

**AN ERROR ANALYSIS IN TRANSFORMING DECLARATIVE INTO
INTERROGATIVE SENTENCES AT THE SECOND SEMESTER
OF THE EIGHTH GRADE STUDENTS OF MTsN 1
TANGGAMUS IN THE ACADEMIC YEAR OF
2016/2017**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for Seminar**



Study Program : English Education

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ABSTRACT

AN ERROR ANALYSIS IN TRANSFORMING DECLARATIVE INTO INTERROGATIVE SENTENCES AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF MTsN 1 TANGGAMUS IN THE ACADEMIC YEAR OF 2016/2017

by: Deti Naria

Grammar is the most important element in making good sentences in the composition. If we are mastering English grammar well, we can make a good composition. However, students still make errors in constructing sentences because it is an inevitable part of learning. Therefore, The objectives of this research are: to investigate the kind of errors made by students in transforming declarative into interrogative sentences based on Surface Strategy Taxonomy and to find out the proportions (frequency and percentage) of errors that the students made in transforming declarative into interrogative sentences based on Surface Strategy Taxonomy.

The method used in this research was Descriptive Qualitative. Subject of this research was students at the second semester of the Eighth grade of MTsN 1 Tanggamus in 2016/2017 academic year. This class was taken based on Purposive Sampling Technique, which had the lowest score because the students still have difficulties in transforming declarative into interrogative sentences, especially yes-no question. In this research, the instrument was documentation, in which the students should transform declarative into interrogative sentences; verbal and nominal. The collected data related to the students' error were analyzed by using Surface Strategy Taxonomy that has four error classifications, they were addition, omission, misformation, and misordering. The data was calculated percentage statically by way of each frequency data of addition errors, omission errors, misformation errors, and misordering errors divided the total of data, then researcher got per centation of data.

After analyzing the data, the researcher found that there were four kinds of error made by students were addition, misordering, misformation and omission. There were 1110 sentences with 1043 errors. From 1043 errors, there were 161 items, 15% of omission errors, 367 items, 35% of addition errors, 165 items or 16% of misformation errors, and 350 items, or 34% of misordering error. So in this research, the researcher found that addition error was the highest frequency.



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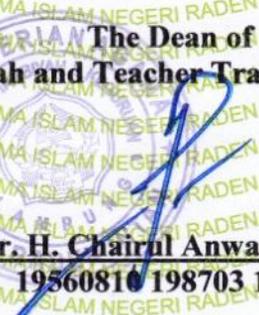
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DECLARATION

I hereby declare that this thesis entitled “An Error Analysis In Transforming Declarative into Interrogative Sentences at the Second Semester of the Eighth Grade Students of MTsN 1 Tanggamus In The Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

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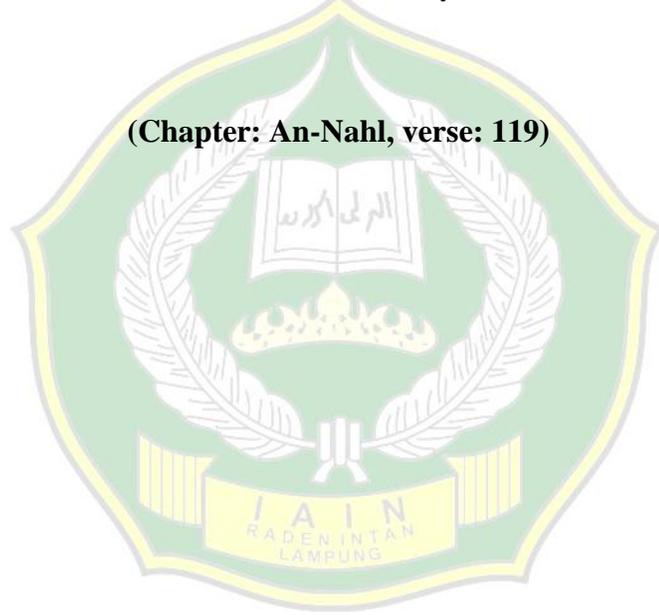


MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ
بَعْدِهَا لَغَفُورٌ رَحِيمٌ (النحل: ١١٩)

Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves - indeed, your Lord, thereafter, is Forgiving and Merciful.¹

(Chapter: An-Nahl, verse: 119)

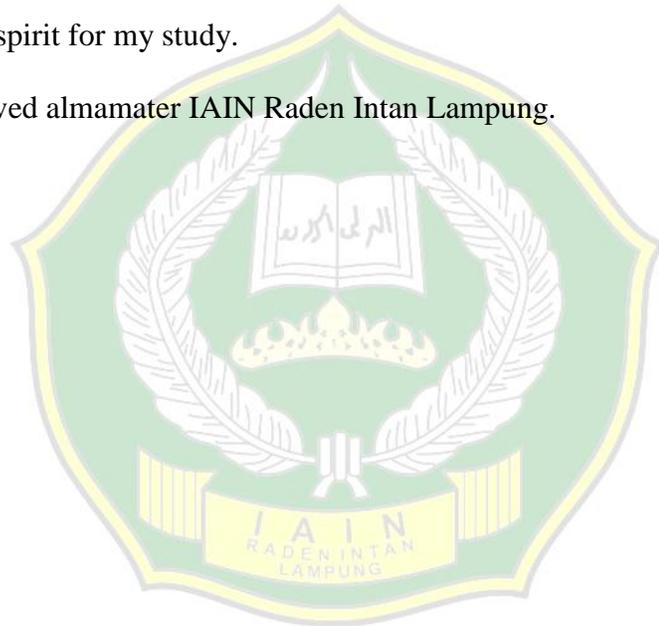


¹ M. Muhsin Khan, M. Taqi-ud-Din Al-Hilali.. *Interpretation of the meaning of the NOBLE QUR'AN in the English Version*.. Darussalam publication. Riyadh-Saudi Arabia: p.281

DEDICATION

I would like to dedicate this thesis for all my beloved people:

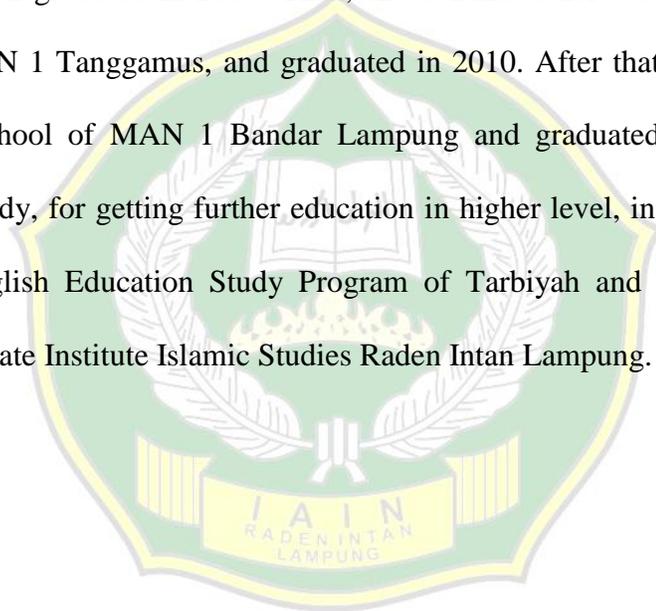
1. My beloved parents, my great father Mr. Maulana and my mother Mrs. Faridah, who always pray, support my success and advice me wisely.
2. My beloved sister, Fina Agusna and all my families who always support and give me spirit for my study.
3. My beloved almamater IAIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Deti Naria. She was born in Wonosobo, exactly on Sunday, May 21st 1995. She is the oldest child of Mr. Maulana and Mrs. Faridah. She has one sister, her name is Fina Agusna. She lives in Kotaagung, Tanggamus.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, March 2017
The Researcher

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TABLE OF CONTENTS

COVER	i
ABSTRACT.....	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
TABLE OF APPENDICES	xvi

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	8
C. Limitation of the Problem	8
D. Formulation of the Problem	9

E. Objective and the Use of Research.....	9
F. Scope of Research.....	10

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Concept of Language	1
B. Concept of Teaching English as a Foreign Language	12
C. Concept of Grammar	15
D. Concept of Interrogative Sentence (Question).....	18
E. Types of Interrogative Sentence (Question).....	20
F. Procedure of Transforming Declarative Sentences into Interrogative in Three Tenses.....	23
G. Concept of Error and Mistake	36
H. Concept of Error.....	38
I. Concept of Error Analysis	40
J. Classification of Errors	42
K. Concept of Error Analysis in Transforming Interrogative Sentence.....	47

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	49
B. Variable of the Research	50
C. Subject of Research	50

D. Data Collecting Technique.....	52
E. Instrument of The Research.....	52
F.Credibility and Transferability of the Research.....	53
G.Data Analysis	55

CHAPTER IV RESULT AND DISCUSSION

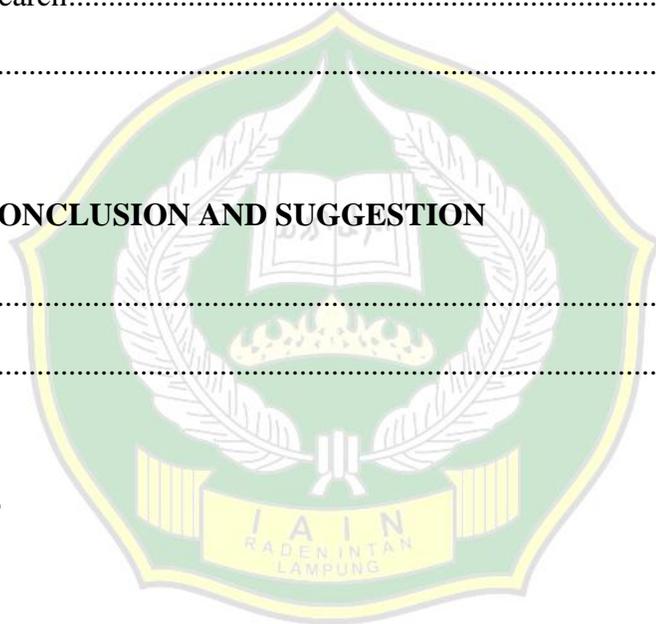
A. Result of Research.....	57
D. Discussion	118

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	121
B. Suggestion	122

REFERENCES

APPENDICES



LIST OF TABLES

	Page
Table 1. Students' Score of Transforming Interrogative Sentences Test of MTsN 1 Tanggamus at the Eighth Grade.....	5
Table 2. The Students of the Eighth Grade at the second semester.....	50
Table 3. The Classification of Error Committed by Each Students	63
Table 4. The Proportion of Students' Error in transforming Declarative to Interrogative.....	118
Table 5. Data of Students Omission Error	161
Table 6. Data of Students Addition Error	168
Table 7. Data of Students Misformation Error	183
Table 8. Data of Students Misordering Error	191
Table 9. The List of Teacher and Staff of MTsN 1 Tanggamus	206
Table 10. Data of Sample Research.....	210

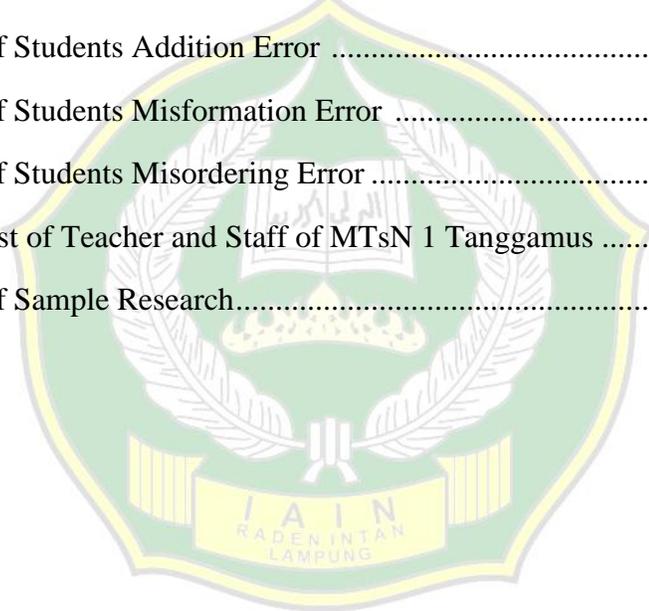


TABLE OF APPENDICES

	Page
Appendix 1. Transcript Interview in Preliminary Research.....	124
Appendix 2. Silabus in MTsN 1 Tanggamus.....	126
Appendix 3. Instrument of Test.....	154
Appendix 4. Key Answer.....	159
Appendix 5. Data of students Omission errors.....	161
Appendix 6. Data of students Addition Errors.....	168
Appendix 7. Data of students Misformation Errors.....	183
Appendix 8. Data of students Misordering Errors.....	191
Appendix 9. Calculation Percentages of the Error Types.....	205
Appendix 10. The List of Teacher and Staff of MTsN 1 Tanggamus.....	206
Appendix 11. Data of Sample.....	210
Appendix 12. The students' documentation in transforming interrogative sentences.....	213
Appendix 13. Permission Letter of Research.....	243

CHAPTER 1

INTRODUCTION

A. Background of Problem

The function of the language is important for human life. Everybody knows that in all activities people need to communicate each other. Boey said, “language is a highly organized system which in unit plays an important part which is related to other parts.”² Siahaan states that language is a set of rules used by human as a tool of their communication.³ It means that language is a tool used to communicate ideas, feeling, beliefs, loves, knowledge, or culture among the people.

