

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' GRAMMATICAL  
ERRORS IN TRANSFORMING AFFIRMATIVE INTO NEGATIVE AND  
INTERROGATIVE SENTENCES OF SIMPLE PAST TENSE AT SMP BUNDA  
PADANG**

**THESIS**

*Submitted to fulfill a Partial Requirement for S-1 degree at English  
Department, Teacher Training and Education Faculty, Bung Hatta University*



**By:**

**Annisa Utami Syahrul**  
**1210013121075**

**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
PADANG**

**2017**

## ACKNOWLEDGMENTS



Alhamdulillahirabbil'alamin

At first, the researcher would like to express her gratitude to Allah Subhanahuwata'ala for blessing her and giving health, knowledge, spirit, opportunity and patience to finish her thesis entitled **“An Analysis of the Second Year Students’ Grammatical Errors in Transforming Affirmative into Negative and Interrogative Sentences of Simple Past Tense at SMP Bunda Padang”**. Shalawat and salam are also addressed to prophet Muhammad Shallallahu'alaihiwassallam who had delivered the truth to human beings in general and muslims particular. This thesis is submitted to fulfill a partial requirement for obtaining S1 degree from English Department, Faculty of Teacher Training and Education, Bung Hatta University.

The researcher also would like to express her deepest gratitude and appreciation to her advisors; Lailatul Husna, S.Pd, M.Pd as the first advisor and Dr. H. Welya Roza, M.Pd as the second advisor who have helped her patiently in completing this thesis by giving suggestion, guidance, and corrections.

The researcher also would like to express her gratitude and appreciation to both Drs. Khairul M. Sc. And Drs. H.Yusrizal, M.Si. as the Dean and the Vice Dean of the Faculty of Teacher Training and Education, Bung Hatta University, to Dra. Ernati, M.Pd as the Head of English Department and Dra. Lisa Tavriyanti, M.Pd as the Secretary of English Department and also to all lecturers who have taught and guided the researcher during her study at this department.

Then the researcher's deepest appreciation goes to her beloved parents, Syahrudin Amir and Zuhartini who have given full supports and prayers to their daughter in completing this research, and also for her brothers, Aidil Akbar Syahrul, Sulthan Alfajrul, and Sakhil Azmi Syahrul who have given prayers, supports, spirit, motivation and everything that had a precious meaning for her life. The deep appreciation is given to her beloved friends (Reza, Sri Rahayu, Sandy, Khalida, Rahayu, Lisa, Ranny, Yuli dona, Gusriza, Sri wahyuni, and Nadia) and to all my friends that can't be mentioned here

Padang, January 2017

The Researcher

## ABSTRACT

Syahrul, Annisa Utami. 2017 “An Analysis of the Second Year Students’ Grammatical Errors in Transforming Affirmative into Negative and Interrogative Sentences of Simple Past Tense at SMP Bunda Padang

Advisors: 1. Lailatul Husna, S.Pd, M.Pd

2. Dr. H. Welya Roza, M.Pd

The purpose of this research was to find out the grammatical errors made by thesecond grade students at SMP Bunda Padang in transforming affirmative sentences into negativeand interrogative sentences of simple present tense. Descriptive method was used as the design ofthis research. The population of this research was the second grade students atSMP Bunda Padang academic year 2016/2017 (24 students).

The researcher used total sampling technique to select the sample. The total number of sample was 24 students (classVIII). The researcher used inter-rater method to know the reliability of the test. The coefficient correlation of testwas .99 (see Appendix 14). It was categorized as very high. The test was valid in terms of contentvalidity.

Generally, the result of analyzing data showed that the second grade studentsmade four types of errors (omission, addition, misinformation, and misordering). It wasproved by the fact that there were (15%) omission, (19%) addition, (37%) misinformation and (39%) misordering errors in transforming affirmative sentences into negative and interrogative sentences (see Appendix 15),

Based on the results, the researcher gives suggestions to both teachers and students. Theteachers are suggested to pay more attention to students’ errors, and find out the better way when they study about transformingaffirmative sentences into negative and interrogative sentences form. For the students’, they shouldstudy and pay more attention to the rules (grammar) in transforming affirmative sentences to negative and interrogative sentences, and for further.

