplete application of English rules and interference.

b. Sentence number 3 and 4

"I and my family was swimming on the beach last week"

"My father and my sister is watching TV"

These sentences are wrong constructed because of the wrong use of to-be. The two sentences have the same case that is the wrong use of "was" and "is" for the plural nouns of subject. The correct forms should be "were" and "are". The concord between subject and predicate is not suitable. Therefore the sentences should be "I and my family were swimming on the beach last week" and "My father and my sister are watching TV". This indicates that the causes of errors are the incomplete application of rules.

c. Sentence number 5

"For me, the shoes in Plaza <u>that</u> very expensive"

This sentence does not have a predicate. The omitted word in the predicate should be "are". The use of "that" to replace verb position is wrong. The correct form of this sentence is: "For me, the shoes in Plaza <u>are</u> very expensive". The student's error in this sentence does not indicate interference, but the omission to be "are" here reflects an incomplete mastery on English grammatical rules. Therefore, the cause of error is classified as the ignorance of rule or the incomplete application of English language rules.

d. Sentence number 6

"The price of bag <u>it's</u> very expensive"

The error in this sentence is the use of word "it's". The word "it's" means "it is". Therefore, this sentence has two subjects: "The price of bag" and "it". The correct sentence should be "The price of bag is very expensive". The use of "it" here leads the construction of the sentence to a wrong structure. Therefore, the errors can be classified as the incomplete application or ignorance of rules.

4. 1. 3. Verbs

The students' errors also indicate the wrong use of verbs. Their errors reflect many aspects of verbs such as the unsuitable concord of subject-predicate, the omission of s-form for the third singular subject, and the wrong use of tenses. There are six sentences selected from students' works that can show the errors:

1. "My friend <u>don't</u> like reading but I do."

2. "I love you. <u>Are</u> you love me?"

3. "My parents and I <u>go</u> to the beach last week."

4. "On Sundays, my parents and I <u>went</u> to the beach."

5. "Ternate <u>have</u> many beautiful beach and scenery."

6. "Any <u>go</u> to school every morning."

These sentences would be analyzed one by one in order to classify the kind of errors and their classification to the possible causes.

a. Sentences number 1

"My friend <u>don't</u> like reading but I do."

The error of this sentence is the wrong use of "don't" for third singular person in the subject. The use of "don't" is not suitable with the concord between the subject and predicate. The correct sentence is "My friend

doesn't like reading but I do". Overgeneralization of "don't" used to replace "doesn't" for third singular subject is caused by the incomplete mastery on the use of auxiliary "do". Therefore, the cause of this error is classified as overgeneralization and incomplete application of rules.

b. Sentences number 2

"I love you. Are you love me?"

The use of "are" does not fix with the verbal predicate "love". Such a verbal sentences is not suitable for "are" as an auxiliary verb to form an interrogative sentence. The correct auxiliary verb that fixes the verbal word "love" as predicate is "do". The correct form of the above sentence should be "I love you. Do you love me?". This indicates that the student cannot distinguish the use of auxiliary "do" from "are". Therefore the cause of error of the sentence is classified as the incomplete application of rules.

c. Sentences number 3

"My parents and I go to the beach last week."

The error of this sentence is the incorrect use of "go" as predicate in a positive sentence in Simple Past Tense. The student does not know the correct form of "go" in past form. The correct form of the verb should be "went'. The correct form of this sentences is: "My parents and I went to

beach last week". The cause of error is the student's incomplete knowledge about the past form of "go". In other words, the cause of error is the incomplete application of rules.

d. Sentence number 4

"On Sundays, my parents and I went to the beach."

The error of the sentence is the wrong use of "went" as the predicate in sentence with Simple Present Tense. The phrase "On Sundays" means every Sunday. This indicates that the speaker and his parents go to the beach every Sunday regularly. In other word, going to the beach is a hobby for the speaker and his family that they do it every Sunday. This sentence should be in Simple Present Tense such as: "On Sundays, my family and I go to the beach". The cause of error in this sentence is the student's incomplete mastery on English rule that cause the student to do an incomplete application of rules.

e. Sentence number 5

"Ternate have many beautiful beach and scenery."