Today we live in globalization era. Every country around the world becomes closer because of economic, culture, and social interaction; it becomes inevitable and it is a must. As an international language, English is the only language used by each country to communicate with other nation. Therefore, English as the international language need to be mastered by people in the world.

In Indonesia, English is the first foreign language and it is a compulsory subject that should be given to the students of junior high school up to university. There are four

²Lim Kiat Boey, 1975. *An Introduction to Linguistics for the language Teacher Singapore*: Singapore University press, p 11

³Saggam Siahaan, 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu

skills in English, they are Listening, Speaking, Reading, and Writing. In English also there are three language component, they are Pronunciation, Vocabulary and Grammar.⁴ We should master them if we want to be able to use English for communication. The students should be given a lot of practice in using language because by having practices they are going to be more active and are able to speak or write English well. It is also expected that the purpose of teaching and learning in Indonesia is the student should have the ability or skill to communicate either in spoken or in written English well.

If our students want to express themselves in speaking or writing, they need to know how to perform these functions – in other words how to use grammar and vocabulary to express certain meaning/purposes.⁵ It means that in order to be able to write English well, the students should master vocabulary and grammar. Tenses are included in grammar and it has important role in communication especially in written form. It is the key in making good sentences and it is also to make meaningful sentences. Without having enough grammar mastery, it will be difficult for the students to express their ideas, minds or feelings in writing. Therefore the teachers should be able to teach grammar clearly and she or he also should pay more attention to the students' grammar mastery because by mastering grammar the students will be

⁴ Ur,Penny.1991.*A Course in Language Teaching Practice and Theory*.Cambridge: Cambridge University Press.p 46

⁵ Jeremy Harmer. 2004. *How to Teach Writing*, London: Longman, p. 15

able to write by using the language correctly and there is no confusion or misunderstanding in conveying messages.

Grammar is partly the study of what forms (structures) are possible in language.⁶ It means that learning grammar is one of the important things in learning English because it makes the students know the structure of the language so that they can make meaningful sentence. It is impossible to learn English effectively without knowing grammar. However the students get difficulties in mastered grammar particularly tenses, because the structure of English is different from their own structure and there are many tenses in English that made the students bored. In this case their motivation to learn English is low.

In fact, when the students express their idea in written form, such as writing sentence, they still made some errors in grammar, whereas sentence is like conversation in daily life and in a piece of writing. The students could think first before they begin to write. They have full control in grammar and will have much time to check their writing. It indicates that students have lack of grammar.

Based on the preliminary research that the researcher did at MTsN 1 Tanggamus on February 10th 2016, the researcher gained some data taken from the interviews with English teacher, the researcher found that the motivation of the students to learn English is low. Beside that, they were not active and did not pay attention to the

⁶ Thornbury, Scott. 1999. *How to teach Grammar*. England. Longman, p. 1

material in learning and teaching process. When they wanted the time of learning English is finished, they were noisy and said that the time was up whereas the bell had not rung. The researcher also found that the writing skill of the students was still low. When the teacher asked them to write, such as writing sentence, they got difficulties to express and develop their ideas because they found difficulties to arrange their sentence. They tried to write their sentences but they stuck the structure of their own language. According to Mrs Fajarita Riesmawati, M.Pd that most of the students made some grammatical errors in their writing sentence, particularly in tense.⁷ From the explanation above, the researcher assumes that the main problem of students is grammar, especially in tenses. The students have not mastered tenses well because they find difficulties in mastering tenses, so that the researcher analyzed the students' grammatical errors in transforming declarative into interrogative sentences.

The English teacher also shows the result of the test. It was found that 169 students from 268 students could not make interrogative sentence. By looking at the fact on their test, they did many errors in transforming interrogative sentences. The result can be seen from the table below:

⁷ Fajarita Riesmawati, M.Pd. *The English Teacher at MTs N 1 Tanggamus on February 10th, 2016, an Interview*

Table 1

The Student's Score of Transforming Interrogative Sentence Test of MTsN 1 Tanggamus at The Eighth Grade in the academic year of 2016/2017

No	Score	Class							Total	Percentage
		A	B	C	D	E	F	G		
1	≥ 69	10	14	16	17	12	14	16	99	37%
2	< 69	25	24	23	21	28	26	22	169	63%
Total		35	38	39	38	40	40	38	268	100%

Source: The Data of Preliminary Research, in MTsN 1 Tanggamus

From the table above, we can see that there were 99 (37%) students who got a good score or over the minimum learning mastery (KBM), which is 69. And there were 169 (63%) students who got under the minimum learning mastery. It means most of the eighth grade students of MTsN 1 Tanggamus still have difficulties in transforming interrogative sentences.

There were several research about error analysis relevant to this research. They were as follows. *Tyas Gita Atibrata (2012)* discusses error about Indonesian Students' Error In The Use of Determiners. More specifically, it is an attempt to identify Gadjah Mada University English Department students' errors in the use of English determiners and classify them according to the types of determiners and the structural change of determiners. The result of the research shown that most of the incorrect use of the determiners was in the form of articles with 71 cases (72.44%), followed by possessives 12 (12.24%), demonstratives 10 (10.20%), and quantifiers 5 cases (5.10%). There are five types of structural alteration of determiners: addition, omission, disorder, misformation, and misuse. Most of them were omission with 29

(29.59%). All of them were in the form of articles, followed by misformation with 28 cases (28.57%), addition with 19 cases (19.38%), misuse with 14 cases (14.28%), and misordering with 8 cases (8.16%). The results suggest that most of the students tend to omit the articles in their writing.⁸

Efti Ikayanti (2013) discusses error about An Error Analysis on Recount Texts Made by The First Grade Students of Man 2 Jepara. The result of the research shown that the students had difficulties in morphology, syntax, vocabulary and meaning, and mechanics. Most students tend to have difficulties in syntax.⁹

Ade Ervindo (2014) discusses error about An Analysis on The Students' Grammatical Errors In Writing Descriptive Text At The Second Year of Smpn 31 Padang. The result of the research shown that the grammatical errors made by the second year students of SMP 31 Padang in writing descriptive text about telling a person. Specifically, the researcher found that 30.12% students made grammatical errors in omission, 14.93% students made grammatical errors in addition, 3.4% students made errors in misformation, and 5.15% students made errors in misordering.¹⁰

⁸ <https://jurnal.ugm.ac.id/lexicon/article/view/5313> (accessed on february 28th 2017 at 11. 17)

⁹ http://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/2817 (accessed on february 28th 2017 at 11.23)

¹⁰ <http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path%5B%5D=2444> (accessed on february 28th 2017 at 11.33)

Based on the discussion of previous research, it was found that there were significant differences from previous study to this one. The differences were; Tyas's research was about Indonesian Students' Error In The Use of Determiners and the present research was about An Error Analysis in Transforming Declarative Into Interrogative Sentences at the Second Semester of the Eighth Grade Students of MTsN 1 Tanggamus. Efti's research was about An Error Analysis on Recount Texts and the present research was about An Error Analysis in Transforming Declarative Into Interrogative Sentences. Ervindo's research was about An Analysis on The Students' Grammatical Errors In Writing Descriptive Text and the present research was about An Error Analysis in Transforming Declarative Into Interrogative Sentences.

Based on the background above, the researcher was interested in conducting a research to find out the errors that the students made in transforming declarative into interrogative sentences. Therefore, the researcher proposes a research entitled: An Error Analysis in Transforming Declarative Into Interrogative Sentences at the Second Semester of the Eighth Grade Students of MTsN 1 Tanggamus in the Academic Year of 2016/2017.

B. Identification of Problem

Based on the background of problem, the researcher identified the problem as follows:

1. The students' grammar mastery especially in transforming declarative sentence to interrogative sentence was still low.
2. Students often found difficulties in transforming declarative into interrogative sentences.
3. The students made errors in transforming interrogative sentences in their writing.

C. Limitation of the Problem

Based on identification above, the researcher focused on analysis of students' grammatical errors in transforming declarative into interrogative sentences at the eighth grade students of MTsN 1 Tanggamus. An analysis of students' grammatical errors based on Surface Strategy Taxonomy. The transformation was from 3 tenses that were Simple Present Tense, Simple Past Tense, and Simple Future Tense. The tenses were based on the syllabus that used at the eighth grade students of MTsN 1 Tanggamus. The interrogative sentences focused on Yes/No Questions.

D. Formulation of Problem

From the identification of problem, the researcher formulates the problem as follows:

1. What kind of grammatical errors did the students make in transforming interrogative sentences?
2. What was the most common error made by the students?

E. Objective and The Use of Research

1. The Objective of Research

The objective of this research:

- a. To know and describe whether the students made errors in transforming interrogative sentence.
- b. To know and describe the kind of students' error in transforming interrogative sentence.

2. The Use of Research

This research had some uses both theoretically and practically

- a). Theoretically

The result of this research can give contributions for new data about error analysis in transforming declarative into interrogative sentences and be reference for the next researcher.

b). Practically

The result of this research can become a feedback for the English teacher at the Junior High School in which this research is about the students' grammatical errors in transforming interrogative sentences. Moreover, they can be a reflection for the students at the junior high school about their interrogative sentence mastering and phenomena that come arise in their simple sentences uses.

F. The Scope of Research

The scope of the research were:

1. The Research Subject

The subject of the research was the students at the eighth grade at second semester of MTsN 1 Tanggamus in the academic year of 2016/2017.

2. The Research Object

The object of the research was the students' error in transforming interrogative sentence in their writing.

3. The Research Place

The research conducted at MTsN 1 Tanggamus. It is located on Jl. Lapangan Hijau No.2 Kotaagung subdistrict, Tanggamus.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Concept of Language

Language is a system of communication consists of sounds, words, and grammar or the system of communication used by the people of particular country or profession. Language also is a tool that used by the people to share information and to interact with each other. People use language in any field of their daily activities in their social life, so that language is showing of someone personality, where they come from and can make them easy to have many relationships with other.

Language is a system for expression of meaning and primary function of language is for interaction and communication.¹¹ Language is the chief means for the human personality to express themselves and to interact with other person. Language is a system of sounds and words used by human to express their thoughts and feelings.¹² Language is the most important thing in communication with others. Language has many advantages in real life, such as to interact with each other, to express the ideas and language can be used to transfer knowledge and culture.

As everybody knows, language is also as an instrument to express our ideas, feeling, and our thought. One of the languages which are often used as a means of

¹¹ Richards, Jack C and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, p. 17.

