

STUDENTS' ERRORS IN USING INTERROGATIVE SENTENCES MADE BY STUDENTS OF SMP NASIONAL BANAU KOTA TERNATE

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ABSTRACT

This research aims to find out: (1) what are the most dominant types of errors made by class VIII of SMP National Banau Kota Ternate in making interrogative sentences? and (2) what are the factors causing errors made by students of class VIII of SMP National Banau Kota Ternate in using interrogative sentences? This research used descriptive qualitative method; this research involved 20 participants. The research instrument used a test, the test was used to obtain data on the types of errors in interrogative sentences. In data collection, tests were used to obtain data on the types of errors in interrogative sentences. In analyzing the data, there are five steps: Identifying students, Classifying types of errors by using the surface taxonomy strategy proposed by Ellis, Counting the number of errors, Discussing data, and Making conclusions. The results showed that there were 4 types of errors, namely omission, addition, misformation, and misordering. The percentages of the errors are 27 omissions (9.71%), 125 additions (43.10%), 129 misformation (44.48%), and 9 misordering (3.10%). The most dominant error is misformation (44.48%). And the factor that causes students to often make error in making interrogative sentences is intralingual transfer. Based on the analysis of the students' answer sheets, the misformation type errors made by students are because students are still confused in determining the right auxiliary words. The researcher suggested that teachers give students some exercises to minimize the dominant errors and try to find solutions. For the students, students should learn more by practicing writing regularly.

Keywords: interrogative sentence errors, causative factors

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) apa saja jenis kesalahan yang paling dominan yang dilakukan siswa kelas VIII SMP Nasional Banau Kota Ternate dalam membuat kalimat tanya, dan (2) apa faktor penyebab kesalahan yang dilakukan oleh siswa kelas VIII SMP Nasional Banau Kota Ternate dalam penggunaan kalimat tanya. Penelitian ini menggunakan metode deskriptif kualitatif, Penelitian ini melibatkan 20 partisipan. Instrumen penelitian menggunakan tes, tes digunakan untuk mendapatkan data tentang jenis kesalahan dalam kalimat tanya. Dalam pengambilan data, tes digunakan untuk mendapatkan data tentang jenis kesalahan dalam kalimat interogatif. Dalam menganalisis data terdapat lima langkah: Mengidentifikasi siswa, Mengklasifikasikan jenis kesalahan dengan menggunakan strategi surface Taksonomi yang dikemukakan oleh Ellis, Menghitung jumlah kesalahan, Mendiskusikan data, dan Membuat kesimpulan. Hasil penelitian menunjukkan bahwa terdapat 4 jenis kesalahan, yaitu penghilangan, penambahan, kesalahan informasi, dan kesalahan pengurutan. Persentase dari kesalahan tersebut adalah 27 penghilangan (9,71%), 125 penambahan (43,10%), 129 kesalahan bentuk (44,48%), dan 9 kesalahan urutan (3,10%). Kesalahan yang paling dominan adalah salah bentuk (44,48%). Dan faktor yang menyebabkan siswa sering salah dalam membuat kalimat tanya adalah intralingual transfer. Berdasarkan analisis terhadap lembar jawaban siswa, kesalahan jenis misformation yang dilakukan oleh siswa karena siswa masih bingung dalam menentukan kata bantu yang tepat. Peneliti menyarankan agar guru memberikan latihan-latihan kepada siswa beberapa latihan untuk meminimalisir kesalahan yang dominan dan mencoba mencari solusinya. Untuk para Bagi siswa, siswa harus lebih banyak belajar dengan berlatih menulis secara teratur.

Kata kunci: kesalahan kalimat tanya, faktor penyebab.

INTRODUCTION

Learning is a process, so error is a natural occurrence. From the errors made, a learner will get feedback from others, so that it is used as a reference or guide during the learning stage to learn even better. Language error is an event that is inherent or closely related to every use of language both orally and in writing. Both adults who have mastered the language, children and foreigners who are learning a language can make language mistakes when they use a particular language.

Grammatical structure rules in English are different from the rules of Indonesian grammar structure. An example of this difference is that English has tenses to express time, while Indonesian does not have a specific grammatical form to express the form of time. Writing interrogative sentences with proper sentence structure is a must know extra or be what to use. In interrogative sentences, the verb is part of the sentence structure. By changing the positive sentences to question sentence, automatically allows for changes that occur in verbs in interrogative sentences, in this case students are still confused determine the correct verb in writing. Because these are some students often make mistakes in the structure of interrogative sentences.

