

**STUDENTS' ERRORS IN TRANSFORMING AFFIRMATIVE TO
NEGATIVE AND INTERROGATIVE SENTENCES**

(A study conducted to the 8th grade students of SMP PGRI 17 Bogor)

A Paper

Submitted to English Education Study Program, Faculty of Teacher Training and
Educational Sciences Pakuan University as a Partial Fulfillment of the
Requirements for the *Sarjana Pendidikan* Examination

By:

Rezna Febrian Sirojudin
031111126



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY
2018**

APPROVAL SHEET

**STUDENTS' ERRORS IN TRANSFORMING AFFIRMATIVE TO
NEGATIVE AND INTERROGATIVE SENTENCES**

Approved by:

Supervisor I,



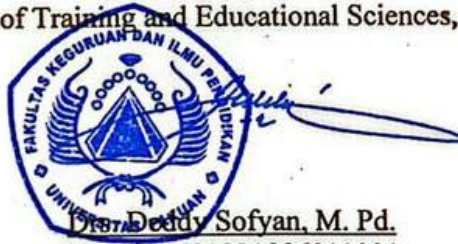
Drs. Deddy Sofyan, M. Pd.
NIP. 195601081986011001

Supervisor II,



Istiqlaliah Nurul Hidayati, M.Pd.
NIK. 0415128202

Dean of Faculty of Teacher
of Training and Educational Sciences,



The official stamp is circular with a blue border. Inside the border, the text reads 'FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN' at the top and 'UNIVERSITAS DEDY SOEDJATMO' at the bottom. In the center, there is a logo featuring a triangle with a sun-like symbol above it. A handwritten signature in blue ink is written across the stamp.

Drs. Deddy Sofyan, M. Pd.
NIP. 195601081986011001

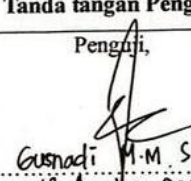

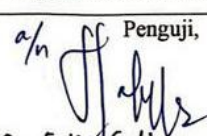
Head of English Education
Study Program,



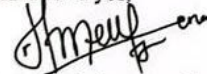
Mursidah Rahmah, M.Pd.
NIP. 10903032435

**FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FKIP – UNPAK BOGOR**

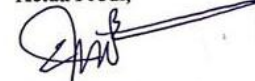
Nama : Rezna Febrina Sirojudin
 NPM : 0311 11 126
 Judul : Students' Errors in Transforming Affirmative to Negative
 and Interrogative Sentences
 Tanggal Ujian : 28 Juni 2018

| Komponen Perbaikan | Tanda tangan Penguji |
|---|--|
| Revise Chapter III Add Rubric of Document Analysis | Penguji,  Gusnadi M.M. S.Pd Tanggal: 13 Agustus 2024 |
| - Revise Declaration - Revise Preface | Penguji,  Istiqalillah Nurul Hidayati M.Pd Tanggal: 15 Agustus 2024 |
| - Revise chapter II - Revise chapter I : add errors definition | a/n Penguji,  Dr. Entis Sutisna, M.Pd Tanggal: 13 Agustus 2024 |

Mahasiswa ybs.


Rezna Febrina Sirojudin

Bogor, 15 Agustus 2024
Mengetahui
Ketua Prodi,


Mursidah Rahmah, M.Pd.
NIK 1.0903032435

DECLARATION

I hereby declare that the paper entitled "Students' Errors in Transforming Affirmative to Negative and Interrogative Sentences" is completely my own work. I am fully aware that I have quoted some statements and ideas from many sources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or the ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2018



Rezna Febrian Sirojudin

PREFACE

Alhamdulillahirobbil a'lam, all the praises should be delivered to Allah SWT, the Almighty, and the Lord of Universe. In as much as His blessing and mercy, the writer can finally finish writing this paper entitled “Students’ Errors in Transforming Affirmative to Negative and Interrogative Sentences” and not forget to the Great Prophet Muhammad SAW of his quote about the science which must be learnt as part of good deeds to reach the Jannah.

The paper is written to fulfil one of the requirements for the *Sarjana Pendidikan* Examination at English Education Study program, Faculty of Teachers Training and Educational Sciences, Pakuan University, Bogor.

Finally, the writer realizes that this paper is far from being perfect. Hence, she receives all constructive criticisms and comments for her better study in the future. She hopes that this paper will be useful for her and others who read it.

Bogor, June 2018

The Writer

ABSTRACT

This research is aimed at finding out students' errors in transforming affirmative to negative and interrogative sentences of simple past tense. It is conducted to 8th grade students in SMP PGRI 17 Bogor. Descriptive method is used in conducting this research. The writer uses purposive sampling by taking 5 students who got the lowest score from 4 classes, so there are 20 respondents. The data are collected by using students' work, questionnaire, and interview. There are four types of errors; omission, addition, misinformation, and misordering. From the result of the research, it is found that the highest error is misinformation. There are 205 errors (56.47%) in misinformation. The second error is omission with 85 errors (23.42%). Followed by misordering with 47 errors (12.95%). The lowest error is addition with 26 errors (7.16%). There are three causes of error; carelessness, first language interference, and translation. The most cause of error is carelessness.

ACKNOWLEDGEMENT

The writer would like to express her deepest gratitude to Allah SWT who has made the writer possible to finish this paper and all people who support her in accomplishing this paper. First, her deepest gratitude and appreciation are presented to Drs. Deddy Sofyan, M.Pd as the first supervisor and as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University and also Istiqlaliah Nurul Hidayati, M.Pd as the second supervisor who had given her advices, guidance, suggestions, and motivation in accomplishing this paper.

Her sincere gratitude is also extended to Dra. Atti Herawati, M.Pd as the Head of English Education Study Program, Asih Wahyuni, M.Pd as the Secretary of English Education Study Program, Anita Retnowati, M.Hum. as her academic counselor, and all the lecturers of English Education Study Program.

In addition, her sincere thanks and appreciation are given to the students in 8th grade of SMP PGRI 17 Bogor for their cooperation and participation in the process of collecting the research data, also for Fajriansyah, S. Pd. as English teacher of SMP PGRI 17 Bogor and Drs. Achmad Holid as headmaster of SMP PGRI 17 Bogor.

Her deepest gratitude, appreciation, and love are dedicated to her beloved parents: Sirojudin, S.Sos and Rodiah, for giving her endless love, care, support and special thanks for always praying for her. Besides, her deepest gratitude is given to her lovely husband: Hilman Ramdhani for always caring and supporting her. Furthermore, she would like to show her gratefulness to her beloved friends:

Yusania, Ira, Winda, Isma, Dian, Indira, Phaisal, Septi and Ica for always supporting and helping her in finishing this paper. She also thanks all her classmates in Class C/2011.

TABLE OF CONTENT

APPROVAL SHEET

DECLARATION

PREFACE

ABSTRACT i

ACKNOWLEDGEMENT ii

TABLE OF CONTENT iv

LIST OF TABLE vi

CHAPTER I INTRODUCTION

A. Background of the Study 1

B. Reason for Choosing the Topic 1

C. Research Question 2

D. Aim of the Research 2

E. Research Focus 3

F. Research Significance 3

G. Operational Definition 3

CHAPTER II THEORETICAL FOUNDATION

A. Error Analysis 4

1. The Definition of Error Analysis 4

2. The Difference between Error and Mistake 5

3. Causes of Error 6

4. Types of Error 7

5. The Steps in Analyzing Error 8

B. Simple Past Tense 9

1. The Definition of Simple Past Tense 9

2. The Functions of Simple Past Tense 9

3. The Form of Simple Past Tense 11

C. Relevant Research 11

| | |
|---|-----------|
| CHAPTER III RESEARCH METHODOLOGY | |
| A. Research Method and Design | 13 |
| B. Research Site and Participant | 15 |
| C. Data Collection Technique | 15 |
| D. Data Analysis | 16 |
| CHAPTER IV DATA DESCRIPTION AND ANALYSIS | |
| A. Data Description | 18 |
| 1. Data Description from Documentation..... | 18 |
| 2. Data Description from Questionnaire..... | 21 |
| 3. Data Description from Interview..... | 24 |
| B. Data Analysis..... | 30 |
| CHAPTER V CONCUSION AND SUGGESTION | |
| A. Conclusion..... | 37 |
| B. Suggestion | 37 |
| BIBLIOGRAPHY | 39 |
| APPENDICES | |
| Appendix 1: Students' Work | |
| Appendix 2: The Result of Questionnaire | |
| Appendix 3: Interview Transcription | |
| Appendix 4: <i>Surat Keputusan Bimbingan</i> | |
| Appendix 5: <i>Surat Izin Penelitian</i> | |
| Appendix 6: <i>Catatan Bimbingan Skripsi</i> | |

LIST OF TABLE

| | | |
|-----------|--|----|
| Table 3.1 | : Research Design (Figure) | 14 |
| Table 3.1 | : Rubric of Document Analysis | 16 |
| Table 4.1 | : A Sample of Students' Work Analysis..... | 18 |
| Table 4.2 | : The Recapitulation of Students' Error..... | 19 |
| Table 4.3 | : The Result of the Errors in Students' Work | 20 |
| Table 4.4 | : The Result of Questionnaire | 21 |

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is the first foreign language. It is also an international language. The pattern of English is very different from Bahasa Indonesia. The mastery of English can help people in many aspects of life, such as jobs, education, communication and many more. So, English is important to be learned.