The error sentence is the use of "have" for the third singular subject that actually needs "has" as the correct form of the predicate. The correct form of the sentence is "Ternate has many beautiful beaches and sceneries". The cause of errors of the sentence is the ignorance of rules.

f. Sentence number 6

"Ani <u>go</u> to school every morning."

The use of "go" for the third singular person as a subject makes this sentence wrong. The concord of third singular person in the subject requires a stem + s form of the verb in predicate. The correct form of the verb for the subject "Ani" is "goes". That is why, the correct sentence is "Ani <u>goes</u> to school every morning". The student does not have a complete mastery on the use of suffix -s or –es after verb with third singular person as subject. Therefore, it can be said that the cause of error is the ignorance of rules.

4. 1. 4. Prepositions

Preposition that functions to give the direction or refer to the adverb of place is also a very important aspect in the language use. Although preposition consists of simple words, but the rules to use them are not easy for beginner students. This indicates that students must make mistakes when they use prepositional words as in some sentences below:

1. <u>Usually the</u> Sunday, I and my friends are going to the market.

2. SMK 1 Ternate is the best school <u>on</u> North Maluku.

3. SMK 1 Ternate is my favorite school <u>of</u> Ternate.

4. <u>Every</u> morning, Ani go to school at 7 o'clock.

5. To swim <u>at</u> the beach is very good.

a. Sentences number 1

"Usually the Sunday, I and my friends are going to the market."

The error of this sentence is the wrong use of preposition before the word "Sunday". We have to use preposition "on" before "Sunday" but in this sentence, the student uses the definite article "the". This error is caused by the lack of knowledge about English preposition. Therefore, the causes of errors of this sentence are classified as the incomplete application of rules.

b. Sentence number 2 and 3

"SMK 1 Ternate is the best school on North Mollucas."

"SMK 1 Ternate is my favorite school of Ternate."

These sentences are wrong in the use of preposition. In the first sentence, the student uses "on" instead of "in" as the correct preposition. In the second sentence, the student uses "of" whereas the correct preposition is "in". These sentences should be:

"SMK 1 Ternate is the best school in North Maluku."

"SMK 1 Ternate is my favorite school in Ternate."

The wrong use of the preposition is caused by the imperfect learning on the use of preposition. The cause of errors of these sentences is the incomplete application of rules.

c. Sentences number 4

"Every morning, Ani go to school in 7 o'clock."

The use of "in" to refer the specific time like .....2 o'clock or .....7 o'clock is wrong. The common preposition used to refer the specific time is "at". While "in" is used for expressions: in the morning, in the afternoon, or in the evening. The student seems not to understand well about the use of the preposition. Their imperfect mastery on the rule of using preposition makes them write wrong sentence. This indicates that the cause of error in this sentence is the incomplete application of rules.

d. Sentence number 5

"To swim at the beach is very good."

The preposition "at" is used for specific place like at home, at the library, at the campus, etc. therefore the use of "at" in this sentence is wrong. General place like the beach requires the preposition "on", but sometimes some people also use "in". Therefore, the possible correct sentence is "To swim on the beach is very good". The incorrect preposition used here indicates that the student does not have enough understanding about the correct use of "at" and "on". This means that the cause of errors in this sentence is incomplete application of rules.

Besides all the errors in word order, to-be, verbs and preposition, there are some sentences that reflects students' error, that is, the errors on noun-phrase in sentence "Nurfemi's favorite is wearing white dress". The use of adjective "favorite" needs a noun to form a noun-phrase. The correct sentence is "Nurfemi's favorite dress is wearing white dress". The cause of error is overgeneralization. The errors on adverb in sentence "My family is very love me". This sentence use the wrong adverb "very" in front of verb to intensify the family's love to him and the omission of determiner "much". The correct sentence should be "My family loves me very much". The cause of error is incomplete application of rules. The errors on plural marker "-s" or "-es" in sentence "Ternate has many beautiful beach and scenery". The error of the sentence is the omission of plural marker "-s" or "-es" in the objects "many beach and scenery". The correct form of the sentence is "Ternate has many beautiful beaches and sceneries". The cause of error is ignorance of rules. The last is the errors on modifier noun in sentence "If I have many money, I will go to the market everyday". The use of "many" in sentence is wrong because "money" is not suitable for "many". The correct sentence should be "If I have much money, I will go to the market everyday". The cause of error in this sentence is incomplete application of rules.