¹² Oxford Advanced Learner Dictionary of Current English, 1995: 662

communication is English. It becomes the dominant language around the world, and now more and more people use English as an international language. Language is also used to get knowledge, people can share or transfer the information that they know to other people through English.

From the statement above, it can be concluded that language is very important in our social life. Through the language we can communicate, interact, share the information and to make a good relationship with other people in human life.

B. Concept of Teaching English as a Foreign Language

English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign language.¹³ As a foreign language, English language called a target language. People in Indonesia use English as a foreign language. It means that they do not use it as a means of their everyday communication. However, they just formally learn it at school as a compulsory subject. They are learn four language skills i.e. listening, speaking, reading, and writing, and the components of language such as grammar, vocabulary and pronunciation. Consequently, according to the objective of English instruction, they are expected to able to master the skills and communicate in both oral and written forms.

¹³ Jeremy Harmer. 2007 *The Practice of English Language Teaching*, UK : Longman, p. 17

However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.¹⁴ It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁵ It means that teaching English is give knowledge to someone from not knowing to knowing.

English as the foreign language has different characteristic from our mother tongue, for example grammar and pronunciation. Grammar and pronunciation in English is really different with our mother tongue. Sometimes the learners have difficulties in learning it, so the English teacher must be able to give motivation to the students to increase their English competence.

Besides, Finocchiaro and Bonomo state that the objectives of teaching English in their principles of teaching English as a foreign language are:

¹⁴Ag. Bambang Setiyadi, 2006. *Teaching English as a Foreign Language*, Yogyakarta, Graha Ilmu, p.20

¹⁵H. Douglas Brown. 1994. *Teaching Principles of Language and Teaching*, New Jersey Prentice Hall Regents, p.7

1. To give the students' positive ability to understand the English that is used when spoken by native speakers.
2. To give the students' progress ability to read the material in English with the comprehension, easiness, and enjoyment.
3. To give the students' progressive ability to write correctly and creatively in English.
4. To give the students' progressive ability to carry out conversation to the person in their group.
5. To give information, knowledge, attitude, and insight to appreciate the cultural similarity and differences of English spoken by other.¹⁶

Based on the explanation above, it can be concluded that teaching is the process of transferring knowledge to the students in order to make them learn and use English in both spoken and written forms. Teaching English as a foreign language there are many ways which are suitable with the condition itself. The teacher of English has to determine the source of learning teaching process in class. The teacher should motivate, guide and create a good condition of the class. In addition, the teacher should give students the chance to practice the target language, so they will easily get the ability and become skillful to use orally or in written form.

It is clear that the purpose of teaching learning English as a foreign language is to make the students master the language. To make that happen, the students should

¹⁶Mary Finocchiaro and Michael Bonomo. 1978. *The Foreign Language Learners*.

actively get involved in teaching learning process and do a lot of practices. The teacher also should manage the class in good way and be creative in teaching learning process.

C. Concept of Grammar

Grammar is one of the components in English Language. Teaching English as a foreign language needs grammar, because by mastering grammar the student will be able to speak, state or write correctly. Grammar is very important learning English as a foreign language. It is primary knowledge of language to arrange or construct certain sentence or utterance. According to Thornbury, grammar mastery should be have by the students to help theirs speak and write English well. Grammar is the process for making speakers or writers meaning clear when contextual information lacking.¹⁷

Rodney said, “there are hardly any professions in which an ability to write and speak crispy and effectively without grammatical mistakes is not a requirement on some occasions. Although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentence helps to increase sensitivity to some of the important factors that distinguish good writing from bad.”¹⁸

¹⁷Thornbury, Schott. 1999. *How to teach Grammar. England. Longman, p.7*

¹⁸H. Rodney and Geoffery. 2007. *A Students introduction to English Grammar. Cambridge University Press, New York, p. vii*

We know that every language has its own structure. Finnochiaro and Bonomo said that structure as the recurring pattern of language elements as they occur in front of words and in arrangement of word in utterance.¹⁹ Grammar really needed for the language learners because grammar is important roles both in writing and speaking. If the students have understood about grammar, they will be able to make good sentence or utterance easily.

Thornbury said that Grammar is a description of the rules that govern how a language sentences are formed or partly the study of what forms (or structure) are possible in a language.²⁰ It means that grammar is how a language formed by using good structure and put the word in right place, the student will have knowledge of grammar to increase their writing.

From the statement above, the researcher assumes that grammar is a system of rules to arrange sentence with word order, verb, noun system, modifies, phrases and clauses. Discourse rules tell us how to string those sentences together. We can conclude that English structure plays important thing to construct sentence and last becomes a sentence and it is very important for those who want to learn it especially for student. It is the way for them to understand and develop their ability such as in speaking and writing. Their knowledge of structure will control whether they make mistake or not.

¹⁹Marry Finnochiaro, and Michael Bonomo. 1974. *The Foreign Language Learner*. Printed in USA

²⁰Thornbury, Scott. 1999. *How to teach Grammar*. England. Longman, p. 1

The practice of grammar in students' activity, especially at school is important thing to increase the students' grammar mastery because the aim of grammar practice is to get the students to learn the structures, so thoroughly that they will be able to produce sentence correctly on their own. Grammar has three basic components constituents that is *lexical categories* such as verb, noun, adjective; *article categories* such as noun, pronoun, noun phrase; and *functions* such as subject, object, predicator, modifier, indirect object, question.²¹

Based on the explanation above, the researcher can conclude that English structure plays important thing to construct sentences and last becomes a sentence and it is very important for those who want to learn it especially for student. It is the way for them to understand and develop their ability such as in speaking and writing. Their knowledge of structure will control whether they make mistake or not. In this research, the researcher will focus on transforming interrogative sentences.

D. Concept of Interrogative Sentence (Question)

An Interrogative sentence asks a question, and it always ends with a question mark.²²

Questions occur principally in conversational; exercises on form are followed by ones that encourage a lot of speaking practice.²³

²¹Mackenzie, J. Lachalan., Maria D.L.A., Gomez Gonzales. 2004. *A New Architecture For Function Grammar*. New york: Deutsche National Bibliografie, p. 28

²²<http://www.english-grammar-revolution.com/interrogative-sentence.html> (accessed on October 17th 2016 at 16.17)

An interrogative sentence may ask for information, confirmation or request. An interrogative sentence is the way for us to communicate with others and invite them to share what they think. In question we usually put the subject after the first verb.²⁴

The rule to make interrogative sentence according to Swan:²⁵

1. Auxiliary verb must be take place before subject

For example: Why are you laughing? (Not Why you are laughing?)

2. Use do, does or did if there is no auxiliary verb

For example: Do you like milk? (Not Like you milk?)

3. Don't use do with other auxiliary verb

For example: Have you seen John? (Not Do you have seen John?)

4. Use bare infinitive in interrogative sentence after auxiliary do, does or did

For example: What does the Boss want? (Not What does the Boss wants?)

5. When who, which, what, or whose is a subject (part of subject), do is not normally use. Compare:

Who phoned? (Who is the subject)

Who did you phone? (Who is the object)

²³ Azar, Betty Schramper. Matthies, Barbara F. Hartle, Shelley. 1992. *English Grammar 3th edition Teacher Guide*. United States of America. Longman. P.56

²⁴ Murphy, Raymond. 2004. *English Grammar in Use*. Cambridge: Cambridge University Press

²⁵ Swan, Michael. 2005. *Practical English Usage: 3rd Edition*. Oxford University Press, p 465-466

6. In an indirect question put auxiliary verb after subject

For example: Tell me when you are leaving. (Not Tell me when are you leaving?)

7. Preposition is put in the end of WH-Question

For example: What are you talking about? (Not about what are you talking?)

Interrogative sentence provides unique opportunities for teacher and students to become involved in productive dialogue, interrogative sentences invite both teachers and students to think and to respond in many different ways.

In class using communicative approach, teacher tries to understand the role of interrogative sentence especially since interrogative sentence is not only the skill that can be developed with practice, but it is also one of the tools for communication. When the teaching and learning activities are taking place in the classroom, the teachers would use interrogative sentence, in order thought or ideas change communicatively. Similarly, teacher can communicate with the students if their questions are understandable and appropriate to the students' knowledge. The awareness of the type and the purposes of the question plays an important role in helping the teacher to ask strategic question and to be able to ask the complexity of their question which are given to the students.

Based on explanation above, the researcher can conclude that interrogative sentence is a sentence include subject which start by auxiliaries or WH-word and use question mark (?).

E. Type of Interrogative Sentence (Question)

According to Mark Lester, ” there are two fundamentally different types of questions: *yes-no* questions and information questions”.²⁶

Yes-no questions ask for “yes” or “no” answers. Information questions, on the other hand, ask for specific information and cannot be answered with a simple yes or no. Obviously, the answers to the *yes-no* questions only anticipate an answer of yes or no, while the information question requires a specific piece of information.

Here are some examples of each type:

Yes-no questions	Information questions
Is there a staff meeting today?	When is the staff meeting?
Do you know his wife’s name?	What is his wife’s name?
Can I go, too?	Where are you going?
Will you be late?	When will you get back?

Here is a list of the main single-word interrogative pronouns arranged by the part of speech that the interrogative pronoun plays:

²⁶ Lester, Mark.2009. *English Grammar Drills*. United States. The McGraw-Hill Companies, Inc, p.215

Pronoun	Part of speech	Example
Who, whom	Noun phrase	Who are you? Whom did you meet?
What, Which	Noun phrase	What did you find? Which did you pick?
Whose, which	Possessive	Whose book is on the desk
Where	Adverb of place	Where are you going?
When	Adverb of time	When will you get there?
Why	Adverb of reason	Why do you want to go there?
How	Adverb of manner	How will you get there?

Question-word consists of three parts, they are as follows:

1. Question beginning with interrogative adverb (why, when, where, how) for example: why is Mary late?, When will you graduated?, Where did he go last week?, how did he go to his office?.
2. Question beginning with interrogative pronoun (who, what, which) for example: who visited her yesterday?, What is he?, which news paper do you read?.
3. Question beginning with interrogative adjective (whose, what, which) for example: Whose white bag is this?, what are your favorite hobbies?, Which is your colorful bag?.

F. Procedure of Transforming Declarative Sentences into Interrogative in Three Tenses

a. Simple Present Tense

The simple present tense indicates that an action is present/ now, and generally it is used to describe actions that are factual or habitual. The simple present tense has the following structure: Subject + present tense forms of the verb (bare infinitive).

For example:

- The sun rises in the east.
- They don't walk together.
- Today is Wednesday.
- I am not a Dancer.

In order to change a declarative sentence in the simple present tense into an interrogative sentence, for verbal sentences we use **do** or **does** as the first word followed by the subject, verb and the object. We use **do** with **I, you** and **plural subjects**. **Does** is used with **He, She, and It**. If the interrogative sentence is in negative we begin it with **do not/ does not**. Whereas for nominal sentences we put to be as the first word followed by subject, and the object. If the interrogative sentence is in negative we begin it with to be followed by subject, not and the object.

Form: Do/Does + subject + verb 1 + C

Is/Am/Are + subject + O + C

Don't/ Doesn't + subject + present tense form of the verb.

Is/Am/Are + not + Subject + present tense form of nominal.

Examples are given below:

1. The cow **eats** grass. (Declarative)

Does the cow eat grass? (Interrogative)

Yes, It does/ No, It doesn't.

2. They **sing** a song. (Declarative)

Do They sing a song? (Interrogative)

Yes, They do/ No, They don't.

3. He **gets up** early in the morning. (Declarative)

Does he get up early in the morning? (Interrogative)

Yes, He does/ No, He doesn't.

4. She **not understand** what he means. (Declarative)

Doesn't She understand what he means? (Interrogative)

Yes, She does/ No, She Doesn't.