## TABLE OF CONTENTS

<b>HALAMAN PERSETUJUAN SKRIPSI .....</b>	<b>i</b>
<b>HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER 1: INTRODUCTION</b>	
1.1 The Background of the Problem .....	1
1.2 The Identification of the Problem .....	3
1.3 The Limitation of the Problem .....	5
1.4 The Formulation of the Problem .....	5
1.5 The Research Question .....	6
1.6 The Purpose of the Study .....	6
1.7 The Significance of the Study .....	7
1.8 The Definition of Key Term .....	7
<b>CHAPTER II: REVIEW OF THE RELATED LITERATURE</b>	
2.1 Grammar .....	9
2.1.1 The Role of Grammar in Learning a Language .....	10
2.1.2 The Concept of Grammatical Error.....	11
2.1.2.1 The Types of Grammatical Error .....	12
a. Omission.....	12
b. Addition.....	13
c. Misformation .....	14
d. Misordering .....	14
2.1.2.2 The Cause of Error.....	16
2.1.3. Simple Past Tense .....	16
2.1.3.1 The Concept of Simple Past Tense .....	16
2.1.3.2 The Formula of Simple Past Tense .....	19
<b>CHAPTER III: RESEARCH METHOD</b>	
3.1 The Research Design.....	20
3.2 The Population and Sample .....	20
3.3 The Instrumentation .....	21
3.4 The Technique of Collecting data .....	24
3.5 The Technique of Analyzing data .....	30

<b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b>	
4.1 Findings .....	32
4.1.1 Types of Grammatical Errors Made by the Students in Transforming Affirmatives into Negative and Interrogative Sentences .....	32
4.1.2 Types of Grammatical Errors Made by the Students in Transforming Affirmatives into Negative Sentences .....	33
4.1.2.1 Omission Error .....	34
4.1.2.2 Addition Error .....	35
4.1.2.3 Misformation Error .....	36
4.1.2.4 Misordering Error .....	37
4.1.3 Types of Grammatical Errors Made by the Students in Transforming Affirmatives into Interrogative Sentences .....	38
4.1.2.1 Omission Error .....	39
4.1.2.2 Addition Error .....	40
4.1.2.3 Misformation Error .....	41
4.1.2.4 Misordering Error .....	41
4.2 Discussions .....	42
 <b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions .....	50
5.2 Suggestions .....	53
 <b>BIBLIOGRAPHY .....</b>	<b>54</b>
<b>APPENDICES .....</b>	<b>56</b>

## LIST OF TABLES

Table 2.1	The example of regular verb.....	17
Table 2.2	The example of irregular verb .....	18
Table 3.1	Test specification .....	22
Table 3.2	Criteria for identifying grammatical error .....	25
Table 3.3	Table checklist of the students' grammatical error for Assessor1 and assessor 2 .....	29
Table 4.1	Percentage of error negative sentence .....	33
Table 4.2	Students' errors in transforming affirmative into Negative sentences of simple past tense .....	34
Table 4.3	Students' errors in transforming affirmative into Interrogative sentences of simple past tense.....	38

## LIST OF APPENDICES

Appendix 1	Test instrument .....	56
Appendix 2	Key Answer .....	59
Appendix 3	Table Checklist for Students' Errors in Transforming Affirmative into Negative Sentences by assessor 1 .....	61
Appendix 4	Total Students' Errors in Transforming Affirmative into Negative Sentences by assessor 1 .....	64
Appendix 5	Table Checklist for Students' Errors in Transforming Affirmative into Negative Sentences by assessor 2 .....	65
Appendix 6	Total Students' Errors in Transforming Affirmative into Negative Sentences by assessor 2 .....	68
Appendix 7	Total Students' Errors in transforming Affirmative into negative sentences by assessor 1 and 2 .....	69
Appendix 8	Table Checklist for Students' Errors in Transforming Affirmative into Interrogative Sentences by Assessor 1 ..	70
Appendix 9	Total Students' Errors in Transforming Affirmative into Interrogative Sentences by Assessor 1 ..	73
Appendix 10	Table Checklist for Students' Errors in Transforming Affirmative into Interrogative Sentences by Assessor 2 ..	74
Appendix 11	Total Students' Errors in Transforming Affirmative into Interrogative Sentences by Scorer 2 .....	77
Appendix 12	Total Students' Errors in Transforming Affirmative into Interrogative Sentences by Assessor 1 and 2 .....	78
Appendix 13	Sum of Grammatical Errors by Assessor 1 and 2 .....	79