4.2. The Analysis of Collecting Data Through The Questionnaire

The questionnaire is meant to have data about the students' opinions that are concerning about their motivation, difficulties and attitudes towards English. This data would also become meaningful information to their teachers for further efforts to help their students overcome their errors in learning and using English grammatically.

Item 1

The aspects of English that the students are interested to learn

No	Aspects of English	F	%
1.	Structure	0	0
2.	Vocabulary	1	3.33
3.	Speaking	23	76.67
4	Reading	6	20.00
	Total	30	100

Out of 30 students, no one (0%) wants to learn structure, one student (3.33%) wants to learn vocabulary, most of them or 23 students (76.67%) want to learn speaking, and 6 of them like to learn reading. This indicates that the students will have difficulty to make correct grammatical sentences to communicate both in written and in oral forms. As the structure of English is different from the students' mother language, the students lack interest to learn structure will become the main cause of their errors in using English.

This is because English structure is absolutely different from the structure of Indonesian language. This also means that when the students find the structure difficult, they tend to learn other aspects of English. Their ignorance of structure will bring them difficulty, so that they often produce errors in using English. The consistent errors they make, in turn, will lead them to unmotivated conditions that make them bored to learn English.

Item 2

The students' motivation in learning English

No	Students' Response	F	%
1.	Because other persons motivate them	2	6.67
2.	Because they like it	10	33.33
3.	Because it is an obligatory subject	17	56.67
4	Because it makes them easy to have a job	1	3.33
	Total	30	100

The data above show that most students do not have high motivation to learn English. Only 11 (33,33%) of 30 students have internal motivation to learn English while 20 of them (66,67%) study English because it is an obligatory subject. Two of them study English because they get motivation from other persons. This means that they are forced to learn English because they cannot avoid learning it as an obligatory subject. Or in the other words, most students learn English without enough motivation. In fact, motivation in learning English is the key to success.

Item 3

The students' opinion about the difficulties of English

No	Students' Response	F	%
1.	Very easy	0	0
2.	Easy	7	23.33
3.	Difficult	23	76.67
4	Very difficult	0	0.00
	Total	30	100

This item tries to show the students' experience in learning English and the difficulty they ever found. None (0%) of the 30 students find it very easy. Seven (23,33%) of them feel that English is easy, and rest of them or 23 (76,67%) of them think it difficult. The data indicates that the majority of the students experience their learning English as a difficult subject. The difficulty of this subject in turn leads the students to produce errors when they try to use English grammatically.

Item 4

The frequency of the difficulties the student find in learning English

No	Frequency of The Students' Difficulty	F	%
1.	Often	14	46.67
2.	Sometimes	15	50.00
3.	Seldom	1	3.33
4	Never	0	0
	Total	30	100

The data above show that all of the students find it difficulty in learning English. 14 of 30 (46,67%) students say that they often find it difficult and the rest of them 15 (50%) say that they sometimes have difficulties in studying English. Only one of them (3,33%) says that he seldom finds difficulty in studying. Generally the fact shows that the students have high frequency of difficulty in learning English. The high frequency of difficulty the students have indicates the high frequency of errors they produce. The students know it difficult from their experience that they usual make errors repeatedly although their teachers teach them English structure most of the time. When a difficulty is considered as real problem in teaching and learning situation, the students' difficulty in learning English especially grammatical structure indicates that the students of SMK 1 Ternate face a serious learning problem.

structure indicates that the students of SMK 1 Ternate face a serious learning problem.