5. They **not speak** English well. (Declarative)

Don't they speak English well? (Interrogative)

Yes, They do/ No, they don't.

6. You **not make** a beautiful painting. (Declarative)

Don't you make a beautiful painting? (Interrogative)

Yes, I do/ No, I don't.

7. Ida **is** a beautiful girl.

Is Ida a beautiful girl?

Yes, She is/ No, She is not.

8. Maul **is** a diligent students.

Is Maul a diligent students?

Yes, He is/ No, He is not.

9. They **are** lazy boys.

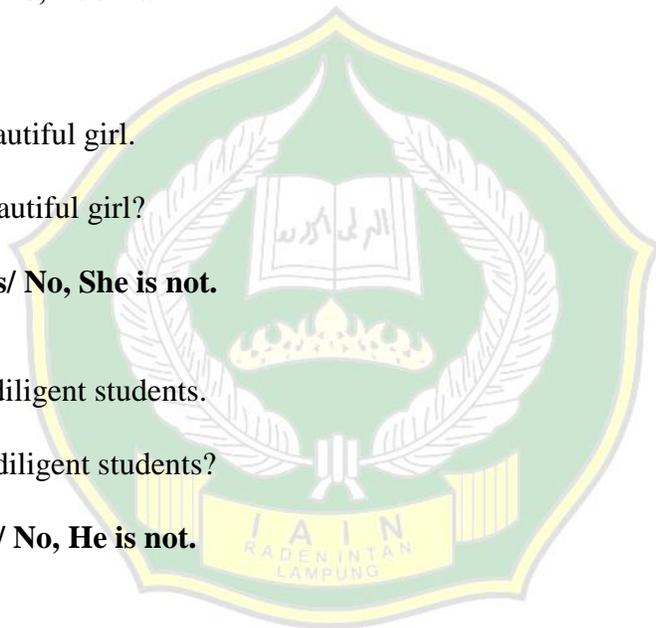
Are they lazy boys ?

Yes, They are/ No, They are not.

10. It **is not** a big house.

Isn't it a big house?

Yes, it is/ No, It is not.



11. We **are not** happy today.

Aren't we happy today ?

Yes, We are/ No, We are not.

12. They are not in good condition.

Aren't they in good condition?

Yes, they are/ No, they are not.

When the declarative sentence contains the auxiliaries **can, may, will, shall** etc, the interrogative sentence will begin with these words.

Form: Can/ May/ Will/ Shall + subject + verb 1.

Examples are given below:

1. She can go. (Declarative)

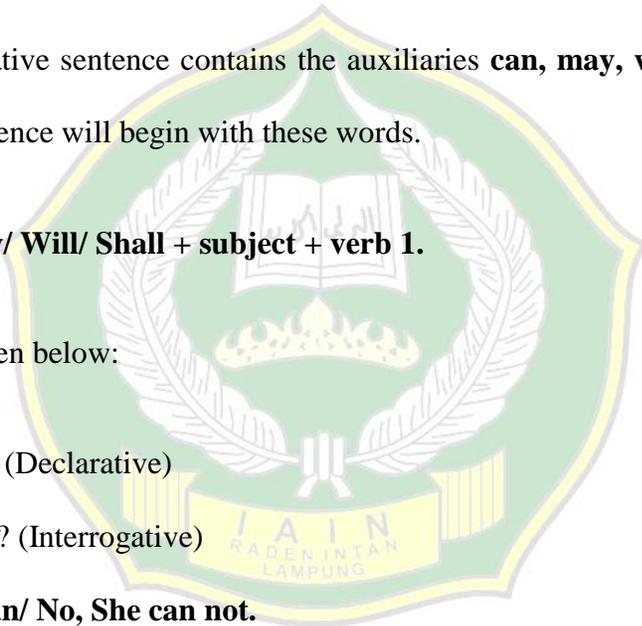
Can she go? (Interrogative)

Yes, She can/ No, She can not.

2. They will come. (Declarative)

Will they come? (Interrogative)

Yes, They will/ No, They will not.



3. You **may** take this book. (Declarative)

May I take this book? (Interrogative)

Yes, You may/ No, You may not.

4. I **can** meet him. (Declarative)

Can I meet him? (Interrogative)

Yes, You can/ No, You can not.

5. We **must** go there. (Declarative)

Must we go there? (Interrogative)

Yes, we must/ No, We must not.

b. **Simple Past Tense**

The simple past is used to talk about a completed action in a time before now.

Duration is not important. The time of the action can be in the recent past or the

distant past. For Examples:

- John Cabot **sailed** to America in 1498.
- My grandmother **did** not attend to my birthday party last night.
- There **was** a large field here.
- We **were** not here last week.

Forming the Simple Past Tense

Patterns of simple past tense for regular verbs:

No	Declarative Subject + verb + ed	Interrogative Did + Subject + V1
1	I played Football last month.	Did I play football last month?
2	She arrived last week.	Did She arrive last week?
3	He advised me.	Did He advise me?
4	They dcooked together yesterday.	Did They cook together yesterday?
5	You killed ant last night.	Did You kill ant last night?

Patterns of simple past tense for irregular verbs:

No	Declarative Subject + verb2	Interrogative Did + Subject + V1
1	He went to the cinema last night.	Did he go to the cinema last night?
2	We gave her a doll for her birthday.	Did we give her a doll for her birthday?
3	They came to visit me last June.	Did They come to visit me last June?
4	I woke up early yesterday.	Did I wake up early yesterday?
5	She won the competition last year.	Did She win the competition last year?

Patterns of simple past tense for verbal sentences in negative:

No	Declarative Subject + didn't + verb1	Interrogative Didn't + Subject + v1
1	She didn't go to school yesterday.	Didn't She go to school yesterday?
2	He didn't knock the door last night.	Didn't He knock the door last night?
3	They didn't stop the taxi last week.	Didn't They stop the taxi last week?
4	He didn't fix the car yesterday.	Didn't He fix the car yesterday?
5	The monkey didn't climb the mountain two days ago.	Didn't The monkey climb the mountain two days ago?

Note: For the interrogative form of **all** verbs in the simple past, always use the auxiliary '*did*' .

Patterns of simple past tense for nominal sentences:

No	Declarative Subject + was/were + C	Interrogative Was/ Were + Subject + C
1	Salama was sad yesterday.	Was Salama sad yesterday ?
2	Metha was hungry 5 hours ago.	Was Metha hungry 5 hours ago?
3	They were friendly.	Were they friendly?
4	We were teacher last month.	Were we teacher last month?
5	He was in his home last night.	Was He in his home last night?

Patterns of simple past tense for nominal sentences in negative:

No	Declarative Subject + was/were + not + C	Interrogative Wasn't/ Weren't+ Subject + C
1	Aryo was not sick yesterday.	Wasn't Aryo sick yesterday ?
2	We were not see Riski two years ago.	Weren't we see Riski two years ago?
3	I wasn't alone at home yesterday.	Wasn't I alone at home yesterday?
4	They were not members of boyband last year.	Weren't They members of boyband last year?
5	He was not a soldier last week	Wasn't He a soldier last week?

c. Simple Future Tense

The simple future refers to a time later than now, or used for an action that will occur in the future.

Forming the simple future “will/shall” for verbal sentences in Positive

The simple future tense is composed of two parts: will/ shall + bare infinitive.

No	Declarative Subject + will/ shall + verb1	Interrogative Will/ Shall + Subject + v1
1	Fany will go to the market next week.	Will Fany go to the market next week?
2	I shall bring a notebook tomorrow.	Shall I bring a notebook tomorrow?
3	Someday you will understand it.	Will You someday understand it?
4	After He graduate, he will seek a job.	Will He seek a job after he graduate?
5	They will tell you the truth.	Will They tell you the truth?
6	We shall go to Jakarta next week.	Shall We go to Jakarta next week?

Forming the simple future “will/shall” for verbal sentences in Negative

No	Declarative Subject + will/ shall + not + verb1	Interrogative Will/ Shall + not + Subject + v1
1	I shall not watching TV tomorrow.	Shan't I watching TV tomorrow?
2	Fany will not come to my home next week.	Won't Fany come to my home next week?
3	He will not eat too much tomorrow.	Won't He eat too much tomorrow?
4	We shall not get bad score next examination.	Shan't We not get bad score next examination?
5	They will not lend me the comic.	Won't They not lend me the comic?
6	We shall not make a cake next week.	Shan't We not make a cake next week?

Forming the simple future “be going to” for verbal sentences in Positive

No	Declarative <i>S+Be(am/is/are)+Going to+Object</i>	Interrogative <i>Be(am/is/are)+S+Going to+Object?</i>
1	I am going to see the dentist tomorrow.	Am I going to see the dentist tomorrow?
2	We are going to sing together.	Are We going to sing together?
3	They are going to jump into the	Are They going to jump into the

	river.	river?
4	Tom is going to play football next Sunday.	Is Tom going to play football next Sunday?
5	She is going to start learning English soon.	Is She going to start learning English soon?
6	He is going to give me a gift.	Is He going to give you a gift?

Forming the simple future “be going to” for verbal sentences in Negative.

No	Declarative <i>S+ Be(am/is/are) +not+Going to + C</i>	Interrogative <i>Be(am/is/are) + S+ not+Going to+C?</i>
1	You are not going to run.	Aren't you going to run?
2	She is not going to read the book in the library next Monday.	Isn't she going to read the book the library next week?
3	They are not going to swim next holiday.	Aren't They going to swim next holiday.
4	Tom is not going to visit his grandmother next Sunday.	Isn't Tom going to visit his grandmother next Sunday?
5	We are not going to buy a new bag	Aren't We going to buy a new bag?

Forming the simple future “will/shall” for nominal sentences in Positive

No	Declarative Subject + will/ shall + be + C	Interrogative Will/ Shall + Subject + be + C
1	Fany will be a famous singer next year.	Will Fany be a famous singer next year?
2	I shall be a chef after finish my study.	Shall I be a chef after finish my study?
3	She will be sad if you are sad.	Will she be sad if you are sad?
4	They will be at school soon.	Will they be at school soon?
5	You will be enjoy to stay here.	Will you be enjoy to stay here?
6	We shall be a happy family	Shall We be a happy family?

Forming the simple future “will/shall” for nominal sentences in Negative

No	Declarative Subject + will/ shall + not + be + C	Interrogative Will/ Shall + Subject + not +be + C
1	Ila will not be at the meeting tonight.	Won't Ila be at the meeting tonight?
2	She will not be tired to finish this work.	Will She not be tired to finish this work?
3	I shall not be a dentist.	Shan't I be a dentist?

4	They will not be a Chaiman.	Won't they be a Chairman?
5	We shall not be at the beach this holiday.	Shan't we be at the beach this holiday?
6	He will not be your boyfriend.	Won't he be your boyfriend?

Forming the simple future “be going to” for nominal sentences in Positive

No	Declarative S + be(am/is/are) + going to + be + C	Interrogative Be(is/am/are) + S + going to + be + C
1	We are going to be late.	Are we going to be late?
2	He is going to be a lecturer tomorrow.	Is he going to be a lecturer tomorrow?
3	I am going to be a businessman.	Am I going to be a businessman?
4	They are going to be rich people.	Are they going to be rich people?
5	She is going to be talkative.	Is she going to be talkative?
6	It is going to be rain.	Is it going to be rain?

Forming the simple future “be going to” for nominal sentences in Negative

	Declarative	Interrogative
No	S + be(am/is/are)+ not + going to + be + C	Be(is/am/are) + S + not + going to + be + C
1	We are not going to be an arrogant person	Aren't we going to be an arrogant person?
2	They are not going to be farmer.	Aren't they going to be farmer?
3	She is not going to be there soon.	Isn't she going to be there soon?
4	He is not going to be poor man	Isn't he going to be poor man?
5	We are not going to be evil.	Aren't we going to be evil?
6	It is not going to be sunny.	Isn't it going to be sunny?