1. The Meaning of Errors

The definition of language errors is also discussed by Corder in his book entitled "Introducing Applied Linguistics". Corder stated that what is meant by a language error is a violation of the language code. Language errors can occur in both young children and adults. If the mistake is made by a small child who is in the process of mastering L1, it is usually called a mistake. Meanwhile, if deviations are made by adults (who are considered to have mastered the first language) it is called (mistake) an error (Pranowo, 2015: 118).

As for the different understanding put forward by Tarigan (in Muhammad Junus and Andi Fatima Junus, 1988: 4) says that "To understand language errors is impossible to do completely without a good understanding of interference, bilingualism, language acquisition, and good language teaching." closely related to each other. Furthermore, understanding language errors provides feedback for improving language teaching programs. According to Nurjanah, et al (2017), the term error refers to wrong actions made by someone when constructing grammar or other language features such as the result of their ignorance or incomplete knowledge of that language. The production of errors usually occurs in the learning process, because mistakes are a natural part of learning a language and can serve as insight into the tools and processes used to learn language (Corder in Afifah, 2014). According to Saville and Troik (2006:39), therefore errors are a sign that students may unconsciously explore new systems, not simply experience "disturbances" with old habits. Mistakes aren't a bad way to get rid of them, but they are a source of insight into the learning process. Errors are evidence of the existence of the language system used by the learner at various stages of L2 development and the strategies or methods used by the learner to acquire language. In a sense, mistakes are a window into the mind of a language learner.

Based on the explanation above, it can be concluded that errors are the results obtained as a result of the learning process. Errors are not bad habits errors occur when L2 learners are in the learning process.

2. Type of Errors

According to Brown (2007: 262), the most generalized breakdown can be made by identifying errors of addition, omission, Substitution, and ordering, following standard mathematical categories. According to Ellis (2005:61), there are four errors based on the surface strategy taxonomy.

a. Omission

Omission is when leaving out an item that is required for an utterance to be considered grammatical. For example learner Often leave out the third person singular morpheme-s, the plural marker -s, and the past tense -ed inflection. Dulay, Burt et al. (1981: 154) argues that "Omission is an error characterized by the absence of elements that must be present in a well-formulated statement or utterance.

b. Addition

The form of error of addition is an error that adds an item which should not be in an utterance.

Dulay et al. (1981:156) explains that Addition is a type of error characterized by the presence of elements that should not appear in a well-ordered statement. The error of addition is a higher level than the error of omission in second language acquisition. At this point in the level students have learned the grammatical rules of the second language, but they often misunderstand them. So they made errors. There are three types of Error of addition: double markings, regularization, and simple additions.

c. Misformation

Misformation happened when using grammatical form in place of another grammatical. Misformation errors are characterized by the use of incorrect morphemes or structures in a sentence. In a misformation error, the student gives something away, even though it is not true. There are two types of errors of this classification. They are: Achie-form and Alternating Forms.

d. Misordering

Error of Misordering is characterized with the incorrect placement of a morpheme in a well-formed sentence when the students constructing a sentence. Considered misordering is when putting the words in an utterance in the wrong order.

Based on the explanation above, it can be concluded that types of error divided into four items, they are omission, addition, misformation, and misordering. Omission means when leaving out an item that is required for an utterance. Addition means that there is an error because presence of an item roommate must not be present in a well-formed utterance. Misformation means wrong word or when using grammatical form in place of another grammatical. Misordering means when putting the words in an utterance in the wrong order.

3. Sources of Errors

Because there are many descriptions for different types of errors it is very important to go further and inquire about sources of error. In the first part of the study, it was found that there were alleged errors, a result of the habit of learning the first language to the second language. By trying to identify sources, teachers can look for other steps to understand how cognitive skills and affective processes relating to the language system and formulating an integrated understanding of the second language acquisition process (Brown, 2007: 263). Errors arise from several possibilities and causes and effects, which are divided into two parts, namely:

a. Interlingual Transfer

Interlingual transfer is caused by interference mother tongue. This error usually occurs in the early stages of language learning where the learners are not familiar with grammar the new one. Mother grammar is the only one owned by the learners so that the order the language is sometimes used for compose sentences in a foreign language studied.

b. Intralingual Transfer

Intralingual transfer is an important factor in learning a second language. This error has nothing to do with the student's native language. It seems to be caused by a problem in the second language itself. Intralingual transfer is caused by language targets that are being studied by students. This error usually also occurs in the early stages of learning. This error show that learners experience development in the learning process. Richard (1974) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