There are four skills in English, they are: listening, speaking, writing, and reading. Those language skills have to be learned as well as language components, such as grammar, vocabulary, spelling and pronunciation. Grammar is one of language components that supports students' language skill. Grammar is very important in learning English because it can help the students make good sentences. However, sometimes the students make error in using grammar. There are many components in grammar, one of them is tenses. Tenses are the basic knowledge in understanding English. Simple past tense is one of tenses.

B. Reason for Choosing the Topic

There are two reasons why the writer chooses this topic. The first is to make a correct sentence, the students need to understand the grammar. If the sentence has a good grammatical structure, then it can be understood well and the message of the sentence will be delivered. Grammar has some

components, one of them is tenses. Tenses are considered to be difficult to be learnt. Simple past tense is one of tenses.

Second is the writer found that the students were still confused in transforming affirmative to negative and interrogative sentences of simple past tense. The students have learnt about the material, but there are still errors in transforming those sentences.

From those reasons, the writer thinks that the students' errors in transforming affirmative to negative and interrogative sentences should be conducted. It is also to find out the types and causes of the students' errors.

C. Research Question

There are two research questions formulated to conduct this study.

1. What types of errors do the students make when transforming affirmative to negative and interrogative sentences of simple past tense?
2. What are the causes of the errors made by the students in transforming affirmative to negative and interrogative sentences of simple past tense?

D. Aim of the Research

The aims of this study are:

1. To identify the types of errors made by students in transforming affirmative to negative and interrogative sentences of simple past tense
2. To investigate the causes of the errors made by the students in transforming affirmative to negative and interrogative sentences of simple past tense

E. Research Focus

To limit the problem, the writer only focuses on one tense, simple past tense and the writer only investigates the causes and the types of error made by students in transforming affirmative to negative and interrogative sentences of simple past tense.

F. Research Significance

This research can benefit the students in expressing why they cannot understand in transforming affirmative to negative and interrogative sentences of simple past tense. This research will give them a guide and can help them how to transform the sentences based on the types of error, so they will pay attention in every aspect of learning tenses.

In addition, this research can be references for the teacher in teaching simple past tense. The teacher can improve the teaching method.

G. Operational Definition

1. Error analysis is a process to analyze and identify students' error to know the stage of the learning process.
2. Simple Past Tense is used to talk about activities or situations that are began and ended at a particular time in the past.
3. Errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it.

CHAPTER II

THEORETICAL FOUNDATION

A. Error Analysis

1. The Definition of Error Analysis

In a learning process, making errors is natural for every learner. According to Harmer (2007:170), “Errors are part of the students’ interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery”. It means that errors that are made by students show the significant stage of students’ capability to comprehend the materials in a learning process.

Brown (2000:218) mentions that errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of study of learners’ errors. It means that errors need to be analyzed to know the errors that learners made so the teacher can correct students’ error during learning process. Meanwhile, Gass and Selinker (2008:102) stated that Error analysis is a type of linguistic analysis that focuses on the errors learners make.

Based of the statement above, it can be concluded that error analysis is a process to analyze and identify students’ error to know the stage of the learning process.

2. The Difference between Error and Mistake

In a learning process, students cannot avoid making mistake or error, because it becomes part of the learning process itself. Error and mistake are two different things. Some people might think that error and mistake are the same. In fact, many linguists state their opinion about the difference between error and mistake.

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. It can be self-corrected. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Brown (2000:217)

It means that errors happened when the student do not know whether a particular thing is correct or not. It reflects to the competence of the students, so it should be helped by others to correct it. Meanwhile, mistakes happened when the students know that they do something wrong because they just do random guess. They already know where his or her mistake is.

Hubbard *et al* (1983:134) gives similar opinion. He said that errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it, while mistake is caused by temporary lapse of memory, confusion, slip of the tongue, and so on.

From the statements above, the writer concludes that errors cannot be self-corrected because it is caused by lack of knowledge. Meanwhile, mistake can be self corrected because it is caused by failing to remember or confusion.

3. Causes of Error

Students cannot avoid error in a learning process. There are some causes why students make errors. Norrish (1983:21) says that there are three reasons why students often make errors. They are carelessness, first language interference, and translation.

a. Carelessness

It is often closely related to lack of motivation. Lack of motivation can lead the students to the carelessness. The students have lack interest in learning something, and it effects to the way they learn and understand the material, but it is not always caused by the students, it can also be caused by the teacher. The teacher might use boring teaching style or it is not suitable for the students. So, the teacher should know an appropriate teaching style for the students.

b. First Language Interference

Different language has different rules. In this case, bahasa Indonesia has different pattern from English. When the students learn the target language, they might be influenced by their first language.

c. Translation

Translating the target language word by word might cause errors. It happens when learners have no idea about what they are going to say or write in target language. So, they cannot find the

appropriate expression or structure. They commonly will use the familiar expression or structure from their first language instead of target language.

4. Types of Error

There are four categories of error based on Ellis (1999:56). They are: omission, addition, misinformation and misordering.

a. Omission

Omission is the absence of an item that must appear in a well-formed utterance. For example, omission of an auxiliary verb, “*I not eat two bananas*”. It should be “*I did not eat two bananas*”.

b. Addition

Addition is the presence of an item that must not appear in well-formed utterances. For example, “*I am did not do my homework*”. It should be “*I did not do my homework*”.

c. Misinformation

Misinformation is the use of the wrong form of the morpheme or structure. For example, “*I did not ate two bananas an hour ago*”. It should be “*I did not eat two bananas an hour ago*”.

d. Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. For example, “*You did do your task last night?*”. It should be “*Did you do your task last night?*”.

5. The Steps in Analyzing Error

Based on Ellis (2008:47-57), there are four main steps in analyzing an error.

a. Identifying Errors

The first step is to identify the errors. The teacher has to compare the students' work with the correct one in target language. For example, "*My brother and I was fishing at the lake*". It should be "*My brother and I were fishing at the lake*".

b. Describing Errors

After identifying the error, the next step is being described and classified into types of error. For example, "*She is watched TV yesterday*". This sentence is incorrect because the student add "*is*". This error can be categorized as addition.

c. Explaining Errors

The third step is explanation. It is the answer of the question why and how the students' error happened.

d. Evaluating Errors

The last step is evaluating error. It can help the student learn the target language, because the teacher evaluates and corrects students' error.

B. Simple Past Tense

1. The Definition of Simple Past Tense

Tense is one of grammar's components. There are many tenses in English. One of them is simple past tense. According to Swan (2005:394), the simple past tense is the 'normal' one for talking about the past. Meanwhile Azar (2002:27) said that the simple past indicates that an activity or situation began and ended at a particular time in the past. It means that simple past tense is a tense that expresses action that started and finished in the past. Moreover, Parrot (2010:219) states that the simple past tense is a tense that is used to complete events, states or actions that took place within finished period of time.

Based on the definitions above, the writer concludes that simple past tense is a tense which tells about action that started and finished in the past or period of time. It is usually followed by an adverb of time such as yesterday, last week, an hour ago, just now, last night and so on.

2. The Functions of Simple Past Tense

According to Eastwood (1994:87), there are two functions of simple past tense. They are:

1. We use the past simple for an action in the past.

Examples:

- The shop opened last week.
- I bought some gloves yesterday.

2. We can also use the past simple for repeated actions.

Examples:

- We went to Austria a few times.
- They always came late when they were at senior high school students.

Meanwhile Cowan (2008:359) said there are three uses of the simple past tense, namely to express reported speech, to tell unreal conditional, and to describe polite request and question.

1. In expressing reported speech, it needs simple past tense.

For Example: a. John said, "I am a doctor". (Quoted speech)

b. John said that he was a doctor. (Reported speech)

2. Simple past tense is used to tell unreal conditional. It is used when someone makes a wish or a hope for their needed. For telling that situation, it uses simple past tense.

For Example: If I made a mistake like that, my friends would never forgive me.

3. Simple past tense is to describe polite request and question.

For example:

- a. I want to ask you some questions.
- b. I wanted to ask you some questions. (more polite)
- c. Can you tell me that story?
- d. Could you tell me that story? (more polite)

3. The Form of Simple Past Tense

There are three forms of simple past tense. They are affirmative form, negative form and interrogative form.

a. Affirmative Form

According to Broukal (2010:30) the form of affirmative statement of simple past tense is a subject and the past form of the verb. It means that a subject and past form of verb are used to construct simple past tense. For example: *She cried.*

b. Negative Form

The negative form of simple past tense is constructed by using a subject, did not, and infinitive verb. Based on Broukal (2010:28) mentions that negative sentence uses did not and infinitive verb. For example: *She did not cry.*

c. Interrogative Form

Based on Eastwood (1999:18) in yes/no question sentence uses did, a subject and infinitive verb. So, to construct an interrogative form, it uses did, a subject and infinitive verb. For example: *Did she cry?*

C. Relevant Research

There is a related research that has been done by Lailatussaidah in 2011 entitled "The Analysis of Students' Errors in Transforming Simple Present, Present Progressive and Simple Past Tense From Affirmative Into Negative and Interrogative Form". The aim of the study is to investigate the common errors that are mostly done by second grade students of MTs. Al-

Khairiyah Jakarta in transforming simple present, present progressive and simple past tense from affirmative into negative and interrogative form. It shows the most common errors made by students are verb tense, word order, auxiliary, omission, and punctuation.

There is another related research entitled “An Analysis of Students’ Errors in Using Simple Past Tense at Eight Grade of MTS Asy-Syifa Bekasi”. It has been done by Ai Nur Rofiq in 2013 from STKIP Siliwangi Bandung. It shows that the students’ error most occur is misinformation (79.02%), this means that the most of students did not understand the formation form of simple past tense. Some of the students also made error in omission (11.16%), addition (6.25%) and misordering (3.57%).