G. Concept of Error and Mistake

We often use the terms of ‘mistake’ and ‘error’ both in written form and in spoken one. They are commonly used interchangeably, but they are actually different. Naturally, students make errors in learning a foreign language in term of grammar, vocabulary, and pronunciation.

According to Dulay, Burt and Krashen states that: Errors are the flawed side of learner’s speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and

mother who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning.²⁷

Another concept of error and mistake is taken from Brown: error is a noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner. While mistake refers to a performance factors such as: memory limitation, spelling, fatigue, and emotion strain.²⁸ From the statement above, the difference between error and mistake is that error is ungrammatical utterance which refers to the language performance. Shortly, when the students produce sentence in correctly but they know and correct them, it means that they make mistake. If they cannot correct them, it means that they make error.

Dulay said that, "the distinction performance error (mistake) and competence of error (error) is extremely important but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term "error" to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. In this research practically the

²⁷ Dulay, Burt and Stephen Krashen. 1982. *Language Two*. New York: Oxford University Press.

²⁸ Douglas Brown H, 2000. *Principles of Language Learning and Teaching-4th ed.* Addison Wesley Longman, Inx. P. 217. P. 205

researcher uses the idea proposed by Dulay, as the basis of determining the deviation made by the subject, any deviations would be conceded as an error.

H. Concept of Error

An error is a noticeable deviation from adult grammar of a native speaker it is said that error is done by native speaker in advance grammar.²⁹ An error is the consistent and systematic deviation made by the learners who are still developing knowledge of the second rule system.³⁰ The definition of error above is called competence errors that is errors due to the lack of knowledge of the rules of the target language. In other word the errors appear in the middle of the learning process when the learners have not learned the target language completely.

According to Dulay, Burt and Krashen states that: Errors are the flawed side of learner's speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mother who have waged long and patient battles against theirs students or children's language errors have come to realize that making errors is an inevitable part of learning.³¹

²⁹Ibid

³⁰Dullay H., Burt M., Krashen S. 1982. *Language Two*. New York: Oxford University press, p.138-139

³¹Ibid

Another concept of error is taken from Brown: error is a noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. While mistake refers to a performance factors such as: memory limitation, spelling, fatigue, and emotion strain.³²

Error is ungrammatical utterance which refers to the language competence referred to error as “Goofs” no one perfect in this world and error also known as divergence of human being in using language.³³ Researcher are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language. Uphold the view that errors are normal and inevitable features of learning. Error are essential condition of learning. It means that if we did mistake or error, it is usual in learning process. We don't have to worry about that but we have to analyze our mistake or error.³⁴

From the statement above the researcher can conclude that errors is not perfect and we did mistake or errors usually in learning process.

³²Brown, Op.Cit, p. 217

³³Ibid

³⁴Dulay H. Burt m. Krashen S. 2007. *Language Two*. New York: oxford University press, p.139

I. Concept of Error Analysis

Error analysis is the study of kind and quantity of error that occurs, particularly in the field of applied mathematics numeral analysis, applied linguistic and statistic.³⁵ Error analysis emphasizes the significance of errors interlanguage system.³⁶

Ellis in Tarigan states that language error analysis is a procedure used by researchers and teachers, which includes sample collection language learners, the introduction of errors contained in the sample, the description of errors, the classification based on the causes that have been hypothesized, as well as evaluating its seriousness.³⁷ Brown states, “the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyze, and classified to reveal something of the system operating.”³⁸

As the researcher mentioned in process of learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for the writer who will be an English teacher tries to solve the problems which will be faced by Junior School students in tranforming from declarative into interrogative sentences before discussing about the student errors, the researcher would like to describe concept of error analysis first. Error analysis is a study of identifying describing and classflying the noticeable erros that is made by the students in learning process.

³⁵Corder.Op.Cit. 1960, p. 93-106

³⁶Brown.Op.Cit.2000, p.217

³⁷Henry Guntur Taringan and Djago Taringan , 2011. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung :Angkasa.

³⁸Brown.Op.Cit.2000, p.217

According to Corder error analysis has two function, they are:³⁹

1. To investigate the language learning process.
2. Whether it is necessary or not for teacher to have remedial teaching.

In this case the students' errors give some benefits, Corder as follows:

1. Errors tell the teacher how far their students have progressed to reach the goals.
2. Errors provide evidence of how language is learnt and what strategies the learners are developing.
3. Errors can be used by the students to learn it can be through information from the teachers to students about errors have been made by the students in their works.

Based on the statement above, it can be stated the error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying means to check just how many students actually makes a particular error and how many used that language item correctly. The procedures of error checking are: firstly, underlining the error item. Secondly, signifying the error items. Then try to assess the students' error.

³⁹Corder, S.P.1981. *Error analysis and inter language*. London: Oxford Unifersity. p.45

J. Classification of Errors

Error are the flawed side of learner speech of writing, those part of composition that device from some selected noun of nature of language performance.⁴⁰

Dullay classified errors into four, they are:

1. Linguistic Category Taxonomy

This category taxonomy is classification of errors according to either or both the language and particular linguistic constituent error effect.

2. Surface Strategy Taxonomy

This taxonomy shows the cognitive process that underlies the students' reconstruction of the new language learned. This taxonomy divides into four types : omission, addition, misformation, and misordering.

3. Communicative Effect Taxonomy.

This taxonomy focus on the effect the errors have on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and do not.

4. Comparative Taxonomy

This taxonomy classifies the errors based on comparisons between the errors on the target language and other structure. Dullay clasifies comparative taxonomy into four types: developmental, interlingual, ambiguous, and other errors.⁴¹

⁴⁰Dullay H. Burt M. Krashen S. 1982. *Language Two*. New York: Oxford University press, p.139

⁴¹Dulay.et.al., Op.Cit.,p.146

This idea means that error analysis is the way to know about the students' error that is to collect, identify, and to classify the kind of error. In this classification, there are four kinds of errors they are Omission, Misformation, Additions, and Misordering.

Error is ungrammatical utterance, which refers to the language's performances. On the rather global level, error can be described as addition, omission, and substitution, misordering, following, standard, mathematical, categories to be clearer.⁴²

Based on the theories above, to analyze the students' errors the researcher only focus on the Surface Strategy Taxonomy that consist of addition, omission, misformation, and misordering errors.

Surface Strategy Taxonomy

1. Addition

These errors are characterized by the presence of item, which must not appear in well-formed utterance:

For example:

1. Will she **to** go to Bali? (incorrect)

Will she go to Bali? (correct)

⁴²Corder. Op.Cit. 1981, p.10

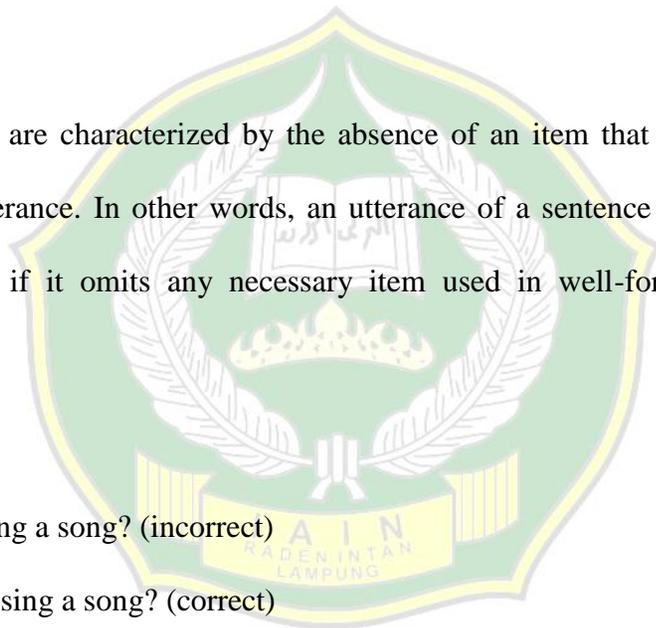
2. Is He **is** ugly person? (incorrect)
Is He ugly person? (correct)
3. Does He not **goes** to school early? (incorrect)
Does He not go to school early? (correct)
4. Are they **are** not hapypy? (incorrect)
Are they not happy? (correct)

2. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In other words, an utterance of a sentence is said to exhibit omission errors if it omits any necessary item used in well-formed sentence of utterance.

For example:

1. Do Fina sing a song? (incorrect)
Does Fina sing a song? (correct)
2. Not you make a delicious cake ? (incorrect)
Don't you make a delicious cake? (correct)
3. Is He go to be success? (incorrect)
Is He **going** to be success? (correct)
4. Not she sad yesterday? (incorrect)
Didn't she not sad yesterday? (correct)



3. Misformation

Misformation errors are characterized by incorrect form of morpheme or structure. In misformation errors, learner supplies an item although it is still incorrect. There are three kinds of misformation errors; Regularization errors, Archi-forms, and Alternating forms. In this research alternating form is possibly make by the students, because the students only transform declarative into interrogative sentences based on the sentences provided.

a. Regularization errors

Errors that belong to this category are in which a regular marker is used in place of an irregular one and commonly in comprehension of grammar. But in this case, it cannot be used to correlative conjunction.

For example:

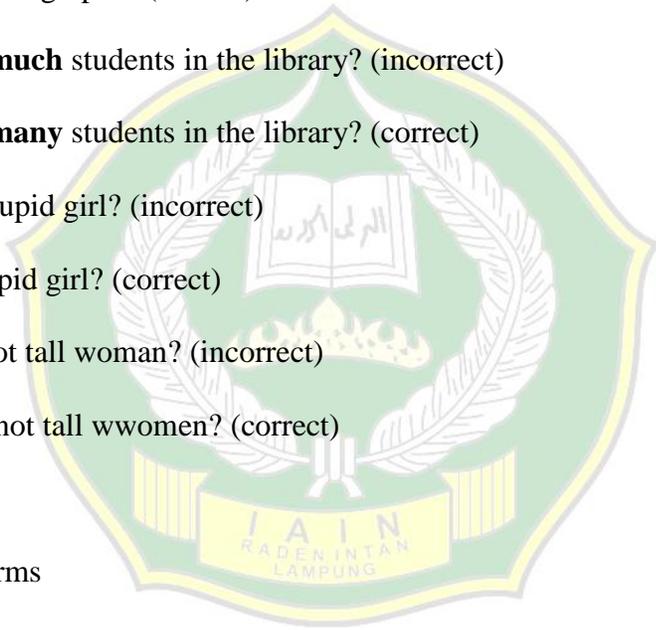
1. Did David **buyed** a new book yesterday? (incorrect)
Did David **buy** a new book yesterday? (correct)
2. Don't you **meeted** him? (incorrect)
Don't you **meet** him ? (correct)
3. Are they nice **childs**? (incorrect)
Are they nice **childrean**? (correct)
4. Is it not cute **mouses**? (incorrect)
Is it not cute **mice**? (correct)

b. Archi-forms

The selection of a member of a class or form to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the students is called an “archi-form”.

For example:

1. Are **this** not grapes? (incorrect)
Are **these** not grapes? (correct)
2. Are there **much** students in the library? (incorrect)
Are there **many** students in the library? (correct)
3. Is He **an** stupid girl? (incorrect)
Is He **a** stupid girl? (correct)
4. Are **that** not tall woman? (incorrect)
Are **those** not tall women? (correct)



c. Alternating forms

As the learner's vocabulary and grammar grow, they have known the various members of a class. Nevertheless, they still fail to select and use the member appropriately.

For example:

1. **Do** David buy a new book yesterday? (incorrect)
Did David buy a new book yesterday? (correct)
2. Don't You give **She** a beautiful dress? (incorrect)
Don't You give **her** a beautiful dress? (correct)

3. Will you be **mine** girlfriend? (incorrect)

Will you be **my** girlfriend? (correct)

4. **Don't** it thick book? (incorrect)

Is it not thick book? (correct)

4. Misordering

These errors are characterized by incorrect placement of morphemes or a group of morphemes or words in utterance.