Item 5

The frequency of the grammatical mistakes or errors made by the students in using English

No	Students' Frequency of Errors	F	%
1.	Often	20	66.66
2.	Sometimes	5	16.67
3.	Seldom	5	76.67
4	Never	0	0.00
	Total	30	100

The above data indicate that most of the learners or 20 students (66,66%) say that they often make grammatical mistakes, 5 of them (16,67%) say that they sometimes make grammatical errors or mistakes, and 5 of the students (16,67%) say that they seldom have grammatical errors. This means that 25 of the students (83,33%) have high frequency in making grammatical errors. In other words, the students do not have mastery on the structure as one the basic elements of English. This may lead them to have only a little of communicative competence. The lack of communicative competence will affect the students' language performance and skills because the language skills like speaking, reading, listening and writing, might be influenced by

structure as the basic element of language. In addition, the figures in the table also show how high the frequency of errors produced by the students.

Item 6

The kinds of English assignment that students are interested to do

No	Kinds of Assignment	F	%
1.	Translating text	7	23.33
2.	Answering questions from texts	6	20.00
3.	Do the structure exercises	1	3.33
4	Practicing dialogues	16	53.33
	Total	30	100

This item tries to show what kind of the language assignment that are interesting for the students. 7 (23,33%) of the 30 students are interested in translating texts; 6 of the students (20,00%) like answering questions based on the text; 1 student (3,33%) like to do the structural exercise; and more than half or 16 of them (53,33%) are interested to practice dialogues. The fact shows that the majority of the students, almost all of them, do not like to learn structure. This will not be effective to build their communicative competence unless they know the English structure in order to make correct sentences to communicate actively and naturally.

Item 7

The frequency of the teachers' activities in re-explain the students' home assignments of structure after being corrected

No	Classification	F	%
1.	Often	0	0
2.	Sometimes	3	10.33
3.	Seldom	26	86.67
4	Never	1	3.33
	Total	30	100

The data show that the teachers of English seldom give more explanation about students' grammatical mistakes in their home assignment. 26 of the students (86,67%) say that their teachers seldom re-explain their mistakes. Only 3 of them (10,00%) say that their teachers sometimes explain their mistakes, but 1 of them (3,33%) says their teachers never explain their mistakes. Based on these data, it can be stated that their teachers seldom explain the mistake of students make in their home assignment. This means that the students cannot know their learning result whether they have reached the learning objective or they have not got the target. It also means the students do not know exactly the advance of their learning. When the

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teachers re-explain the students' errors, the students will have realized what errors and why they make the errors. This would be more meaningful and helpful for the students to seek the effective way of learning in order to improve their mastery and eliminate their errors in their learning process.

Item 8

The frequency of English teachers in giving motivation about the importance of knowing the English structure

No	Classification	F	%
1.	Often	20	66.67
2.	Sometimes	7	23.33
3.	Seldom	3	10.00
4	Never	0	0
	Total	30	100

20 of the students (66,67%) admit that their teachers often give them motivation; 7 of them (23,33%) state that their teachers sometimes motivate them to learn English structure, and 3 of them (10,00%) say that the teachers seldom motivate them to learn structure. Based on the data, it can be stated that the teachers have high frequency in giving the students motivation to learn English structure. The students, however, are not still motivated to study English in general and English structure in particular.

Maybe, the way used by the teachers is less effective. This is also a vital problem for both students and teachers to find an effective way to increase students' learning motivation. Otherwise, the teaching would be useless.

Item 9

The source from which the students expect to solve the errors of English

No	Students' Response	F	%
1.	Teachers' explanation	24	80
2.	Classmates' explanation	3	10.00
3.	Learning by themselves	1	3.33
4	Course mates' explanation	2	6.67
	Total	30	100

This table shows the students' passivity in their learning when they meet English difficulties. Most students or 24 (80,00%) of them just wait their teachers' explanation or guide to solve their English problem or difficulties. Only one of the students tries to solve or learn to overcome his English difficulties by himself. This means the students have low motivation to know English.