These studies are similar to the research which investigates students’ error in transforming affirmative to negative and interrogative sentences of simple past tense. However, the variables are different. The variable in the first research consists of three different tenses, they are simple present, present progressive, and simple past tense. Meanwhile in the second research, it is about using simple past tense in writing a text. It is not about transforming affirmative to negative and interrogative sentences of simple past tense.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the research title, descriptive method is used to analyze students' errors in transforming affirmative to negative and interrogative sentences of simple past tense. It is used because the data consists of words rather than number.

Documentation, questionnaire and interview are used to gain the data collection. The writer takes the students' work in transforming affirmative to negative and interrogative sentences of simple past tense as the documentation. It is used to analyze students' types of error. Questionnaire is distributed to analyze the cause of error and interview is conducted to gain the further explanation related to the result of questionnaire.

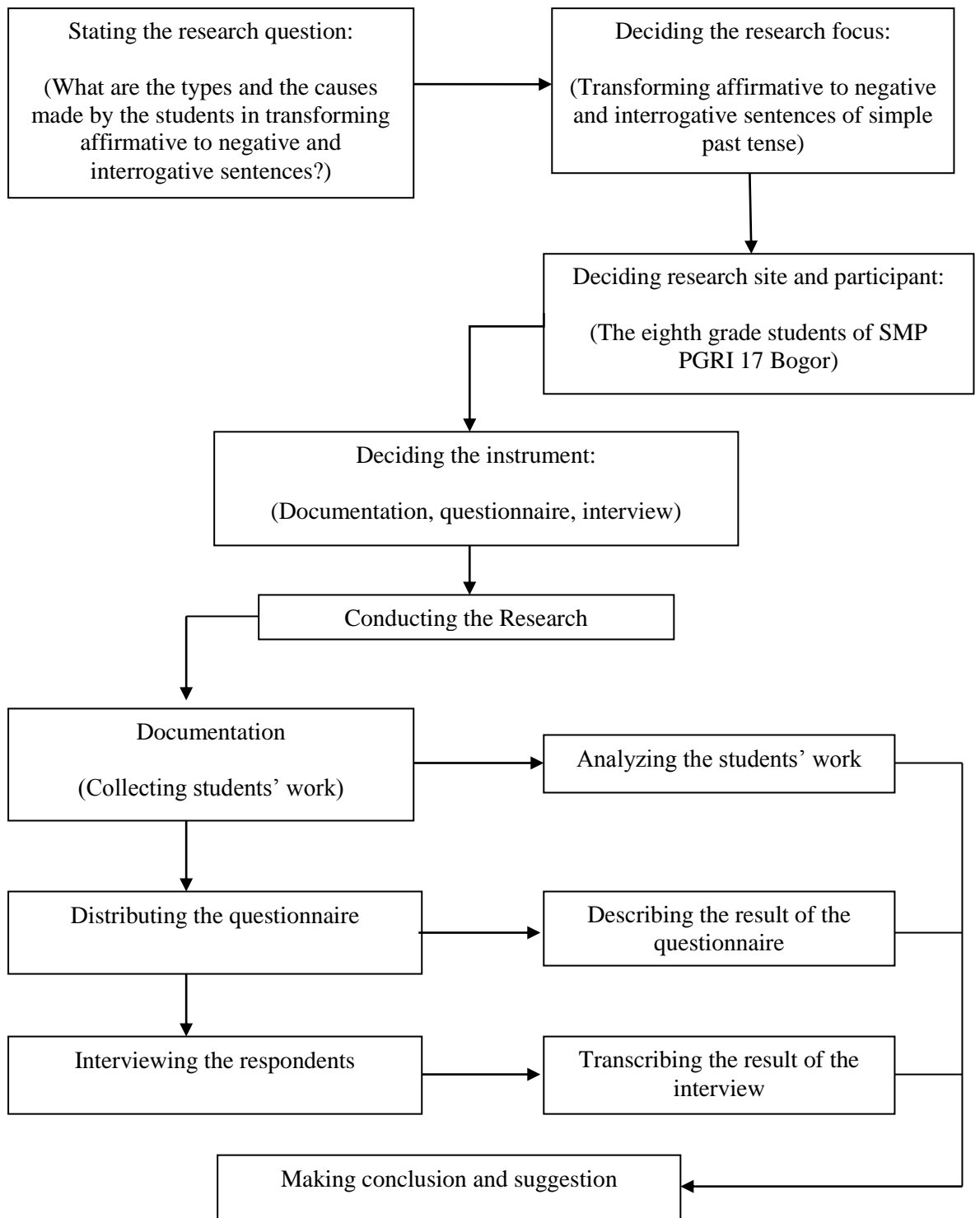


Figure 3.1 Research Design

B. Research Site and Participant

This research is conducted at SMP PGRI 17 Bogor. It is located at Jl. Dekeng Desa Genteng. The writer chooses the eight students as the participants. There are 148 students which are divided into 4 classes, A, B, C, and D. Purposive sampling technique is used to conduct this research. The writer takes 5 students who got the lowest score from each class. So, there are 20 students as the sample.

C. Data Collection Technique

There are three techniques to collect the data:

1. Documentation

The first technique is documentation. It is taken from students' work in transforming affirmative to negative and interrogative sentences of simple past tense. The writer takes the documentation from 20 students.

2. Questionnaire

The second technique is questionnaire. It is distributed to the students to collect more relevant information about the students' errors in transforming affirmative to negative and interrogative sentences of simple past tense. The questionnaire is in the form open-ended questionnaire which consists of nine questions.

3. Interview

The last technique is interview. Interview is used to get more specific information about students' errors in transforming affirmative to negative and interrogative sentences of simple past tense.

D. Data Analysis

The data are classified as follows:

1. Data Analysis of the Documentation

In analyzing the documentation, the writer analyze each of students' work in transforming affirmative to negative and interrogative sentences of simple past tense. It is analyzed to find out the grammatical errors which are classified into four types of error.

Table 3.1

Rubric of Document Analysis

| Name of Students | Sentences | Omission | Addition | Misinformation | Misordering |
|------------------|-----------------------------|----------|----------|----------------|-------------|
| | Sentence of incorrect words | | | | |
| | Total | | | | |

2. Data Analysis of the Questionnaire

In analyzing the data from the questionnaire, the reliability of the questionnaire is counted as follows:

- a. Counting every answer of the questionnaire to get the frequency of error.
- b. Counting the percentile by using:

$$p = \frac{f}{n} \times 100\%$$

Note : p = Percentage

f = The frequency of the students' answer

N = Sum of respondents

3. Data Analysis of the Interview

The interview will be transcribed to analyze the result. The transcription of interview can be read in the appendix.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

In this research, the data were taken from students' work as the documentation, questionnaire distribution, and interview. The research was conducted at SMP PGRI 17 Bogor. The documentation was taken on Monday, April 2nd 2018. Meanwhile the questionnaire distribution and interview were done on Thursday, April 3rd until Wednesday, April 4th 2018. The following is the data description from each instrument:

1. Data Description from Documentation

The documentation was taken by collecting students' work in transforming affirmative to negative and interrogative sentences of simple past tense. To describe the data, the writer identified the types of error from the students' work. A sample of students' work analysis can be seen in Table 4.1.

Table 4.1

A Sample of Students' Work Analysis

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|----|----|
| FP | 1. They not went to the zoo last week | 1 | | 1 | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He not played badminton two days ago | 1 | | 1 | |
| | 4. Did he played badminton two days ago | | | 1 | |

| | | | | | |
|--|--|---|--|-----------|---|
| | 5. We did not visited our friend in the hospital yesterday | | | 1 | |
| | 6. Did we visited our friend in the hospital yesterday | | | 1 | |
| | 7. The did not baby drank milk an hour ago | | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. My not brother studied English last night | 1 | | 1 | 1 |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | | | 15 | |

Note : O = Omission

A = Addition

MI = Misinformation

MO = Misordering

The recapitulation of students' error in transforming affirmative to negative and interrogative sentences of simple past tense based on each type of error can be seen in Table 4.2.

Table 4.2
The Recapitulation of Students' Error

| No | R | Types of Error | | | | The Sum of The Error |
|----|-----|----------------|----------|----------------|-------------|----------------------|
| | | Omission | Addition | Misinformation | Misordering | |
| 1. | Y | 4 | 0 | 13 | 0 | 17 |
| 2. | AR | 4 | 3 | 12 | 4 | 23 |
| 3. | RNA | 0 | 0 | 12 | 2 | 14 |
| 4. | WIL | 4 | 3 | 12 | 4 | 23 |
| 5. | MS | 0 | 0 | 10 | 1 | 11 |
| 6. | S | 1 | 0 | 8 | 0 | 9 |

| | | | | | | |
|--------------|-----|-----------|-----------|------------|-----------|------------|
| 7. | A | 10 | 0 | 7 | 9 | 26 |
| 8. | MJ | 5 | 0 | 9 | 3 | 17 |
| 9. | RYA | 13 | 2 | 10 | 2 | 27 |
| 10. | AJ | 1 | 7 | 13 | 4 | 25 |
| 11. | MI | 1 | 0 | 12 | 2 | 15 |
| 12. | FP | 3 | 0 | 10 | 2 | 15 |
| 13. | TTN | 4 | 4 | 10 | 2 | 20 |
| 14. | RA | 8 | 1 | 8 | 1 | 18 |
| 15. | SM | 9 | 5 | 9 | 2 | 25 |
| 16. | AM | 10 | 1 | 7 | 2 | 20 |
| 17. | PD | 0 | 0 | 9 | 2 | 11 |
| 18. | AAR | 2 | 0 | 13 | 0 | 15 |
| 19. | LP | 5 | 0 | 7 | 3 | 15 |
| 20. | D | 1 | 0 | 14 | 2 | 17 |
| Total | | 85 | 26 | 205 | 47 | 363 |

Note: R = Initial name of the respondents

The writer also counted the total of errors on each category. The result can be seen in Table 4.3.