4. Interrogative Sentences

According to Ardiyah (2014: 01), interrogative sentences are sentencing whose contents ask questions something or someone for listeners or readers. Questions that aim to is asking something or someone to the reader or speaker. On the other hand, with the help of interrogative sentences, a person

also gets the information he wants. With interrogative sentences you can ask a number of things. Things about feelings, opinions, goals, thoughts, etc (Cahyaningrum, 2013: 23-24). Also states that, interrogative is a sentence about a question, often marked in the text with a "question mark" (?). whereas in written language it is always marked with a higher tone, this sentence has a function to seek information or truth. Interrogative sentences or questions are part of speaking skills and play an important role in dialogue. In language learning, interrogative sentences are part of learning English and learning grammar and have been taught as basic grammar learning. Each language has a limited number of sentence patterns. This expression refers to the meaning of sentences such as questions, reports and invitations. Each type of sentence has a different pattern depending on the purpose of the sentence. According to Irishkulov (2006: 46), interrogative sentences vary declarative or interrogative features. In modern English there are two types of question structure general questions (yes or no questions) and specific questions (or Wh interrogatives). Frank (1972: 88) states that Questions in English are divided into three types: Yes / No Questions, which begin with an auxiliary and modal verb that raises a yes or no answer. Interrogative words / Information Questions function as asking for information. Questions are usually formed by question words such as: what, where, why, who, when, and how. Tag question is added to be and auxiliary verbs at the end of the sentence (Bieber: 1999: 157), turning the declarative sentence into a question sentence and its function is to give affirmation to the listener.

5. Result of an error

Language errors are not only sourced from linguistic factors, but also come from non-linguistic factors. System differences between the mother tongue and the target language cause negative transfers that encourage errors. Conversely, the same pattern between the two languages will lead to a positive transfer, there by facilitating the process of learning a foreign language. The use of the target language that is forced and is still in a state of lack of mastery will result in many forms of wrong language in the process of acquiring a second language. As a result, there is an inaccuracy in the use of language rules that affect the whole sentence in communicating and errors that do not hinder communication in sentences. Dulay, Burt, and Kreshen explain two types of errors in the use of language, namely global errors and local errors. According to (Norrish, 1983: 127) global error is an error due to the effect of meaning on the entire sentence which causes the listener or reader to misunderstand a message or cannot understand it. This global error can be in the form of incorrect wording, missing or unwritten words, used of link and so on. And local errors are inaccuracies in the use of linguistic rules which only occur in one particular element of the sentence but the intended meaning can still be understood.

RESEARCH METHOD

In this study, the researcher apply a qualitative descriptive method to find out what types of errors made by students and the causal factors. The reason for using a qualitative approach is to explain a phenomenon in depth by collecting data as deep as possible which shows the importance of depth and detail from the data collected. This is in line with Moleong (2017: 6) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various natural methods.

The research instrument used in this qualitative research is a test, an English question in which students are asked to change positive sentences to interrogative sentences consisting of 20 numbers. Researchers use English questions to find out, as well as what types of errors are most dominant in

making interrogative sentences and to find out the factors that cause students to make mistakes. The test was conducted once, the researcher asked the students to translate the text in 60 minutes. After the students finished translating, the researcher collected them and then the researcher analyzed the students' errors which were classified into 4 errors according to Dulais Taxonomy, namely: omission, addition, misformation, and misordering.

RESULT AND DISCUSSION

The findings from this study indicate that researchers used tests to find out the most dominant types of errors and factors that caused students to make errors in the use of interrogative sentences, which were carried out by students of class VIII SMP Nasional Banua Kota Ternate. There were 20 students who took the test. Students were asked to change positive sentences into interrogative sentences, with 20 questions, the time given to participants to do the test was 60 minutes.

The researcher examined the results of student errors where students were asked to change positive sentences into interrogative sentences. Found that there are 129 items from misformation errors, addition errors of 125 items, omission errors of 27 items, and 9 misordering error. Total 290 error items from 20 students. Below are presented some examples of real mistakes made by students when changing positive sentences into interrogative sentences.

1. Types of students' errors in changing positif sentences to Interrogative

The following were the several samples of students "errors in changing positive sentences to Interrogative, based on Surface Strategy Taxonomy.