Item 10

The students' frequency of learning to solve the difficulty of English structure without being assigned by their teachers

No	Students' Frequency of Learning	F	%
1.	Often	1	3.33
2.	Sometimes	5	16.67
3.	Seldom	17	56.67
4	Never	7	23.33
	Total	30	100

The data shows that most of the students (56,67%)or 17 students seldom try to solve their problem in English, unless their teachers ask them. Even 7 (23,33%) students never study English if their teachers do not assign them to do. Only one of them (3,33%) tries to use English and 5 (16,67%) of them sometimes learn English without being assigned by the teachers. This indicates that most of the students have low interest to learn English. The students do not have enough consciousness or motivation to learn English as one of the important aspects of all subjects

Item 11

The difficulties found by the students in learning grammar or structure

No	Aspects of Grammar or Structure	F	%
1.	Verbs/Tenses	17	56.67
2.	Word Order	9	30.00
3.	Preposition	3	10.00
4	Complement	1	3.33
	Total	30	100

The data shows that 17 (56.67%) of the 30 students say that learning verb concerning with tenses is difficult; 9 (30.00%) of the students have difficulty in using word order; 3 (10.00%) have the difficulty in using prepositions and 1 (3.33%) has difficulty in using complement. The difficulties in those aspects will appear in the students' language use in the forms of various errors. The students' lack of knowledge in English tenses and word order will prevent their progress in learning and using English because the mastery of tenses and word order is the prerequisite to build the students' written and oral English sentences for the communication.

Item 12

The students' frequency in learning English Structure at home in a week

No	Students' Frequency In Learning English	F	%
1.	Always	1	3.33
2.	Often	2	6.66
3.	Seldom	14	46.67
4	Never	13	43.34
	Total	30	100

The table shows how low the students' frequency in learning English Structure at home. Only one (3.33%) says that he always learns English structure at home in a week, two (6.66%) of them often learn it at home, 14 (46.67%) of them seldom learn English structure at home, and 13 (43.34%) of them never learn English structure at home. This indicates that the students' activity in order to know English structure as one of the basic knowledge is not enough. This fact, beside indicating the low frequency of learning English also informing us that the students are only forced to learn English. This condition can bring the difficulties to the students and then it can lead them to produce grammatical errors when they use English.

Item 13

The students' opinion about being not interested in learning structure at home

No	Students' Opinion	F	%
1.	It is difficult	22	73.34
2.	Feel bored	5	16.67
3.	Unclear explanation	2	6.66
4	Too many home assignments	1	3.33
	Total	30	100

The table shows most students or 22 (73.34%) of the students say that they are not interested to learn English structure because it is difficult. 5 (16.67%) of them fell it boring, 2 (6.66%) of them say that they are not interested in it because of the unclear explanation of the teachers, and 1 (3.33%) of them says he does not like learning English structure because of too many home assignments to do. This information prove one of the assumptions that English grammar is more difficult for the Indonesian students. Therefore, although the English teachers tend to teach more structure but the students still have the difficulty to learn and use it. This can cause the students to become boring and have low motivation to learn it. The table also shows that

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the teachers give too many assignment to the students to do at home and it make the students learn English only in very limited time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5. 1. Conclusions

Based on the data analysis discussions in the preceding chapter, especially concerning with the result findings from the test and questionnaire, it can be concluded that the third year students of SMK Negeri 1 Ternate make various types of English grammatical errors. The errors and the causes of errors are as follows:

1. The students' errors about the word order in which the students reverse the order of nouns and their modifiers; the causes of errors in the students' English word order are mostly categorized as interference because the students use the Indonesian language rules in English noun phrases.

2. The students' errors about the wrong use of "be". The cause of this kind of error are mostly incomplete application of rules and some others are overgeneralization and interferences.

3. The students' errors in the use of verb forms concerning with the tenses and subject-predicate agreement; the cause of this kind of

error are incomplete application of rules and only some are interference and overgeneralization.

4. The students' errors in the use of prepositions; the cause of errors in the use of prepositions is mainly categorized as the incomplete application of rules, and only one is categorized as interference.