Table 4.3
The Result of the Error in Students' Work

| No | Types of Error | Frequency of Error | The Percentage of Error |
|--------------|----------------|--------------------|-------------------------|
| 1 | Omission | 85 | 23.42% |
| 2 | Addition | 26 | 7.16% |
| 3 | Misinformation | 205 | 56.47% |
| 4 | Misordering | 47 | 12.95% |
| Total | | 363 | 100% |

From the table above, the writer identified that the highest common error made by students is misinformation with 205 errors (56.47%). Followed by omission with 85 errors (23.42%) and misordering with 47 errors (12.95%). Meanwhile, addition is the lowest with 26 errors (7.16%). It is also identified

that 20 respondents do errors in misinformation, 17 respondents in omission, 17 respondents in misordering, and 8 respondents in addition.

2. Data Description from Questionnaire

In this research, the questionnaire is used to investigate the types and the causes of students' error. The questionnaire consists of 19 statements. The result of the questionnaire is as follows.

Table 4.4
The Result of Questionnaire

| No | Statements | Alternative answers | Frequency | Percentage |
|-----------------------|---|---------------------|-----------|------------|
| Types of Error | | | | |
| 1. | I feel difficult when I change Preterit (Verb 2) to infinitive verb (Verb 1) in negative and interrogative sentences. | 1. Often | 9 | 45% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 2 | 10% |
| 2. | I am confused about other tenses. | 1. Often | 7 | 35% |
| | | 2. Ever | 11 | 55% |
| | | 3. Never | 2 | 10% |
| 3. | I forget which auxiliary verb should be used in negative and interrogative sentences of simple past tense. | 1. Often | 14 | 70% |
| | | 2. Ever | 4 | 20% |
| | | 3. Never | 2 | 10% |
| 4. | I forget to use auxiliary verb (did/was/were) in negative and interrogative sentences. | 1. Often | 5 | 25% |
| | | 2. Ever | 11 | 55% |
| | | 3. Never | 4 | 20% |
| 5. | I forget to use 'not' in negative sentence. | 1. Often | 4 | 20% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 7 | 35% |
| 6. | I forget to write | 1. Often | 6 | 30% |

| | | | | |
|-----------------|--|----------|----|-----|
| | infinitive verb (Verb 1) in negative or interrogative sentences. | 2. Ever | 10 | 50% |
| | | 3. Never | 4 | 20% |
| 7. | I forget the pattern of negative and interrogative sentences. | 1. Often | 3 | 15% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 8 | 40% |
| 8. | I do mistake in arranging subject and predicate when constructing interrogative sentence | 1. Often | 11 | 55% |
| | | 2. Ever | 7 | 35% |
| | | 3. Never | 2 | 10% |
| 9. | I cannot identify subject and predicate so I can't arrange negative and interrogative sentences correctly. | 1. Often | 8 | 40% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 3 | 15% |
| 10. | I add 'not' in interrogative sentences. | 1. Often | 2 | 10% |
| | | 2. Ever | 12 | 60% |
| | | 3. Never | 6 | 30% |
| 11. | I add -ed in the end of a verb in negative and interrogative sentences. | 1. Often | 4 | 20% |
| | | 2. Ever | 7 | 35% |
| | | 3. Never | 9 | 45% |
| 12. | I add another auxiliary verb which is not necessary. | 1. Often | 5 | 25% |
| | | 2. Ever | 10 | 50% |
| | | 3. Never | 5 | 25% |
| Causes of Error | | | | |
| 13. | I thought that English and Bahasa Indonesia patterns are same. | 1. Often | 2 | 10% |
| | | 2. Ever | 7 | 35% |
| | | 3. Never | 11 | 55% |
| 14. | I am influenced by Bahasa Indonesia in constructing negative and interrogative sentences in English. | 1. Often | 4 | 20% |
| | | 2. Ever | 11 | 55% |
| | | 3. Never | 5 | 25% |
| 15. | I do not care about the pattern of simple past tense. | 1. Often | 2 | 10% |
| | | 2. Ever | 8 | 40% |
| | | 3. Never | 10 | 50% |
| 16. | I do not pay attention when the teacher explains about simple past tense. | 1. Often | 4 | 20% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 7 | 35% |

| | | | | |
|-----|---|----------|----|-----|
| 17. | Teacher's teaching method does not really help me to understand the material about simple past tense | 1. Often | 1 | 5% |
| | | 2. Ever | 7 | 35% |
| | | 3. Never | 12 | 60% |
| 18. | I still translate word by word to construct negative and interrogative sentences. | 1. Often | 10 | 50% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 1 | 5% |
| 19. | I have to translate English to Bahasa Indonesia first to be able constructing negative and interrogative sentences. | 1. Often | 8 | 40% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 3 | 15% |

To describe the questionnaire, the writer classified the result into two indicators: types of error and causes of error. The description from each indicator is as follow.

a. Types of Error

The first indicator is types of error. There are 12 statements in this indicator. According to the result of the questionnaire, it is found that 9 students (45%) admit that they often feel difficult to change preterit (verb 2) to infinitive verb (verb 1). 14 students (70%) confess that they often forget which auxiliary verb should be used in negative and interrogative sentences of simple past tense. Meanwhile 9 students (45%) state that they forget the pattern of negative and interrogative sentences of simple past tense. 8 students (40%) say that they often cannot identify subject and predicate so they cannot arrange negative

and interrogative sentences. Only 4 students (20%) state that they often forget to use 'not' in negative sentences.

b. Causes of Error

The second indicator is causes of error. There are 7 statements in this indicator. 7 students (35%) admit that they think that Bahasa Indonesia and English have the same rule. Meanwhile 10 students (50%) confess that they often translate word by word in transforming affirmative to negative and interrogative sentences. Moreover, 8 students (40%) state they often ignore the pattern of simple past tense. Only 1 student (5%) says that teacher's teaching method is not helpful to understand the material about simple past tense.

3. Data Description from Interview

In this research, the last step to analyze the data is interview. It is given to 5 respondents and 1 teacher. The interview was used to find out further information about students' error in transforming affirmative to negative and interrogative sentences of simple past tense. The interview transcription can be seen in appendix. To describe the data of the interview, the writer classified the students' answer into two indicators: types of error and causes of error.

a. Types of Error

The first question is about the difficulties that the students find when transforming affirmative to negative and interrogative sentences.

Three of the respondents say that the pattern of the simple past tense is difficult, as stated by one of the respondents below:

Excerpt 1:

R #1: “*emmm... susah bu ga ngerti*”
[it is difficult, I don’t understand]

The second question is about changing the preterit (verb 2) to infinitive verb (verb 1). The data shows that all of them feel difficult to change the verb. Respondent #1 state:

Excerpt 2:

R #1: “*iya bu, ga hapal soalnya*”
[yes miss, I don’t memorize it]

Respondent #7 confesses:

Excerpt 3:

R #7 : “*iya bu susah, ga hapal bu suka lupa*”
[it is difficult. I forget]

The third question is about determining auxiliary verb. Only two students say that it is not hard. Respondent #1 says:

Excerpt 4:

R #1: “*oh ngga sih bu*”
[Not really]

Respondent #10 also says:

Excerpt 5:

R #10: “*ngga sih bu*”
[No, it is not hard]

The fourth question is adding unnecessary word. Only one student confesses that she never adds unnecessary word. It means the rest of them admit that they have added unnecessary word, as stated by Respondent #7 below:

Excerpt 6:

R #7 : “*pernah bu, yang penting diisi gitu hehe*”
[Yes, as long as I finish the task]

Respondent #14 also states:

Excerpt 7:

R #14: “*pernah kayanya*”
[Yes, I have added unnecessary word]

The fifth question is about the pattern of simple past tense. The data shows that all of them forget the pattern of simple past tense.

Excerpt 8:

R #1: “*ngga terlalu hapal bu, lupa lagi*”
[Not really, I forget]

The sixth question is about forgetting to put auxiliary verb in negative and interrogative sentences. There is only one student who says that she never forget to use auxiliary verb in negative and interrogative sentences.

Excerpt 9:

R #18: “*ngga sih bu kalo lupa pake mah*”
[No, I never forget to use it]

The writer not only interviews the students, but also the teacher. Here are the questions and answers from the teacher.

The first question is about the difficulties of simple past tense experienced by students according to the teacher.

Excerpt 10:

“kebanyakan sih karena verb 1 dan verb 2 nya tidak hapal, auxiliary verbnya juga gitu”

[Most of the difficulties are about changing the verb 2 to verb 1 and also the auxiliary verb]

The second question is about the type of error most students do according to the teacher.

Excerpt 11:

“kalo semuanya sih ada, ada yang urutannya salah, ada yang kurang kata, ada yang dlebihkan tapi yang paling sering itu yang tadi saya bilang misinformation jadi anak ga hafal verb 1 verb 2 jadi pada ga diganti ke verb 1”

[There are all of the types of error. There are misordering, omissions, addition, but the most common error is misinformation. The students don't memorize the verb 1 and verb 2. So, they did not change the verb].