1. Omission

An omission error is characterized if one or more items are missing that should appear when in a well-formed sentence by the students, such as the sentence below:

- a. Positive sentence: He started conducting experiment in 1895
Interrogative sentence: Did he star conducting experiment in 1895?
Did he star conducting experiment in 1895? is incorrect because the student omit one letter (t) from "star" should be "start".
- b. Positive sentence: Marconi died in Fiome on 20 july 1937, because heart attacks.
Interrogative sentence: Did Marconi in Fiome on 20 july 1937, because heart attacks?
Did Marconi in Fiome on 20 july 1937, because heart attacks. is incorrect because the student omit one word (die) from "Did Marconi in Fiome on 20 july 1937, because heart attacks?" should be "Did Marconi die in Fiome on 20 july 1937, because heart attacks?".
- c. Positive sentence: Marconi takes the position of lieutenant in the Italian army.
Interrogative sentence: Does Marconi take the position of lieutenant?
Does marconi take the position of lieutenant? is incorrect because the student omit word (in the italian Army) from "Does marconi take the position of lieutenant?" should be "Does marconi take the position of lieutenant in the Italian Army?".
- d. Positive sentence: He intreduces the microwave beacon for ship navigation.
Interrogative sentence: Does he intreduces for ship navigation? is incorrect because the student omit word (the microwave beacon) from "Does he intreduces for ship navigation?" should be "Does he intreduce the microwave beacon for ship navigation?".

2. Addition

Addition errors are characterized by by the presence of one or more items that appear in the sentence, such as the sentence below:

- a. Positive sentence: He started conducting experiment in 1895.
Interrogative sentence: Did he started conducting experiment in 1895?

- Did he started conducting experiment in 1895? is incorrect because after did used the verb should be form of verb1 the student add (ed) from “started” should be “start”.
- b. Positive sentence: He established the wireless telegraph and signal radio.
Interrogative sentence: Did He established the wireless telegraph and signal radio?
Did He established the wireless telegraph and signal radio? is incorrect because after did used the verb should be form of verb1 the student add (ed) from “established” should be “establish”.
- c. Positive sentence: Marconi died in Fiome on 20 july 1937, because of heart.
Interrogative sentence: Did Marconi died in Fiome on 20 july 1937, because of heart?
Did Marconi died in Fiome on 20 july 1937, because of heart? is incorrect because after did used the verb should be form of verb1 the student add (d) from “died” should be “die”.
- d. Positive sentence: He intrduces the microwave beacon of ship navigation.
Interrogative sentence: Does he intrduces the microwave beacon of ship navigation?
Does he intrduces the microwave beacon of ship navigation? is incorrect because after does used the verb should be form of verb1 the student add (s) from “intrduces” should be “introduce”.

3. Misformation

Misformation errors are characterized by incorrect morphemes or the use of incorrect structures in well-formed sentences when students create sentences, such as the sentence below:

- a. Positive sentence: Marconi traveled to England.
Interrogative sentence: Does Marconi travel to England? In this sentence the word does was incorrect. Does in this sentence categorized as alternating form in misformation. The correct sentence is: Did Marconi traveled to England?
- b. Positive sentence: He established the wireless telegraph and signal radio.
Interrogative sentence: Have he establish the wireless telegraph and signal radio? In this sentence the word *have* is incorrect. Have in this sentence categorized as alternating form in misformation, the student write “have” should be “did”. The correct sentence is: Did he establish the wireless telegraph and signal radio?
- c. Positive sentence: The parent facilitate Marconi to study the earlier mathematical work of James.
Interrogative sentence: Are the parent facilitate Marconi to study the earlier mathematical work of Jams? In this sentence the word Are is incorrect. Are in this sentence categorized as alternating form in misformation, the student write “Are” should be “do”. The correct sentence is: Are the parent facilitate Marconi to study the earlier mathematical work of James?
- d. Positive sentence: Marconi is the first person to invent radio.
Interrogative sentence: Do Marconi the first person to invent radio?
In this sentence the word do is incorrect. Do in this sentence categorized as alternating form in misformation, the student write “Do” should be “Is”. The correct sentence is: Is Marconi the first person to invent radio?

4. Misordering

Misordering errors are characterized by incorrect placement of morphemes in sentences that are already well formed when students make sentences, such as the sentence below :

- a. Positif sentence: Marconi died in fiome on 20 july 1937, because of heart attacks.
Interrogative sentence: Did die Marconi died in fiome on 20 july 1937, because of heart attacks?