Appendix 14	The Calculation of Correlation Coefficient between assessor 1 and 2 .....	80
Appendix 15	Table of Students' Error in Transforming Affirmative into Negative and Interrogative Sentences of Simple Past Tense .....	82
Appendix 16	Table of Students' Error in Transforming Affirmative into Negative Sentences of Simple Past Tense .....	83
Appendix 17	Table of Students' Error in Transforming Affirmative into Interrogative Sentences of Simple Past Tense .....	86

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, the researcher discusses the introduction. They were background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, purposes of the study, significance of the study, and definition of the key terms.

#### **1.1 The Background of The Problem**

English is an important language in the world. Nowadays, English had become international language and also as the second language in many countries such as Malaysia, Singapore, Canada, Dutch, Africa, and many others. As an international language, English used to communicate among the people from different countries and different language background all over the world. English used as a foreign language in Indonesia. Besides that, it was also as one of the

subject that should be learnt at school. Our government tried to improve students' abilities by including English language in our national curriculum. English generally has been learned by students since they were in junior high school until college or university. They focused on mastering four language skill, they were listening, speaking, reading and writing. According to Wallace (2004:7) writing, speaking and listening are communication skills that important in all subject areas in the curriculum

The major purpose of teaching English in Indonesian school was to develop the students' ability to use English language correctly and communicatively.

To use English, student should pay attention to the four basic language skills, they were listening, speaking, reading, and writing. All of these language skills were interconnected, so we must understand them very well. English language also had language components they were, vocabulary, pronunciation, and structure of grammar.

Grammar is one of language components. All languages have grammar, and each language has its own grammar. Grammar was a difficult subject for the students because English has sixteen tenses namely; simple present, present continuous, present perfect, present perfect continuous, simple past tense, past continuous, past perfect, past perfect continuous, simple future, future continuous, future perfect tense, future perfect continuous, future past, future past continuous, future past perfect, and future past perfect continuous. And each of the tenses have their own structure so that make the students confused and hard to memorized them

well, such as verb 1, verb 2, verb 3 and be to determine present, past, and future events.

Simple past tense is a tense used to tell past activities. According to Werner and Nelson (2007:29) simple past tense described action or situation that began and ended in the past. It meant when we talk about the activities that we did in the past we use simple past tense. In Simple past tense we use verb 2, and there are two kinds of verb they were irregular and regular verb. Irregular verbs were verbs that do not follow the rules for what verbs supposed to look and sound like in the past tense. Regular verbs were easy to find in the past tense because they end with the letters "ed. In junior high school, students have learnt about tenses since the first year. The tenses were simple present tense, simple past tense and simple future tense. According to KTSP curriculum, the students specifically learnt about simple past tense in the second year or eight grades. They learn simple past tense from recount text.

Based on the researcher's informal interview with some students, they studied English from present form until past form. The researcher found that many students still had difficulties in simple past tense specially in transforming affirmative into negative and interrogative sentences. They were still confused or did not understand about the tenses formula, and because of those difficulties they often made some grammatical errors.

Based on the description above, the researcher interested in conducting a study entitled "An Analysis of the Second Year Students' Grammatical Errors in

Transforming Affirmative into Negative and Interrogative Sentences of Simple Past Tense at SMP Bunda Padang”.

## 1.2 The Identification of the Problem

In learning English, there were four skills that the students should learn. They were listening, speaking, reading and writing. Writing is one of four skills that should be mastered by students. The students asked to produce their English in written form. According to Oshima and Hogue (1991: 155-162) there are basically four kinds of sentences in English: simple, compound, complex, and compound complex sentences. Simple sentence is one dependent clause for example; *I enjoy playing tennis last week*. Compound sentence is two or more independent clauses for example; *I enjoy tennis but I hate golf*. Complex sentence contains one independent clause and one (or more) dependent clause(s) for example; *I like the book that you bought yesterday*. Compound complex sentence is a combination of two or more independent clauses and one (or more) dependent clauses for example; *while he was cleaning the kitchen, he found a lot of expired food, but he did not get rid of it immediately*.