Based on all the answers above, it can be concluded that most of them do not memorize the pattern of simple past tense and lack of vocabulary. In this case, they do not memorize the infinitive verb (verb 1) of a preterit (verb 2).

b. Causes of Error

In this indicator, the first question is about being enthusiastic in learning English, especially about simple past tense. The answers

show that all of them do not like the material about simple past tense, as stated by Respondent #1 below:

Excerpt 12:

R #1: “*ngga bu,, hehe susah soalnya*”
[No, it is difficult]

Respondent #18 says:

Excerpt 13:

R #18: “*kurang bu, kurang paham soalnya*”
[I don't really like it]

The second question is about the causes of error. Two of them say that they are careless. The other two say that they are influenced by Bahasa Indonesia. Respondent #1 state:

Excerpt 14:

R #1: “*ngga hati-hati bu, kadang suka pengen asal beres aja hehe*”
[I was careless]

Respondent #18 also state:

Excerpt 15:

R #18: “*emm ga hati-hati bu kadang suka pengen cepet beres gitu hehe*”
[I was careless]

The third question is about the teacher's teaching style. The data shows that three of them say that the teacher's teaching style is clear enough. Respondent #1 admits:

Excerpt 16:

R #1: *“lumayan sih bu, cuman sayanya aja yang kadang ga merhatiin hehe”*
[It is clear enough]

Respondent #7 says:

Excerpt 17:

R #7 : *“jelas bu, cuman akunya aja yang kadang ga ngerti”*
[It is clear]

Respondent #14 also says:

Excerpt 18:

R #14: *“jelas sih bu, tapi akunya kadang suka kurang paham”*
[It is clear]

To gain more information, here are some answers from the teacher about the causes of error. The first question is about the enthusiastic students in learning English.

Excerpt 19:

“Tidak terlalu antusias karena ini kan materi banget gitu perlu dipahami jadi perlu dijelaskan secara rinci jadi mungkin anak bosan dengerin penjelasan terus”
[They were not really enthusiastic because the material should be understood well so maybe they were bored of all the explanation.]

The second question is about the causes of error.

Excerpt 20:

“karena kurang hati-hati , kurang fokus belajarnya dan kadang terpengaruh Bahasa Indonesia juga”
[They are careless. They did not focus when learning and sometimes they were influenced by Bahasa Indonesia.]

The last question is about the teaching method.

Excerpt 21:

“metode ceramah, menjelaskan terus sesekali game siapa yang bisa dapat point tambahan”

[Lecture method. Sometimes we play game by giving extra point for student who understands the material.]

Based on the result of the interview above, it can be concluded that most of causes is carelessness. The students have lack interest in learning English, in this case simple past tense. They find it difficult to understand the material.

B. Data Analysis

In this research, the writer investigates the types and causes of errors made by students in transforming affirmative to negative and interrogative sentences of simple past tense.

a. Types of Error

The writer classified the errors into four categories based on Ellis (1999:56): omission, addition, misinformation, and misordering.

1. Omission

Omission is the absence of an item that must appear in a well-formed utterance. Based on the result of the data description of documentation, there are 85 omission errors (23.42%) in sentences made by 17 students. For example, respondent 19's work: "They did not to the zoo last week". The students omit the verb in the sentence. It should be "They did not go to the zoo last week".

Based on the result of questionnaire, 5 students (25%) admit that they often forget to use auxiliary verb (did/was/were) in negative and interrogative sentences. Meanwhile, 4 students (20%) confess that they often forget to use 'not' in negative sentence. There are 6 students (30%) say that they often forget to write infinitive verb in negative and interrogative sentences.

Based on the result of interview, omission appears because most of them admit they forget to put the auxiliary verb in negative and interrogative sentences.

2. Addition

Addition is the presence of an item that must not appear in well-formed utterances. Based on the result of students' work, there are 26 addition errors (7.16%) in sentences made by 8 students. For example respondent 2's work: "Did she the baby drank milk an hour ago?". The students add more than one subject. It should be "Did the baby drink milk an hour ago?"

Based on the result of questionnaire, the data shows that 6 students (30%) state that they never add 'not' in interrogative sentence, it means the rest of the respondents have added 'not' in interrogative sentence. Meanwhile, 5 students (25%) confess that they often add other auxiliary verb which is not necessary.

Based on the result of the interview, from 5 students, only one student says that she never add unnecessary word.

3. Misinformation

Misinformation is the use of the wrong form of the morpheme or structure. Based on the result of students' work, there are 205 misinformation errors (56.47%) in sentences made by 20 students. For example, respondent 19's work: "Did they went to the zoo last week?". The students did not change the verb into infinitive verb. It should be "Did they go to the zoo last week?".

Based on the result of questionnaire, only 2 students (10%) state that they never feel difficult to change preterit (verb 2) to infinitive verb (verb 1) in negative and interrogative sentences. It means that the rest of them (90%) feel difficult to change the verb. 7 students (35%) say that they often confuse with other tenses. Moreover, 14 students (70%) confess that they often forget which auxiliary verb should be used in negative and interrogative sentences of simple past tense.

Based on the result of the interview, all of the interviewed students admit that they do not memorize the infinitive verb and preterit. It is also said by the teacher that the students do not memorize the verb, so they did not change the verb into infinitive verb in negative and interrogative sentences.

4. Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. Based on the result of the data of

documentation, there are 47 misordering error (12.95%) in sentences made by 17 students. For example, respondent 19's work: "My did not brother studied English last night". The student cannot identify the subject well. It should be "My brother did not study English last night".

Based on the result of questionnaire, the data shows that 9 students (45%) say that they forget the pattern in constructing negative and interrogative sentences. There are 11 students (55%) state that they often do error in arranging subject and predicate when constructing interrogative sentence. Only 3 students (15%) say that they can identify subject and predicate so they can arrange negative and interrogative sentences correctly.

Based on the result of the interview, 5 students admit that they forget the pattern of simple past tense. So, it is difficult for them to arrange the sentence correctly.

b. Causes of Error

There are three reasons why students often make errors according to Norrish (1983:21). They are carelessness, first language interference, and translation.

1. Carelessness

It is often closely related to lack of motivation. Lack of motivation can lead the students to the carelessness. Based on the result of the questionnaire, the data shows that only 2 students

(10%) admit that they do not care about the pattern of simple past tense. Meanwhile, 4 students (20%) say that they often do not pay attention when the teacher explains the material about simple past tense. There is 1 student (5%) thinks that the teacher's teaching style is often not helpful to understand the material.

Based on the result of the interview, two of the interviewed students say that they are careless in transforming the sentence. All of them say that they do not like the material about simple past tense. So they have lack of interest in learning the material. The teacher also says that the students cannot focus when learning the material.

2. First language interference

Based on the result of the questionnaire, the data shows that 2 students (10%) often think that English and Bahasa Indonesia have the same rule. There are 4 students (20%) say that they are often influenced by Bahasa Indonesia in constructing negative and interrogative sentences in English.

Based on the result of the interview, two students feel that they are influenced by Bahasa Indonesia when learning the material.

3. Translation

Based on the result of the questionnaire, the data shows that 10 students (50%) admit that they still often translate word by word in constructing negative and interrogative sentences. Moreover, 8

students (40%) state that they have to translate the sentence into Bahasa Indonesia first, in order to make negative and interrogative sentences.

Based on the result of the interview, one of five students says that he has to translate the sentence first to be able to transform affirmative to negative and interrogative sentences.

From the explanation above, the data analysis shows that the students have problems in transforming affirmative to negative and interrogative sentences. The most common type of error is misinformation. The students have lack of vocabulary. In this case they do not memorize infinitive verb and preterit. The most cause of error is carelessness. Most of them admit that they do not like English because it is hard for them to understand the material. Having lack of motivation in learning the material can lead the students to carelessness. Moreover, some of the students admit that they do not pay attention when the teacher explains the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the writer concludes that the students still make errors in transforming affirmative to negative and interrogative sentences of simple past tense. The writer finds four types of error made by the students. There are omission, addition, misordering, and misinformation. The highest error which is made by the students is misinformation with 205 errors (56.47%). Meanwhile, addition is the lowest error with 26 errors (7.16%).

The writer also finds out three causes of students error. They are carelessness, first language interference, and translation. The most cause is carelessness. Most of them admit that they do not like English because it is hard to understand. Since they do not like learning English, they have no motivation to pay attention when the teacher explains the material and it can lead them to carelessness.

In conclusion, the type of error most students do is misinformation and the most cause of error is carelessness.

B. Suggestion

Based on the result of the research, there are some suggestions for the students and teacher. Students should learn and practice more in transforming affirmative to negative and interrogative sentences. They should have motivation in learning English and discuss their difficulties to other friends or

teacher. The writer suggests that the students should understand the material of simple past tense by knowing the pattern, verb form, etc. The teacher should motivate the students by using appropriate teaching method. Moreover, the teacher should give more exercises for the students in transforming affirmative to negative and interrogative sentences of simple past tense.