- Did Die Marconi in fiome on 20 july 1937, because of heart attacks? Is incorrect because the student putting the words in an utterance in the wrong order the student used incorrect placement from “did die Marconi in fiome on 20 july 1937, because of heart attacks. should be “Did Marconi die in fiome on 20 july 1937, because of heart attacks?”
- b. Positif sentence: The perents fasilitate Marconi to study earlier mathematical work of James.
Interrogative sentence: The perents do fasilitate Marconi to study earlier mathematical work of James?
The perents do fasilitate Marconi to study earlier mathematical work of James? is incorrect because the student putting the words in an utterance in the wrong order the student used incorrect placement from “The perents do fasilitate Marconi to study earlier mathematical work of James? “should be “Do the perents fasilitate Marconi to study earlier mathematical work of James?”
- c. Positif sentence: People are possible to communicate via wireless radio signaling.
Interrogative sentence: People does are possible to communicate via wireless radio signaling?
People does are possible to communicate via wireless radio signaling? is incorrect because the student putting the words in an utterance in the wrong order. The student used incorrect placement from “people does are possible to communicate via wireless radio signaling? should be “Are people possible to communicate via wireless radio signaling?”
- d. Positif sentence: Marconi traveled to England.
Interrogative sentence: Marconi did traveled to England?
Marconi did traveled to England? is incorrect because the student putting the words in an utterance in the wrong order the student used incorrect placement from “Marconi did traveled to England? “should be “Did Marconi travel to England?”

Table 1. The Classification of Errors committed by Each Student

Student	Type of errors				Total
	Omission	Addition	Misformation	Misordering	
JJ (S1)	-	7	3	-	10
MA (S2)	2	4	7	-	13
SH (S3)	2	5	5	-	12
WW (S4)	1	3	3	-	7
S (S5)	2	2	3	-	7
SFW (S6)	1	3	1	-	5
FM (S7)	2	2	1	-	5
AK (S8)	-	4	3	-	7
RS (S9)	3	9	7	-	19
NI (S10)	-	11	9	-	20
FAB (S11)	1	10	8	1	20
FR (S12)	2	8	9	-	19
BAS (S13)	2	8	12	-	22
SN (S14)	4	8	9	-	21
SWK (S15)	4	8	9	-	21
FT (S16)	-	8	10	-	18
AD (S17)	-	8	5	-	13
M (S18)	-	8	10	-	18
MAR (S19)	1	5	10	-	16
NC (S20)	-	4	5	8	17
TOTAL	27	125	129	9	290

From the table above, the calculated percentage of errors made by students in changing positive

sentences to interrogative sentences is 290 cases which are divided into four calculations, they are:

- a. $POM = \frac{\text{total omission}}{\text{total errors}} \times 100\% = \frac{27}{290} \times 100\% = 9,31\%$
- b. $PAD = \frac{\text{total addition}}{\text{total errors}} \times 100\% = \frac{125}{290} \times 100\% = 43,10\%$
- c. $PMF = \frac{\text{total misformation}}{\text{total errors}} \times 100\% = \frac{129}{290} \times 100\% = 44,48\%$
- d. $PMO = \frac{\text{total misordering}}{\text{total errors}} \times 100\% = \frac{9}{290} \times 100\% = 3,10\%$

From the students' test results, the researcher found that the factor that causes students to make errors in making interrogative sentences is intralingual transfer. This study reveals that intralingual errors occur more frequently when compared to interlingual errors. Based on the number of students' errors, it is clear that EFL learners still have difficulties in forming words based on the norms of the second language, are still confused in determining the right to be, and in constructing grammatically correct sentences. These errors have nothing to do with the students' native language. It seems to be caused by problems in the second language itself. Intralingual transfer is caused by the student's lack of knowledge in the second language being learned by the students. Given the fact that the participants of the study were Indonesian students whose first language is Indonesian which is structurally different from English, the number of words chosen and constructed by the students to express their ideas was clearly influenced by the students' lack of knowledge in their second language and resulted in the construction of inappropriate question sentences.

Based on the results of the study, after the researcher identified errors and classify them based on a taxonomy of surface strategies including: omission, addition, misformation, and misordering. Then the researcher classifies the types of errors and frequency is determined. Researchers found that the highest frequency of errors made by students were misformation errors with 129 items or 44.48% of 290 errors. This shows that it turns out that most students make misformation errors. As we know, misformation errors are characterized by wrong morphemes or using the wrong structure in sentences that are formed when students make sentences, in this case students make errors because they don't understand the use of grammar.

CONCLUSION

Based on the results of the finding and discussion, the researcher can conclude that students in grade VIII of SMP National Banau Kota Ternate in the 2023/2024 academic year make errors in writing sentences as many as four types of errors. The four types of errors are: omission errors 9,71%, addition errors 43,10%, misformation errors 44,48%, and misordering errors 3,10%. The most dominant error is misformation error which reaches 44.48% and the factor that causes the error is intralingual transfer. Based on the results of analyzing students' answer sheets, misformation errors are made by students because students are confused about determining the right words in writing sentences.

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