For example:

1. Will **come he** to the office now? (incorrect)

Will **he come** to the office now? (correct)

2. Are we not **to be pilot going**? (incorrect)

Are we not **going to be pilot**? (correct)

3. Did **a letter to your best friend yesterday you write**? (incorrect)

Did **you write a letter to your best friend yesterday**? (correct)

4. Is it **error not**? (incorrect)

Is it **not error** ? (correct)

K. Concept of Error Analysis in Transforming Interrogative Sentence

As the researcher mentioned above, in learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for the researcher who will be an English teacher. She tries to know the problems which will be faced students of junior high school in transforming interrogative sentence. Before discussing about the students' errors, the researcher will describe the concept of error analysis first. Error analysis is a study of identifying, describing and classifying the noticeable errors that made by the students in learning process. In this research, the researcher will analyze errors of transforming interrogative sentences. Brown states, "The fact that learners do make errors and these errors can be observed, analyzed and classified to several things to the system operating".⁴³

In general, there are four most useful and common used bases to descriptively classify the errors, namely Linguistic Category, Surface Strategy Taxonomy, Comparative Analysis and Communicative Effect. Each taxonomy has its own unique feature and way classification. But, the researcher will analyze the errors only based on Surface Strategy Taxonomy.

⁴³ H.Douglas Brown, Opcit. p.217

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was qualitative research with one variable, because the goal of this research only want to know whether the students made errors in transforming declarative into interrogative sentences or not. Bogdan and Taylor in Setiyadi state that qualitative research is a research that produces descriptive data in form of written words or oral, from the subject and its behavior that can be observed. Therefore the goal is an individual understanding.⁴⁴ In qualitative research, the data collected in the form of descriptive data, such as personal documents, field notes, the action of the respondents, and documents.⁴⁵ By the qualitative research, the researcher focused the research on analyzing the students' errors in transforming declarative into interrogative sentences at the second semester of MTsN 1 Tanggamus.

The researcher observed the errors made by the students, then identified the errors and finally classified the errors based on Surface Strategy Taxonomy.

B. Variable of the Research

In this research there was only one variable, that was students' grammatical errors in transforming declarative into interrogative sentences on their writing.

⁴⁴ Ag. Bambang Setiyadi, 2006, *Metode Penelitian untuk Pengajaran Bahasa Asing*, Yogyakarta, Graha Ilmu, p. 219

⁴⁵ Andi Prastowo, 2011, *Metode Penelitian Kualitatif*, Jogjakarta, Ar-Ruzz Media, p. 43

C. Subject of Research

The subject of the research was the students of the eighth grade at the second semester in the academic year 2016/2017 of MTsN 1 Tanggamus. There were seven classes there, each class consists of 35-40 students and the total students of the eighth grade are 268 students. Total of the students in every class can be seen in the following table:

Table 2
The Students of the Eight Grade at the Second Semester of
MTsN 1 Tanggamus in Academic Year 2016/2017

No	Class	Male	Female	Total
1	VIII.A	8	27	35
2	VIII.B	12	24	38
3	VIII.C	18	22	39
4	VIII.D	17	23	38
5	VIII.E	18	22	40
6	VIII.F	17	21	40
7	VIII.G	17	22	38
Total		127	181	268

Source: MTsN 1 Tanggamus

In this research the researcher used purposive sampling technique to collect the subject. According to Arikunto that Purposive sampling doesn't done by taking a subject instead based on a stratified, random, or region but it is based on a particular purpose.⁴⁶ The researcher took one class as a sample of this research, it is appropriate

⁴⁶ Suharsimi Arikunto, 2010, *Prosedur Penelitian*, Yogyakarta, Rineka Cipta, p. 121

with purposive sampling, that explain sampling is based on a specific purpose. So, in this research sample is chosen based on purposive sampling technique.

The sample in this research taken from population. A sample is a small subgroup chosen from the larger population⁴⁷. Frankael states that sample is any part of a population of individuals on whom information is obtained.⁴⁸ After known the score of interrogative sentences that given by the English teacher, in this research the researcher chose the class that got a lowest score to be analyzed, the researcher chose class VIII.E as the sample of the research.

D. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁴⁹ In order to know student's errors in transforming from declarative into interrogative sentences, the reseacher used documentation to collect the data. Document has some variations, personal and formal form. The example of personal form are picture, personal diaries, and personal letter. The example of formal form are examination score, result of the report, and

⁴⁷ Kenneth S. Bordens, Bruce B. Abbott, 2008. *Research Design and Method A Process Approach 8th Edition*. New York, Mac Graw-Hill, p.163

⁴⁸ Jack R. Fraenkel. 2009. *How to design and evaluate research in education*. New York: McGraw-Hill. p. 105

⁴⁹ Sugiyono, 2008, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*: Bandung, Alfabeta, p.306

official letter.⁵⁰ In this research, the reseacher asked the students to transform thirty declarative into interrogative sentences based on the sentence provided.

E. Instrument of the Research

An instrument is a device to get the data.⁵¹ In this case, the researcher used documentation as instrument in collecting the data as well. Research instrument was one of important things that keep the quality of the research result. It means that if the research instrument was good, it got a good result. Therefore, research instrument became important tool in this research. The researcher asked the students to transform thirty declarative into interrogative sentences used as documentation.

The instruction in doing documentation follows the steps: The researcher had given 30 sentences in declarative form to the students, and then students should transform to interrogative form. They must finish them in 70 minutes. After that the researcher analyzed the errors that made by the students with Surface Strategy Taxonomy.

F. Credibility and Transferability of the Research

Criteria for evaluating qualitative research focused on how well the researchers had provided evidence and how well the researchers described and analyzed the evidence

⁵⁰ Seriyadi, Ag Bambang, 2006, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu. P 249

⁵¹ Suharsimi Arikunto, Op Cit., p. 211

that they had got.⁵² Transferability refers to how well the study will be at work in their own communities with similar process also how well the readers in the researchers site.⁵³ Credibility refers to whether the participants' perceptions of setting or events match up with the researcher's report. There are some strategies that used to improve the credibility and transferability in qualitative research:

1. Prolonged and meaningful participation in setting

The researcher spend enough time in the setting and take part in meaningful interactions with the participats.

2. Triangulation of multiple data sources

A second aspect of credibility involves checking on whether the researcher's interpretation of the process and interactions in the setting is valid. The researcher collect multiple sources of data to ensure that they had a broad representation of the places and persons studied. The information provided by these different sources should be compared through triangulation to corroborate the researcher's conclusions.

3. Negative case analysis

When negative instances are identified, the researcher should revise the hypothesis or provide an explanation of why the case does not fit.

4. Participant review of interview transcripts

⁵² Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2006, *Method In Educational Research*, San Fransisco: Jossey-Bass.p 273

⁵³ Ibid, p 275

All participants will not share the same perspectives, so transcribed interviews or summaries of the researcher's conclusions are sent to participants for review.

5. Member checks

The researcher use member checks for transcribed interview.

6. Peer debriefer

A colleague who examines the field note.

7. Attention to voice

Researcher taking an emancipatory-liberatory framework.

8. External Audit

In an external audit, an independent researcher examines all of the data collected in a study with the following questions in mind:

- a. Are the findings grounded in data? Is there a clear connection between each finding and some parts of the data?
- b. Are the themes appropriate to the data? Are all interpretations and conclusions supported by the data?
- c. Have researcher biases been well controlled?⁵⁴

Based on the statement above, the researcher used triangulation of multiple data source; it means aspect of credibility involves checking on whether the researcher interpretation of the process in the setting is valid. In this case, there were 2 advisors and also examiner who have checked the result of the researcher's data.

⁵⁴ Ibid, p 273-274

G. Data Analysis

Ellis in Tarigan states that there are five steps to analyze the data which contains students' errors. It consists of: collecting the data, identifying the errors, classifying, explaining and evaluating.⁵⁵ Data analysis was conducted to create understanding of the data and enable the researcher to present the result of this research to the readers. After collecting the students' documentation, the researcher uses following steps as part of data analysis, they are:

1. The researcher collected the data from the students' work
2. The researcher identified the students' errors' by underlining the error items.
3. The researcher classified the students' error based on surface strategy taxonomy, they were addition, omission, misformation, and misordering. There are three kinds of misformation errors; Regularization errors, Archi-forms, and Alternating forms. In this research alternating form is possibly made by the students, because the students only transform declarative into interrogative sentences based on the sentences provided.
4. The researcher explained the students' error
5. The researcher calculated the percentage of each error.

To count the percentage, the researcher used the following formula:

⁵⁵ Hendri Guntur Tarigan and Djago Taringan, 2011. *Pengajaran Analisis Kesalahan Berbahasa*, Bandung: Angkasa

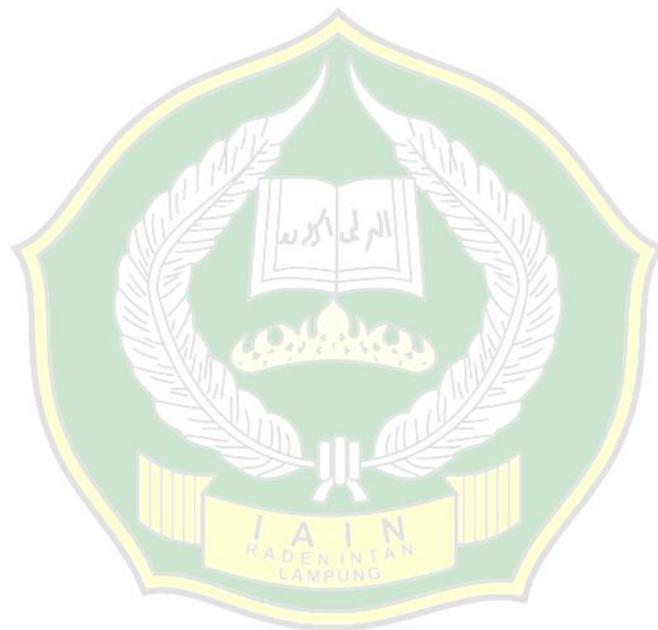
$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of errors

F = Total number of errors

N = Total number of students sentence.⁵⁶



⁵⁶ Anas Sudijono, 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

The main instrument of this research was documenting. The data gained from the students in transforming declarative sentences into interrogative sentences. In collecting the data, the researcher had chosen forty students who came from one class at the eighth grade of VIII E of MTsN 1 Tanggamus to complete the data. The data were analyzed based on Surface Strategy Taxonomy.

The number of students were 40, but the subject of the research were 37 because when the researcher took documentation data, 3 students was absent. The documentation guideline was having checked the students' result of transforming declarative into interrogative sentences; it was found that there were 161 items of omission error, 367 items of addition error, 165 items misformation error, and 350 items misordering error. The total 1043 items of errors from 1110 items of students sentences.

Below are presented several examples of apparent errors made by the students in transforming declarative into interrogative sentences.

1. Types of the Students' Errors in Transforming Declarative Into Interrogative Sentences

The following were the several samples of students' errors in Transforming Declarative Into Interrogative Sentences (verbal positive and verbal negative, nominal positive and nominal negative) based on Surface Strategy Taxonomy.

1.1 Omission Error

Omission error is characterized by the absence of a morpheme or a group of a morpheme that must appear in a well-formed utterance. In transforming declarative into interrogative sentences in this research, the researcher found 165 items of omission errors . The following data are presented the samples of errors committed by students:

a. *Declarative: She did not study English last week.*

Endang Pertiwis' answer: Doesn't study English last week? (sentence number 12 in verbal negative). In this sentence, the word 'she' is omitted, the correct sentence is: Didn't she study English last week?

b. *Declarative: Zulya eats many fruits everyday.*

Rice Thio Ariskans' answer: Zulya eats many fruits everyday? (sentence number 9 in verbal positive). In this sentence, the word 'does' is omitted, the correct sentence is: Does Zulya eat many fruits everyday?

c. *Declarative: Risna was not a chubby girl.*

Ratu Desma' answer: Does not a chubby girl? (sentence number 17 in nominal negative). In this sentence, the word 'Risna' is omitted, the correct sentence is: Wasn't Risna a chubby girl?

d. *Declarative: It is perfect score.*

Endang Pertiwis' answer: Does is perfect score? (sentence number 8 in nominal positive). In this sentence, the word 'it' is omitted, the correct sentence is: Is it perfect score?