BIBLIOGRAPHY

- Azar, Schramm Betty. 2002. *Understanding and Using English Grammar*. Third Edition with Answer Key. New York: Pearson Education
- Broukal, Milad. 2010. *Grammar Form and Function 2A*. Second Edition. New York: McGraw Hill.
- Brown, H.D. 2000. *Principle of Language Learning and Teaching*. Fourth Edition. London: Addison Wesley Longman, Inc.
- Cowan, Ron. 2008. *The Teachers' Grammar of English*. Melbourne: Cambridge University Press.
- Eastwood, John. 1994. *Oxford Guide to English Grammar*. New York: Oxford University Press.
- Eastwood, John. 1999. *Oxford Practice Grammar*. Second Edition. New York: Oxford University Press.
- Ellis, Rod. 2008. *The Study of Second Language Acquisition*. Second Edition. New York: Oxford University Press.
- Ellis, Rod. 1999. *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Gass, Susan M and Selinker, Larry. 2008. *Second Language Acquisition An Introductory Course*. Third Edition. New York: Routledge.
- Harmer, Jeremy. 2007. *Principle of Language Learning and Teaching*. New York: Prentice Hall Regents.
- Hubbard, P., Jones, H., Thornton, B., Wheeler, R.. 1983. *A Training Course for TEFL*. New York: Oxford University Press.
- Lailatussaidah. 2011. *The Analysis of Students' Errors in Transforming Simple Present, Present Progressive and Simple Past Tense From Affirmative Into Negative and Interrogative Form*. Jakarta. Unpublished
- Norrish, John. 1983. *Language Learners and Their Errors*. London: Macmillan Press Limited.
- Parrot, Martin. 2010. *Grammar for English Language Teachers*. Second Edition. New York: Cambridge University Press.

Rofiq, Ai Nur. 2013. *An Analysis of Students' Errors in Using Simple Past Tense at Eight Grade of MTS Asy-Syifa Bekasi*. STKIP Siliwangi. Unpublished.

Swan, Michael. 2005. *Practical English Usage*. Third Edition. New York: Oxford University Press.

APPENDICES

Appendix 1: Students' Work

Types of Error in Students' Work

| Name | Sentences | O | A | MI | MO |
|------|---|----|---|----|----|
| Y | 1. They not went to the zoo last week | 1 | | 1 | |
| | 2. Whay they went to the zoo last week | | | 2 | |
| | 3. He not played badminton two days ago | 1 | | 1 | |
| | 4. Whay he played badminton two days ago | | | 2 | |
| | 5. We not visited our fried in the hospital yesterday | 1 | | 2 | |
| | 6. Why we visited our fried in the hospital yesterday | | | 3 | |
| | 7. Brother did not studi English last night | 1 | | 1 | |
| | 8. Did my brother studi English last night | | | 1 | |
| | Total | 17 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|---|---|----|----|
| AR | 1. Not went to the zoo last week | 2 | | 1 | |
| | 2. Did went to the zoo last week? | 1 | | 1 | |
| | 3. Did not he played badminton two days ago | | | 1 | 1 |
| | 4. Did she played badminton two days ago? | | | 2 | |
| | 5. Did not we visited our friend in the hospital yesterday | | | 1 | 1 |
| | 6. She we visited our friend in the hospital yesterday? | 1 | 1 | 1 | |
| | 7. Don't the baby drank milk an hour ago | | | 2 | 1 |
| | 8. Did she the baby drank milk an hour ago? | | 1 | 1 | |

| | | | | | |
|--|--|----|---|---|---|
| | 9. Did not my brother studied English last night | | | 1 | 1 |
| | 10. She did my brother studied English last night? | | 1 | 1 | |
| | Total | 23 | | | |

| Name | Sentences | O | A | MI | MO |
|------|---|----|---|----|----|
| RNA | 1. They did not went to the zoo last week | | | 1 | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He did not played badminton two days ago | | | 1 | |
| | 4. Did he played badminton two days ago | | | 1 | |
| | 5. We did not visited our frind in the hospital yesterday | | | 2 | |
| | 6. Did we visited our frind in the hospital yesterday | | | 2 | |
| | 7. The did not baby drank milk an hour ago | | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. My did not brother studied English last night | | | 1 | 1 |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | 14 | | | |

| Name | Sentences | O | A | MI | MO |
|------|-----------------------------------|---|---|----|----|
| WIL | 1. Not went to the zoo last week | 2 | | 1 | |
| | 2. Did went to the zoo last week? | 1 | | 1 | |

| | | | | | |
|--|--|-----------|---|---|---|
| | 3. Did not he played badminton two days ago | | | 1 | 1 |
| | 4. Did she played badminton two days ago? | | | 2 | |
| | 5. Did not we visited our friend in the hospital yesterday | | | 1 | 1 |
| | 6. She we visited our friend in the hospital yesterday? | 1 | 1 | 1 | |
| | 7. Don't the baby drank milk an hour ago | | | 2 | 1 |
| | 8. Did she the baby drank milk an hour ago? | | 1 | 1 | |
| | 9. Did not my brother studied English last night | | | 1 | 1 |
| | 10. She did my brother studied English last night? | | 1 | 1 | |
| | Total | 23 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|---|---|----|----|
| MS | 1. They did not went to the zoo last week | | | 1 | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He did not playeds badminton two days ago | | | 1 | |
| | 4. Did he played badminton two days ago | | | 1 | |
| | 5. We did not visited our friend in the hospital yesterday | | | 1 | |
| | 6. Did we visited our friend in the hospital yesterday | | | 1 | |

| | | | | | |
|--|--|--|--|----|---|
| | 7. The baby drank did not milk an hour ago | | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. My brother did not studied English last night | | | 1 | |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | | | 11 | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|----|----|
| S | 1. They did not went to the zoo last week | | | 1 | |
| | 2. Did they went to the zoo last week? | | | 1 | |
| | 3. He did not playing badminton days ago | | | 1 | |
| | 4. Did he playing badminton days ago | | | 1 | |
| | 5. We did not visited our friends in the hospital yesterday | | | 1 | |
| | 6. Did visited our friends in the hospital yesterday? | 1 | | 1 | |
| | 7. The baby did not drank milk an hours ago | | | 1 | |
| | 8. Did the baby drank milk an hours ago? | | | 1 | |
| | Total | | | 9 | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|----|----|
| A | 1. They want did not to the zoo last week | | | 1 | 1 |
| | 2. Went they to the zoo last week? | 1 | | 1 | 1 |
| | 3. He not two days ago badminton play | 1 | | | 2 |

| | | | | | |
|--|--|-----------|--|---|---|
| | 4. Play he badminton two days ago? | 1 | | | 1 |
| | 5. We visit not in the hospital yesterday | 2 | | | 1 |
| | 6. Visit we friend in the hospital? | 2 | | | 1 |
| | 7. Baby not the drank milk an hour ago | 1 | | 1 | 1 |
| | 8. What the baby drank milk an hour ago? | | | 2 | |
| | 9. My brother not studied English last night | 1 | | 1 | |
| | 10. Brother my studied English last night? | 1 | | 1 | 1 |
| | Total | 26 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|-----------|---|----|----|
| MJ | 1. Did not to the zoo last week | 2 | | | |
| | 2. They did went to the zoo last week | | | 1 | 1 |
| | 3. He did not played badminton two days ago | | | 1 | |
| | 4. Did he played badminton two days ago | | | 1 | |
| | 5. We not visited friend in the hospital yesterday | 2 | | 1 | |
| | 6. Did we visited our friend in the hospital yesterday | | | 1 | |
| | 7. The not baby drank milk an hour ago | 1 | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. Did not my brother studied English last night | | | 1 | 1 |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | 17 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|----|---|----|----|
| RYA | 1. They went to did zoo last week | 2 | | 1 | 1 |
| | 2. Did went to zoo last week | 2 | | 1 | |
| | 3. He played badminton an two days ago | 2 | 1 | 1 | |
| | 4. Did played badminton an two days ago | 1 | 1 | 1 | |
| | 5. We did visited our friend in the hospital yesterday | 1 | | 1 | |
| | 6. Did visited our friend in the hospital yesterday | 1 | | 1 | |
| | 7. The baby drank milk did hour ago | 2 | | 1 | 1 |
| | 8. Did baby drank milk an hour ago | 1 | | 1 | |
| | 9. My brother not studied English last night | 1 | | 1 | |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | 27 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|---|---|----|----|
| AJ | 1. I did not went to the zoo last week | | | 2 | |
| | 2. Did they went visite to the zoo last week? | | 1 | 1 | |
| | 3. I did not he played badminton two days ago | | 1 | 1 | 1 |
| | 4. Did he played visit two days ago | 1 | 1 | 1 | |
| | 5. I did not we visited our friend in the hospital yesterday | | 1 | 1 | 1 |
| | 6. Did we visited our freind in the hospital yesterday | | | 2 | |
| | 7. I dit not the baby drank milk an hour | | | 1 | 2 |

| | | | | | |
|--|--|--|----|---|---|
| | ago | | | | |
| | 8. Did the baby visit drank milk an hour ago | | 1 | 1 | |
| | 9. I did not my brother studied English last night | | 1 | 1 | 1 |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | | 25 | | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|----|----|----|
| MI | 1. They do not wont to the zoo last week | | | 2 | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He do not played badminton two days ago | | | 2 | |
| | 4. Did he played badminton two days ago | | | 1 | |
| | 5. We did not visite our friend in the hospital yesterday | 1 | | 1 | |
| | 6. Did we visite our friend in the hospital yesterday | | | 1 | |
| | 7. The did not baby drank milk an hour ago | | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. My did not brother studie English last night | | | 1 | 1 |
| | 10. Did my brother studie English last night | | | 1 | |
| | Total | | 15 | | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|----|----|
| FP | 11. They not went to the zoo last week | 1 | | 1 | |
| | 12. Did they went to the zoo last week | | | 1 | |
| | 13. He not played badminton two days ago | 1 | | 1 | |
| | 14. Did he played badminton two days ago | | | 1 | |
| | 15. We did not visited our friend in the hospital yesterday | | | 1 | |
| | 16. Did we visited our friend in the hospital yesterday | | | 1 | |
| | 17. The did not baby drank milk an hour ago | | | 1 | 1 |
| | 18. Did the baby drank milk an hour ago | | | 1 | |
| | 19. My not brother studied English last night | 1 | | 1 | 1 |
| | 20. Did my brother studied English last night | | | 1 | |
| | Total | | | 15 | |