5. The other causes of the students' errors obtained from questionnaire are concerning with the learning problem and motivation as follows:

   1). The students have inadequate interest and low motivation in learning English grammar although their teachers motivate them. Consequently they seldom even never learn Grammar especially at home. They are also passive because they do not try to overcome their difficulties until their teachers do for them.

   2). The students find it difficult to learn English grammar. This causes them to produce errors. Moreover, their teachers seldom explain the errors they make in their homeworks.

5.2. Suggestions

Based on the conclusions above, it could be suggested that:

1. since the types and causes of errors made by the students have been classified, the teachers should use this information to seek for the way out to help their students overcome their errors and problems in learning and using English;

2. the English teachers should consider these findings in planning their teaching materials and strategies in order to minimize their students' errors and improve their students' ability.

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APPENDIX

Name :

Class :

Time : 60 minutes

Use the following words to make correct sentences!

1. Favorite

2. Love

3. Expensive

4. Swimming

5. Big

6. Reading

7. Watching TV

8. Market

9. School

10. Beach

QUESTIONNAIRE

Berilah tanda silang (X) pada pilihan jawaban yang dianggap cocok

1. Aspek apa yang membuat anda senang mempelajari bahasa Inggris ?

    a. Struktur/Grammar

    c. Percakapan

    b. Kosakata

    d. Membaca

2. Apa yang mendorong anda mempelajari bahasa Inggris ?

    a. Karena dorongan orang lain

    b. Karena senang mempelajarinya

    c. Karena menjadi pelajaran wajib

    d. Karena memudahkan memperoleh pekerjaan

3. Bagaimana pendapat anda tentang tingkat kesulitan bahasa Inggris ?

    a. Sulit

    c. Mudah

    b. Sangat sulit

    d. Sangat mudah

4. Apakah anda sering membuat kesalahan struktur ketika membuat kalimat bahasa Inggris ?

    a. Sering

    c. Kadang-kadang

    b. Jarang

    d. Tidak pernah

5. Seringkah anda membuat kesalahan struktur dalam PR bahasa Inggris?

    a. Sering

    c. Kadang-kadang

    b. Jarang

    d. Tidak pernah

6. Tugas (PR) bahasa Inggris apakah yang membuat anda tertarik untuk mengerjakannya ?

    a. Menerjemahkan teks

    b. Menjawab pertanyaan dari bacaan

    c. Mengerjakan latihan-latihan struktur kalimat

    d. Mempraktekkan percakapan

7. Apakah guru bahasa Inggris anda selalu menjelaskan kembali kesalahan dari tugas (PR) anda setelah mengoreksinya ?

    a. Sering   c. Kadang-kadang

    b. Tidak pernah   d. Jarang

8. Apakah guru anda sering memberikan dorongan akan pentingnya mengetahui struktur bahasa Inggris ?

    a. Sering   c. Kadang-kadang

    b. Tidak pernah   d. Jarang

9. Untuk memecahkan kesulitan/kesalahan dalam struktur bahasa Inggris, sumber manakah yang lebih anda harapkan ?

    a. Penjelasan guru   c. Belajar sendiri

    b. Penjelasan teman   d. Penjelasan teman kursus

10. Apakah anda sering belajar untuk mengatasi kesulitan struktur bahasa Inggris yang bukan tugas dari guru ?

    a. Sering   c. Kadang-kadang

    b. Tidak pernah   d. Jarang

11. Aspek grammar manakah yang menurut anda sangat sulit ?

a. Verbs / Tenses

c. Preposition

b. Word Order

d. Complement

12. Apakah anda sering belajar struktur bahasa Inggris di rumah dalam seminggu ?

a. Sering

c. Kadang-kadang

b. Tidak pernah

d. Jarang

13. Mengapa anda tidak tertarik mempelajari struktur bahasa Inggris di rumah ?

a. Karena sulit

c. Penjelasan yang tidak dimengerti

b. Karena membosankan

d. Terlalu banyak PR