1.2 Additional Error

Additional error is characterized by the presence of item, which must not appear in well-formed utterance. In this research, the students added unnecessary items in the form of the documentation and there were 367 items of errors. The following data were the sample of errors when the students transformed declarative into interrogative sentences :

a. *Declarative: Mrs Ida teaches me English.*

*Alba Fathan Herman's answer: Does Mrs Ida teaches me English? (sentence number 5in verbal positive). In this sentence the word **teaches** was added 'es', the correct sentence is: Does Mrs Ida **teach** me English?*

b. *Declarative: They are not naughty boys.*

*Anis Oktarias' answer: Do are not naughty boy? (sentence number 6 in verbal negative). In this sentence the word **Do** was added, the correct sentence is: Aren't they naughty boys?*

c. *Declarative: Mr Maul is going to arrive tomorrow?*

*Asnandos' answer: Does Mr Maul is going to arrive tomorrow? (sentence number 25 in nominal positive). In this sentence the word **Does** was added, the correct sentence is: Is Mr Maul going to arrive tomorrow?*

d. *Declarative: We are not going to be lazy doctor.*

*Ratu Desmas' answer: Do you are not going to be lazy doctor?(sentence number 30 in nominal negative). In this sentence the word **Do** was added, the correct sentence is: Aren't you going to be lazy doctor?*

1.3 Misformation Error

Misformation error is characterized by the use of the wrong form of the morpheme or structure. It had found there were 181 items misformation errors made by the students. There are three kinds of misformation errors; Regularization errors, Archi-forms, and Alternating forms. In this research alternating form is possibly make by the students, because the students only transform declarative into interrogative sentences based on the sentences provided. The following data are the sample of errors when the students transformed declarative into interrogative sentences.

a. *Declarative: The new manager worked well enough yesterday.*

*Rifki Wira Hudas' answer: Did the new manager **worked** well enough yesterday? (sentence number 18 in verbal negative). In this sentence the word worked was incorrect. Worked in this sentence categorized as alternating form in misformation. The correct sentence is *Did the new manager **work** well enough yesterday?**

b. *Declarative: Mrs Ida teaches me English.*

*Asnandos' answer: Does She **teacher** me English? (sentence number 5 in verbal positive). In this sentence the word teacher was incorrect. teacher in this sentence categorized as alternating form in misformation. The correct sentence is: *Does She **teach** me English?**

c. *Declarative: He was fat two years ago.*

*Wahyu Saputras' answer: **Does** fat he two years ago? (sentence number 11 in nominal positive). In this sentence the word does was incorrect. Does in this sentence categorized as alternating form in misformation. The correct sentence is: ***Was** he fat two years ago.**

d. *Declarative: Fina is a clever student.*

*M. Firdaus's answer: **Do** she clever students? (sentence number 4 in nominal negative). In this sentence the word do was incorrect. Do in this sentence categorized as alternating form in misformation. The correct sentence is: ***Is** she clever students?**

1.4 Misordering Error

Misordering is characterized by incorrect placement of morphemes or a group of morphemes or words in utterance. In this research, the researcher found 350 misordering errors. The following data were the sample of errors when the students transformed declarative into interrogative sentences :

a. *Declarative: Ficky does not talk about his holiday.*

*Anis Oktarias' answer: Does **Ficky not** talk about his holiday?* (sentence number 7 in verbal negative). In this sentence word not misplace. The correct sentence is: *Does **not Ficky** talk about his holiday?*

b. *Declarative: I am going to give my ring to you next week.*

*Delta fitriyanis' answer: **I am** going to give my ring to you next week?* (sentence number 29 in verbal positive). In this sentence word am misplace. The correct sentence is: ***Am I** going to give my ring to you next week?*

c. *Declarative: They will not be poor people.*

*Anisa syafitris' answer: Will **they not** be poor people?* (sentence number 22 in nominal negative). In this sentence word not misplace. The correct sentence is: *Will **not they** be poor people?*

d. *Declarative: It was a big house.*

*Antons' answer: Does **it was** a big house?* (sentence number 19 in nominal positive). In this sentence word it misplace. The correct sentence is: ***Was it** a big house?*

Table 3**The Clasification of Errors committed by Each Students**

No	Sample	Kind of Error				Total Error
		Om	Ad	Mf	Mo	
1	I	1	6	2	9	18
2	II	11	10	14	18	53
3	III	7	21	3	18	49
4	IV	2	7	3	10	22
5	V	14	11	9	7	41
6	VI	4	8	3	6	21
7	VII	-	5	2	3	10
8	VIII	-	8	3	8	19
9	IX	6	11	15	15	47
10	X	2	9	4	11	26
11	XI	-	-	-	-	-
12	XII	-	-	-	-	-
13	XIII	15	14	4	5	38
14	XIV	-	9	2	7	18
15	XV	10	25	3	16	54
16	XVI	-	-	-	-	-
17	XVII	-	11	3	11	25
18	XVIII	-	4	2	1	7
19	XIX	-	4	3	2	9
20	XX	1	13	2	10	26
21	XXI	9	6	14	3	32
22	XXII	5	4	2	8	19
23	XXIII	1	7	2	7	17
24	XXIV	7	7	4	14	32
25	XXV	5	17	7	19	48
26	XXVI	4	22	3	20	49
27	XXVII	3	5	2	5	15
28	XXVIII	7	23	8	19	57
29	XXIX	-	3	3	0	6
30	XXX	1	7	2	9	19
31	XXXI	-	8	2	4	14
32	XXXII	17	9	8	9	43
33	XXXIII	1	5	2	7	15

34	XXXIV	2	22	5	20	49
35	XXXV	4	3	3	2	12
36	XXXVI	6	10	8	10	34
37	XXXVII	1	7	3	9	20
38	XXXVIII	12	15	3	8	38
39	XXXI	1	4	4	11	20
40	XL	2	7	3	9	21
∑ Error		161	367	165	350	1043

Explanation:

Om : Omission error

Ad : Addition error

Mf : Misformation error

Mo : Misordering error

∑Error : The total number of students errors

2. Analysis of Errors every students

Sample 1 (Alba Fathan Herman)

Addition

Declarative : Mrs Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Alba add “es” after teach.

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : I sent you a letter a month ago.

Incorrect : A letter I sent you a month ago?

Comment : In this sentence Alba omit question word in the beginning of the sentence.

Correct : Did I send you a letter a month ago?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Did the new manager worked well enough yesterday?

Comment : In this sentence Alba uses V2 for work, it is categorized as alternating form in misformation.

Correct : did the new manager work well enough yesterday?

Misordering

Declarative : They were elegant last night.

Incorrect : Were elegant they last night?

Comment : In this sentence word “they” misplace, put subject after the first verb.

Correct : Were they elegant last night?

Sample 2 (Amelia Nugraini)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Do Mrs. Ida teaches me English?

Comment : In this sentence Amelia add “es” after teach

Correct : Does Mrs. Ida teach me English?

Omission

Declarative : Mrs. Ida teaches me English.

Incorrect : Do Mrs. Ida teaches me English?

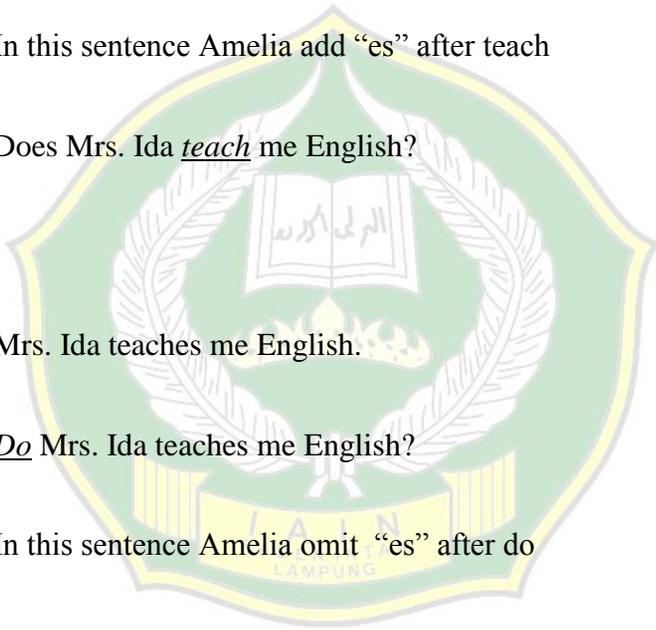
Comment : In this sentence Amelia omit “es” after do

Correct : Does Mrs. Ida teach me English?

Misformation

Declarative : They are not naughty boys.

Incorrect : Will they not naughty boys?



Comment : In this sentence Amelia uses Will for question word, it is categorized as alternating form in misformation.

Correct : Are not they naughty boys?

Misordering

Declarative : You do not give me a new bag.

Incorrect : Do you not give me a new bag?

Comment : In this sentence “not” misplace, put not after first verb for negative interrogative question.

Correct : Don't you give me a new bag?

Sample 3 (Anis Oktaria)

Addition

Declarative : Fina is a clever student.

Incorrect : Does Fina is a clever student?

Comment : In this sentence Anis add “does” in the beginning of the sentence, does must not appear in this sentence.

Correct : Is Fina a clever student?

Omission

Declarative : They will not be poor people.

Incorrect : Will they be poor people?

Comment : In this sentence Anis omit not. Not need put after will because it is negative interrogative sentence.

Correct : Will not they be poor people?

Misformation

Declarative : The new manager work well enough yesterday.

Incorrect : Do the new manager work well enough yesterday?

Comment : In this sentence Anis uses V1 for question word, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : Doni and Lana did not play football yesterday.

Incorrect : They did not play football yesterday?

Comment : In this sentence “they” misplace, put subject after not for negative interrogative question.

Correct : Did not they play football yesterday?

Sample 4 (Anisa Syafitri)

Addition

Declarative : Ms. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Anisa add “es” after teach.

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?

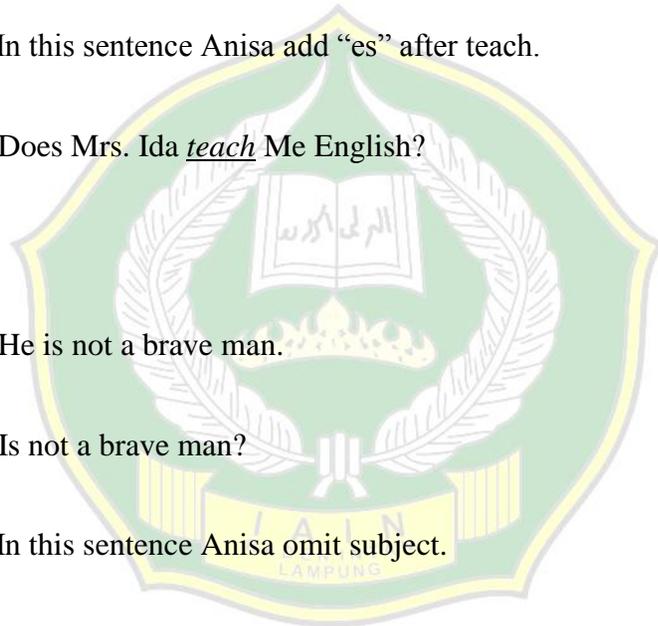
Comment : In this sentence Anisa omit subject.

Correct : Is not he a brave man?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?



Comment : In this sentence Anisa uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : Risna was not a chubby girl.

Incorrect : Was Risna not a chubby girl?