| Name | Sentences | O | A | MI | MO |
|------|--|---|---|----|----|
| TTN | 1. They did not went to the zoo last week | | | 1 | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He did not played badminton two days ago | | | 1 | |
| | 4. Did he played badminton two days ago | | | 1 | |
| | 5. We did not visited our friend in the hospital yesterday | | | 1 | |
| | 6. Did we visited our friend in the | | | 1 | |

| | | | | | |
|--|--|-----------|---|---|---|
| | hospital yesterday | | | | |
| | 7. I did not baby drank milk an hour ago | 1 | 1 | 1 | 1 |
| | 8. Did I baby drank milk an hour ago | 1 | 1 | 1 | |
| | 9. He did not brother studied English last night | 1 | 1 | 1 | 1 |
| | 10. Did he brother studied English last night | 1 | 1 | 1 | |
| | Total | 20 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|-----------|---|----|----|
| RA | 1. They did not went to the zoo last week | | | 1 | |
| | 2. Did they went to zoo last week | 1 | | 1 | |
| | 3. He did played badminton two days ago | 1 | | 1 | |
| | 4. Did he played badminton days two ago | | | 1 | 1 |
| | 5. We did visiter our friend in hospital yesterday | 2 | | 1 | |
| | 6. Did we visited our friend in the hospital yesterday | | | 1 | |
| | 7. The baby drink milk an hour ago | 2 | | | |
| | 8. Did the drink milk an hour ago | 1 | | | |
| | 9. My brother did studied English last night | 1 | | 1 | |
| | 10. Did my brother did studied English last night | | 1 | 1 | |
| | Total | 18 | | | |

| Name | Sentences | O | A | MI | MO |
|-------|--|----|---|----|----|
| SM | 1. They did not helped zoo me last week | 1 | 1 | 1 | |
| | 2. Did she help me zoo last week | 1 | 1 | 2 | |
| | 3. He did badminton not two days ago | 1 | | | 1 |
| | 4. Did help badminton me two days ago | 1 | 1 | 1 | |
| | 5. We did not the hospital yesterday | 3 | | | |
| | 6. Did she me visited our friend in the hospital yesterday | | 1 | 2 | |
| | 7. The did drank eat milk an hour ago | 2 | 1 | 1 | |
| | 8. My did not brother studied English last night | | | 1 | 1 |
| | 9. Did my brother studied English last night | | | 1 | |
| Total | | 25 | | | |

| Name | Sentences | O | A | MI | MO |
|-------|--|----|---|----|----|
| AM | 1. They did not go to the last week | 1 | | | |
| | 2. Did they go to the last week? | 1 | | | |
| | 3. He did not played badminton ago two days | | | 1 | 1 |
| | 4. Did he played badminton two days? | 1 | | 1 | |
| | 5. We did not visited friend in the hospital yesterday | 1 | | 1 | |
| | 6. Did visited friend in the hospital yesterday? | 2 | | 1 | |
| | 7. The baby did not drank milk an hour ago | | | 1 | |
| | 8. Did not drank milk an hour ago? | 1 | 1 | 1 | |
| | 9. My did not studied English last night | 1 | | 1 | |
| | 10. My did brother English last | 2 | | | 1 |
| Total | | 20 | | | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|--------------------------------------|--------|
| PD | 1. Did they went to the zoo last week 2. He did not played badminton two days ago 3. Did he played badminton two days ago 4. We did not visited our friend in the hospital yesterday 5. Did we visited our friend in the hospital yesterday 6. The did not baby drank milk an hour ago 7. Did the baby drank milk an hour ago 8. My did not brother studied English last night 9. Did my brother studied English last night | | | 1 1 1 1 1 1 1 1 | 1 1 |
| | Total | | | 11 | |

| Name | Sentences | O | A | MI | MO |
|------|--|---|---|---------------------------------|----|
| AAR | 1. They do not go to the zoo last week 2. Do they go to the zoo last week? 3. He do not playe badminton two days ago 4. Do he play badminton two days ago? 5. We do not visit our friend in the hospital yesterday 6. Do we visit our friend in the hospital yesterday? 7. The do not drink milk an hour ago | 1 | | 1 1 2 1 1 1 1 | |

| | | | | | |
|--|--|----|--|---|--|
| | 8. Do the drink milk an hour ago? | 1 | | 1 | |
| | 9. My brother do not studie English last night | | | 2 | |
| | 10. Do my brother studie English last night? | | | 2 | |
| | Total | 15 | | | |

| Name | Sentences | O | A | MI | MO |
|------|--|----|---|----|----|
| LP | 1. They did not to the zoo last week | 1 | | | |
| | 2. Did they went to the zoo last week | | | 1 | |
| | 3. He did not badminton two days ago | 1 | | | |
| | 4. Did he badminton two days ago | 1 | | | |
| | 5. We visited did not the hospital yesterday | 2 | | 1 | 1 |
| | 6. Did we visited our friend in the hospital yesterday | | | 1 | |
| | 7. The did not baby drank milk an hour ago | | | 1 | 1 |
| | 8. Did the baby drank milk an hour ago | | | 1 | |
| | 9. My did not brother studied English last night | | | 1 | 1 |
| | 10. Did my brother studied English last night | | | 1 | |
| | Total | 15 | | | |

| Name | Sentences | O | A | MI | MO |
|------|---|---|---|----|----|
| D | 1. They do not to the zoo last week | 1 | | 1 | |
| | 2. Does they went to the zoo last week? | | | 2 | |
| | 3. He did not played badminton two days ago | | | 1 | |
| | 4. Did he played badminton two days | | | 1 | |

| | | | | | |
|--|--|--|--|----|---|
| | ago? | | | | |
| | 5. We did not visited our friend in the hospital yesterday | | | 1 | |
| | 6. Did we visited our friend in the hospital yesterday? | | | 1 | |
| | 7. The do not baby drink milk an hour ago | | | 1 | 1 |
| | 8. Do the baby drank milk an hour ago? | | | 2 | |
| | 9. My do not brother studied English last night | | | 2 | 1 |
| | 10. Do my brother studied English last night | | | 2 | |
| | Total | | | 17 | |

Appendix 2: The Result of Questionnaire

| No | Statements | Alternative answers | Frequency | Percentage |
|------------------------|---|---------------------|-----------|------------|
| Types of Error | | | | |
| 1. | I feel difficult when I change Preterit (Verb 2) to infinitive verb (Verb 1) in negative and interrogative sentences. | 2. Often | 9 | 45% |
| | | 2. Ever | 9 | 45% |
| | | 3. Never | 2 | 10% |
| 2. | I confuse with other tenses. | 4. Often | 7 | 35% |
| | | 5. Ever | 11 | 55% |
| | | 6. Never | 2 | 10% |
| 3. | I forget which auxiliary verb should be used in negative and interrogative sentences of simple past tense. | 4. Often | 14 | 70% |
| | | 5. Ever | 4 | 20% |
| | | 6. Never | 2 | 10% |
| 4. | I forget to use auxiliary verb (did/was/were) in negative and interrogative sentences. | 4. Often | 5 | 25% |
| | | 5. Ever | 11 | 55% |
| | | 6. Never | 4 | 20% |
| 5. | I forget to use 'not' in negative sentence. | 4. Often | 4 | 20% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 7 | 35% |
| 6. | I forget to write infinitive verb (Verb 1) in negative or interrogative sentences. | 4. Often | 6 | 30% |
| | | 5. Ever | 10 | 50% |
| | | 6. Never | 4 | 20% |
| 7. | I forget the pattern of negative and interrogative sentences. | 4. Often | 3 | 15% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 8 | 40% |
| 8. | I do mistake in arranging subject and predicate when constructing interrogative sentence | 4. Often | 11 | 55% |
| | | 5. Ever | 7 | 35% |
| | | 6. Never | 2 | 10% |
| 9. | I cannot identify subject and predicate so I can't arrange negative and interrogative sentences correctly. | 4. Often | 8 | 40% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 3 | 15% |
| 10. | I add 'not' in interrogative sentences. | 4. Often | 2 | 10% |
| | | 5. Ever | 12 | 60% |
| | | 6. Never | 6 | 30% |
| 11. | I add -ed in the end of a verb in negative and interrogative sentences. | 4. Often | 4 | 20% |
| | | 5. Ever | 7 | 35% |
| | | 6. Never | 9 | 45% |
| 12. | I add another auxiliary verb which is not necessary. | 4. Often | 5 | 25% |
| | | 5. Ever | 10 | 50% |
| | | 6. Never | 5 | 25% |
| Causes of Error | | | | |
| 13. | I thought that English and Bahasa Indonesia patterns are same. | 4. Often | 2 | 10% |
| | | 5. Ever | 7 | 35% |

| | | | | |
|-----|---|----------|----|-----|
| | | 6. Never | 11 | 55% |
| 14. | I am influenced by Bahasa Indonesia in constructing negative and interrogative sentences in English. | 4. Often | 4 | 20% |
| | | 5. Ever | 11 | 55% |
| | | 6. Never | 5 | 25% |
| 15. | I do not care about the pattern of simple past tense. | 4. Often | 2 | 10% |
| | | 5. Ever | 8 | 40% |
| | | 6. Never | 10 | 50% |
| 16. | I do not pay attention when the teacher explains about simple past tense. | 4. Often | 4 | 20% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 7 | 35% |
| 17. | Teacher's teaching method does not really help me to understand the material about simple past tense | 4. Often | 1 | 5% |
| | | 5. Ever | 7 | 35% |
| | | 6. Never | 12 | 60% |
| 18. | I still translate word by word to construct negative and interrogative sentences. | 4. Often | 10 | 50% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 1 | 5% |
| 19. | I have to translate English to Bahasa Indonesia first to be able constructing negative and interrogative sentences. | 4. Often | 8 | 40% |
| | | 5. Ever | 9 | 45% |
| | | 6. Never | 3 | 15% |

Appendix 3: Interview Transcription

Interview Transcription

Name : Respondent #1

Class : VIII – A

I : Minta waktunya sebentar ya, saya mau tanya beberapa hal.