In junior high school the students learnt English from simple present tense to simple past tense, and the students still had some grammatical errors in simple past tense especially in sentence formula. There were affirmative, negative, and interrogative sentences in simple past tense. First, affirmative sentence is a sentence that used to express positive situation for example; *I woke up at 5 a.m yesterday*. Second, negative sentence told us what someone or something did not have or negative meaning, for example; *She did not buy a book*. And the third,

interrogative sentence is a sentence to ask a question and get information. It always ended with a question mark. It can be in the form of yes/no questions and WH-questions, for example; *Did they go to the market? Or When did you buy this novel?*

There are four types of grammatical error. They were omission, addition, misformation, and misordering. According to Dulay *et.al* (1982:155-162) omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misordering errors are characterized by the incorrect placement of a morpheme or groups of morphemes in an utterance.

### **1.3 The Limitation of the Problem**

Based on the identification of problem, the researcher limited her research to find out grammatical errors that made by the second year students' in transforming affirmative sentences to negative and interrogative sentences of simple past tense at SMP Bunda Padang. As stated above there were four types of sentences, they were simple, compound, complex, and compound complex sentences, and the researcher chose simple sentence in this research. There were four types of grammatical error they were omission, addition, misformation, and misordering. The researcher decided to choose all of them and for the sentence, there were many form of sentences, namely: affirmative, negative, interrogative, declarative, imperative, and exclamatory sentences and the researcher decided to choose

affirmative, negative, and interrogative sentences (Yes/No and WH Question) for interrogative sentences the researcher choose Yes/No Question.

#### **1.4 The Formulation of the Problem**

The researcher formulated the general problem as followed “What types of grammatical errors are made by the second year students in transforming affirmative into negative and interrogative sentences of simple past tense at SMP Bunda Padang?”

#### **1.5 The Research Question**

Based on the formulation of problem above, the researcher proposes the specific questions as followed:

1. What types of grammatical errors are made by the second year students of SMP Bunda Padang in transforming affirmative sentences into negative sentences?
2. What types of grammatical errors are made by the second year students of SMP Bunda Padang in transforming affirmative sentences into interrogative sentences?

#### **1.6 The Purpose of the Study**

Based on the research question above, in general the purpose of this study was to find out grammatical errors that made by the second year students' at SMP Bunda

Padang in transforming affirmative sentences to negative and interrogative sentences of simple past tense. Specifically this study has purposed as followed:

1. To find out types of grammatical errors made by the second year students of SMP Bunda Padang in transforming affirmative sentences into negative sentences?
2. To find out types of grammatical errors are made by the second year students of SMP Bunda Padang in transforming affirmative sentences into interrogative sentences?

### **1.7 The Significance of the Study**

The result of this study expected to improve the achievement in English language teaching especially grammar. For the students, they know their errors in grammar especially in transforming affirmative into negative and interrogative sentences of simple past tense. It can be an input for them to overcome the errors that they had. For English teacher, it gave information about the students' errors in transforming affirmative into negative and interrogative sentences of simple past tense and it can be considered as an input for them to find out the better way of teaching simple past tense. For the researcher, it was useful to increase the knowledge in doing a research and report it in future.

### **1.8 The Definition of Key Term**

In order to avoid misunderstanding in this research, the researcher gave the definition of the terms that used in this research:

1. Grammatical error is all errors made by the students in transforming affirmative to negative and interrogative sentences of simple past tense.
2. Simple past tense is tenses that used to express situation in the past time.
3. Affirmative sentence is a sentence that used to express positive situation.
4. Negative sentence is a sentence that used to express negative situation.
5. Interrogative sentence is a sentence that used to express a question.
6. omission errors are an item that must appear in a well-formed utterance.
7. Addition errors are the presence of an item which must not appear in a well-formed utterance.
8. Misformation errors are the use of the wrong form of the morpheme or structure.
9. Misordering errors are the incorrect placement of a morpheme or groups of morphemes in an utterance.
10. Transforming affirmative into negative sentence is changing positive sentence into negative sentence in simple past tense form.
11. Transforming affirmative into interrogative sentence is changing positive sentence into interrgative sentence in simple past tense form.