R : iyaa bu

I : pertanyaan pertama, kesulitan apa yang sering kamu temukan saat membuat kalimat negative sama kalimat tanya?

R : emmm.. susah bu ga ngerti

I : oh gitu, apakah kamu mengalami kesulitan saat mengubah verb 2 ke verb 1?

R : iya bu, ga hapal soalnya

I : oh ga hapal ya, kalo kamu pernah ngerasa susah ga buat nentuin auxiliary verb yang dipake yang mana?

R : apa itu teh bu?

I : itu yang did/do/does

R : oh ngga sih bu

I : oke, apakah kamu pernah menambahkan kata yang tidak perlu pas buat kalimat negative sama kalimat tanya?

R : iya pernah bu

I : kamu hapal ga pola/urutan kalimat simple past tense?

R : ngga terlalu hapal bu, lupa lagi

I : pernah lupa ngga pake auxiliary verb nya?

R : iya pernah bu

I : kamu suka pelajaran Bahasa Inggris ga? Khususnya pelajaran simple past tense ini?

R : ngga bu,, hehe susah soalnya

I : kalo kamu buat salah itu bisa Karena ga hati-hati, terjemahin langsung, atau terpengaruh Bahasa Indonesia. Kalo kamu yang mana?

R : ngga hati-hati bu, kadang suka pengen asal beres aja hehe

I : kalo menurut kamu, cara ngajar gurunya gimana pas ngajar materi ini?

R : lumayan sih bu, cuman sayanya aja yang kadang ga merhatiin hehe

Name : Respondent #7

Class : VIII – B

I : langsung aja ya pertanyaan pertama, kesulitan apa yang sering kamu temukan saat membuat kalimat negative sama kalimat tanya?

R : emm,,, did nya gitu bu did not nya ga ngerti pokoknya

I : sulit ga ubah verb 2 ke verb 1 nya?

R : iya bu susah

I : kenapa?

R : ga hapal bu suka lupa

I : tadi kamu bilang susah yang did nya, kenapa?

R : ga ngerti weh bu hehe

I : kalo kamu pernah nambahin kata yang ga perlu?

R : pernah bu, yang penting diisi gitu hehe

I : kamu hapal pola/urutan kata simple past tense?

R : ga hapal bu

I : pernah lupa pake auxiliary verb yang tadi did nya itu?

R : iya pernah bu, sering

I : kamu suka ga pelajaran Bahasa Inggris khususnya materi ini?

R : ngga bu, sulit bu

I : kalo kamu buat kesalahan itu karena ga hati-hati, atau karena terjemahin dulu atau karena terpengaruh sama Bahasa Indonesia?

R : terjemahin dulu bu

I : menurut kamu, cara ngajar gurunya gimana?

R : jelas bu, cuman akunya aja yang kadang ga ngerti

Name : Respondent #10

Class : VIII – B

I : pertanyaan pertama, kesulitan apa yang sering kamu temukan pas buat kalimat negative sama kalimat tanya?

R : suka kebalik urutannya bu

I : kalo kamu sulit ga ngubah verb 2 ke verb 1?

R : ada yang sulit ada yang ngga bu, soalnya ga hapal semua

I : oh gitu, kalo nentuin auxiliary verbnya susah ga? Pake did atau do does gitu

R : ngga sih bu

I : kalo nambahin kata yang ga perlu pernah ga?

R : pernah kayanya bu

I : kamu hapal ga pola/urutan kalimat simple past tense?

R : ngga hapal bu

I : pernah lupa ga pake auxiliary verb nya?

R : emm.. pernah bu

I : kamu suka pelajaran Bahasa Inggris ga? Khususnya materi ini?

R : ngga, ngga ngerti susah

I : kalo kamu salah itu bisa karena ga hati-hati atau terjemahin langsung atau terpengaruh Bahasa Indonesia. Kalo kamu yang mana?

R : terpengaruh Bahasa Indonesia bu

I : kenapa?

R : kan kalo Bahasa Indonesia mah ga ada ngubah-ngubah verb gitu

I : menurut kamu gimana cara guru jelasinnya?

R : emm gitu bu ga ngerti hehe

Name : Respondent #14

Class : VIII – C

I : kesulitan apa yang sering kamu temukan saat membuat kalimat negative dan kalimat tanya?

R : emmm.. itu bu, kaya pas disusunnya gitu pusing

I : kalo pas ngubah verb 2 ke verb 1 nya susah ga?

R : nah iya itu bu sulit, karena lupa lagi ga apal, ga bawa kamus juga jadi ga tau

I : kamu sulit ga nentuin auxiliary verb nya? Pake did atau pake do atau does atau yang lain?

R : iya bu suka ketuker sama rumus yang lain

I : pernah tambahin kata yang ga perlu?

R : pernah kayanya

I : kamu hafal ga pola/urutan kalimat simple past tense?

R : ngga terlalu hapal

I : pernah lupa ga pake auxiliary verb nya?

R : iya pernah bu

I : kamu suka ga pelajaran Bahasa Inggris? Khususnya materi yang ini?

R : kalo Bahasa Inggrisnya sebenarnya suka bu tapi kalo materi ini nya susah

I : kalo kamu buat kesalahan itu bisa karena ga hati-hati, terjemahin langsung atau terpengaruh Bahasa Indonesia? Kamu yang mana?

R : emmm.. terpengaruh Bahasa Indonesia bu

I : kalo ngajar gurunya menurut kamu gimana?

R : jelas sih bu, tapi akunya kadang suka kurang paham

Name : Respondent #18

Class : VIII – D

I : pertanyaan pertama, kesulitan apa yang sering kamu temukan saat membuat kalimat negative dan kalimat tanya?

R : susah yang kalimat negative bu urutannya gitu

I : kamu sulit ga mengubah verb 2 ke verb 1?

R : iya bu

I : hapal verb 2 verb 1 nya?

R : suka lupa bu ga hapal

I : kamu sulit ga nentuin auxiliary verbnya pake did atau pake do atau pake does atau yang lain?

R : nah iya bu susah, suka ketuker sama yang lain. Kan pernah belajar rumus yang lain jadi ketuker tuker

I : pernah menambahkan kata yang tidak perlu?

R : emm ngga kayanya bu

I : kamu hapal pola/urutan simple past tense?

R : ngga terlalu hapal bu

I : pernah lupa ga pake auxiliary verbnya?

R : ngga sih bu kalo lupa pake mah

I : kalo kamu suka Bahasa Inggris ga pas materi ini?

R : kurang bu, kurang paham soalnya

I : kalo kamu salah itu bisa karena ga hati-hati, terjemahin langsung atau terpengaruh Bahasa Indonesia. Kalo kamu yang mana?

R : emm ga hati-hati bu kadang suka pengen cepet beres gitu hehe

I : kalo cara ngajar guru menurut kamu gimana pas ngajar materi ini?

R : emm gimana ya, agak kecepetan gitu bu jelasinnya

Name : Teacher

I : maaf ya pak minta waktunya sebentar, ada beberapa pertanyaan yang mau saya ajukan ke bapa

R : iya silakan

I : pertanyaan pertama, menurut bapak kesulitan apa yang biasa siswa siswi alami saat membuat kalimat negative dan interrogative mengingat bapak pasti memeriksa hasil tulisan murid bapak?

R : kebanyakan sih karena verb 1 dan verb 2 nya tidak hapal, auxiliary verbnya juga gitu

I : menurut bapak kesalahan yang paling sering dilakukan siswa-siswi saat membuat kalimat negative dan interrogative itu apakah misordering, omission, addition, atau misinformation?

R : kalo semuanya sih ada, ada yang urutannya salah, ada yang kurang kata, ada yang diletakkan tapi yang paling sering itu yang tadi saya bilang misinformation jadi anak ga hafal verb 1 verb 2 jadi pada ga diganti ke verb 1

I : menurut bapak, apakah siswa-siswi bapak terlihat antusias saat belajar materi simple past tense?

R : tidak terlalu antusias karena ini kan materi banget gitu perlu dipahami jadi perlu dijelaskan secara rinci jadi mungkin anak bosan dengerin penjelasan terus

I : menurut bapak, apa penyebab murid bapak bisa melakukan kesalahan? Apa karena kurang hati-hati, menerjemakan secara langsung, atau terpengaruh Bahasa Indonesia?

R : karena kurang hati-hati, kurang fokus belajarnya dan kadang terpengaruh Bahasa Indonesia juga

I : bagaimana cara bapak mengajar materi simple past tense?

R : metode ceramah, menjelaskan terus sesekali game siapa yang bisa dapat point tambahan