Comment : In this sentence “not” misplace, put not after first verb for negative interrogative question.

Correct : Was not Risna a chubby girl?

Sample 5 (Annisa Distiani)

Addition

Declarative : We always study math twice a week.

Incorrect : Does you always study math twice a week?

Comment : In this sentence Annisa add “es” for does.

Correct : Do you always study math twice a week?

Omission

Declarative : You do not give me a new bag.

Incorrect : Do you give me new bag?

Comment : In this sentence Annisa omit “not”. Not is important for negative interrogative question.

Correct : Do not you give me new bag?

Misformation

Declarative : They were elegant last night.

Incorrect : Do you elegant last night?

Comment : In this sentence Annisa uses do for question word, it is categorized as alternating form in misformation.

Correct : Were you elegant last night?

Misordering

Declarative : She wasn't energetic yesterday.

Incorrect : She wasn't energetic yesterday?

Comment : In this sentence she misplace, put subject after not for negative interrogative question.

Correct : Wasn't she energetic yesterday?

Sample 6 (Anton)

Addition

Declarative : He is not a brave man.

Incorrect : Is not he is a brave man?

Comment : In this sentence Anton add is after subject he

Correct : Is not he a brave man?

Omission

Declarative : Mrs. Ida teaches me English.

Incorrect : Do Mrs. Ida teaches me English?

Comment : In this sentence Anton omit "es" after do.

Correct : Does Mrs. Ida teach me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Do I sent you a letter a month ago?

Comment : In this sentence Anton uses V1 for question word and V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : It was a big house

Incorrect : Does it was a big house?

Comment : In this sentence “it” misplace, put subject after first verb.

Correct : Was it a big house?

Sample 7 (Asnando)

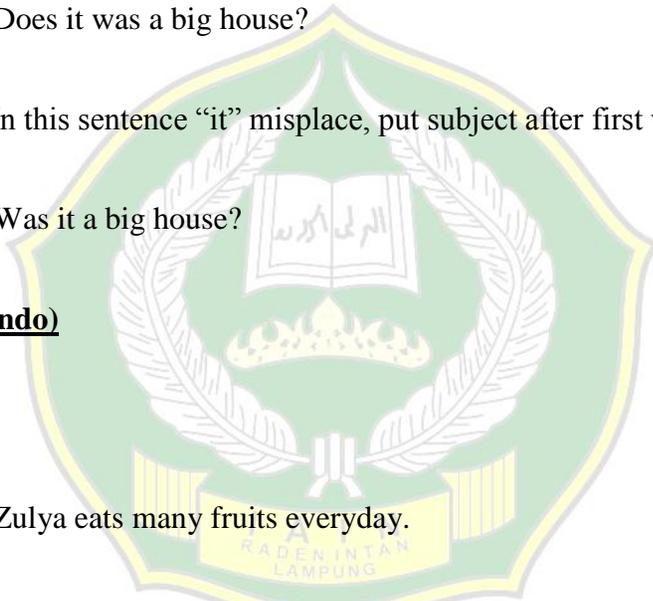
Addition

Declarative : Zulya eats many fruits everyday.

Incorrect : Does Zulya eats many fruits everyday?

Comment : In this sentence Asnando add “s” for eat.

Correct : Does Zulya eat many fruits everyday?



Misformation

Declarative : Mrs. Ida teaches me English.

Incorrect : Does she teacher me English?

Comment : In this sentence Annisa uses teacher, it is categorized as alternating form in misformation.

Correct : Does she teach me English?

Misordering

Declarative : He was fat two years ago.

Incorrect : He was fat two years ago?

Comment : In this sentence “he” misplace, put subject after first verb.

Correct : Was He fat two years ago?

Sample 8 (Buhori)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does she teaches me English?

Comment : In this sentence Buhori add “es” for teach.

Correct : Does she teach me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Buhori uses verb 2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : They were elegant last night.

Incorrect : Does They were elegant last night?

Comment : In this sentence “they” misplace, put subject after the first verb.

Correct : Were they elegant last night?

Sample 9 (Deka Agnesia)

Addition

Declarative : He was fat two years ago.

Incorrect : Does He was fat two years ago?

Comment : In this sentence Deka add “does” in the beginnning of the sentence.

Correct : Was He fat two years ago?

Omission

Declarative : Mr. Maul is going to arrive tomorrow.

Incorrect : Mr Maul going to arrive tomorrow?

Comment : In this sentence Deka omit “is” for question word.

Correct : Is Mr Maul going to arrive tomorrow?

Misformation

Declarative : Doni and Lana did not play football yesterday.

Incorrect : Does Doni and Lana play football yesterday?

Comment : In this sentence Deka uses does for question word, it is categorized as alternating form in misformation.

Correct : Did not Doni and Lana play football yesterday?

Misordering

Declarative : They will not be poor people.

Incorrect : Not they will be poor people?

Comment : In this sentence “will” misplace, put will in the beginning of the sentence.

Correct : Will not they be poor people?

Sample 10 (Delta Fitriyani)

Addition

Declarative : Mrs' Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Delta add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

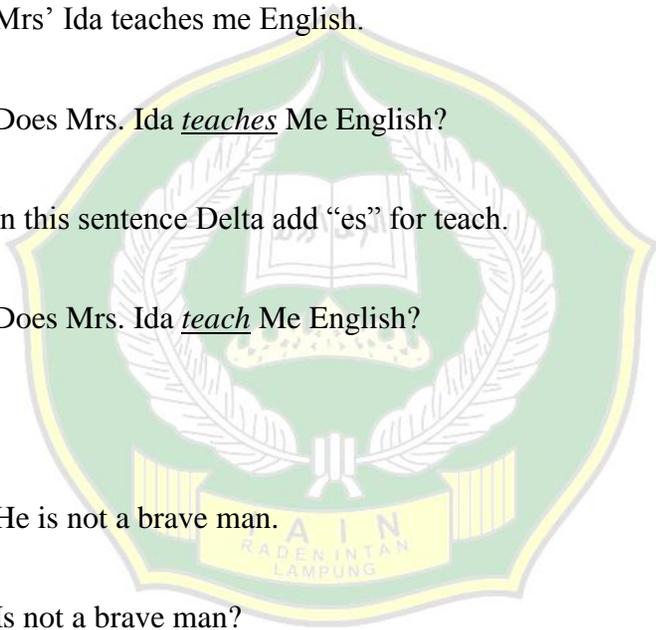
Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?

Comment : In this sentence Delta omit the subject.

Correct : Is not He a brave man?



Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Does I sent you a letter a month ago?

Comment : In this sentence Delta uses v1 for did and V2 for send, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : She was not energetic yesterday.

Incorrect : She was not energetic yesterday?

Comment : In this sentence “she” misplace, put subject after not for negative interrogative sentence.

Correct : Was not she energetic yesterday?

Sample 13 (Endang Pertiwi)

Addition

Declarative : Indra will burn the CD for you tomorrow

Incorrect : Will Indra he burn the CD for you tomorrow?

Comment : In this sentence Endang add “he”, he must not appear in this sentence

Correct : Will Indra burn the CD for you tomorrow?

Omission

Declarative : It was a big house?

Incorrect : Was a big house?

Comment : In this sentence Endang omit the subject.

Correct : Was it a big house?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Do the new manager worked well enough yesterday?

Comment : In this sentence Endang uses V1 for question word and V2 for sent, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : They will not be poor people.

Incorrect : Will they not be poor people?

Comment : In this sentence “they” misplace, put they after not for negative interrogative question.

Correct : Will not they be poor people?

Sample 14 (Fikri Ari Sandi)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Fikri add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Fikri uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : He was fat two years ago.

Incorrect : He was fat two years ago?

Comment : In this sentence “he” misplace, put he after the first verb.

Correct : Was he fat two years ago?

Sample 15 (Jahira Annisa)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Jahira add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : He was fat two years ago.

Incorrect : Was fat two years ago?

Comment : In this sentence Jahira omit the subject.

Correct : Was he fat two years ago?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Does new manager worked well enough yesterday?

Comment : In this sentence Jahira uses V1+es for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : Doni and Lana did not play football yesterday.

Incorrect : Doni and Lana did not play football yesterday?

Comment : In this sentence Doni and Lana misplace, put subject after the first verb.

Correct : did not Doni and Lana play football yesterday?

Sample 17 (M. Mulya Adi Guna)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Mulya add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Do I sent you a letter a month ago?

Comment : In this sentence Mulya uses V1 for question word and V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

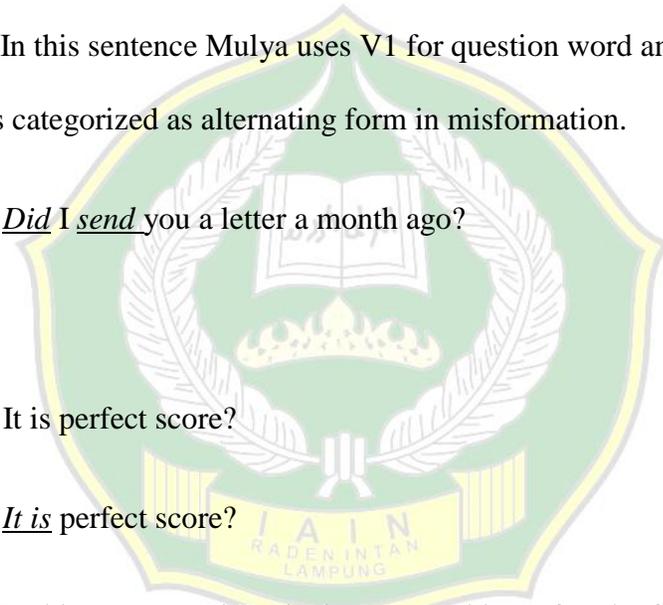
Misordering

Declarative : It is perfect score?

Incorrect : It is perfect score?

Comment : In this sentence “it” misplace, put subject after the first verb.

Correct : Is it perfect score?



Sample 18 (M. Raihan Hadziq Ramadhan)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Raihan add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Did the new manager worked well enough yesterday?

Comment : In this sentence Raihan uses V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : It was a big house.

Incorrect : It was a big house?

Comment : In this sentence “it” misplace, put subject after the first verb.

Correct : Was it a big house?

Sample 19 (Melda Annisa)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches me English?

Comment : In this sentence Melda add “es” for teach.

Correct : Does Mrs. Ida teach me English?

Misformation

Declarative : I sent you a letter amonth ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Melda uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : He was fat two years ago.

Incorrect : He was fat two years ago?

Comment : In this sentence “he” misplace, put he after the first verb.

Correct : Was He fat two years ago?

Sample 20 (Meldi Saputra)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches me English?

Comment : In this sentence Meldi add “es” for teach.

Correct : Does Mrs. Ida teach me English?

Omission

Declarative : We shall not paint the gate.

Incorrect : Shall paint the gate?

Comment : In this sentence Meldi omit the subject.

Correct : Shall we paint the gate?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Do I sent a letter a month ago?

Comment : In this sentence Meldi uses V1 for question word and V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send a letter a month ago?

Misordering

Declarative : He was fat two years ago.

Incorrect : He was fat two years ago?

Comment : In this sentence “he” misplace, put he after the first verb.

Correct : Was He fat two years ago?

Sample 21 (Muhammad Firdaus)

Addition

Declarative : Sauki is going to be successful Banker.

Incorrect : Is Sauki is going to be successful Banker?

Comment : In this sentence M. Firdaus add “is” after subject, “is” must not appear in this sentence.

Correct : Is Sauki going to be successful Banker?

Omission

Declarative : Ficky doesn't talk about his holiday.

Incorrect : Does He talk about his holiday?

Comment : In this sentence M. Firdaus omit "not", not is important for negative interrogative question.

Correct : Doesn't he talk about his holiday?

Misformation

Declarative : Fina is a clever students

Incorrect : *Do* she clever students?

Comment : In this sentence M Firdaus uses do for question word, it is categorized as alternating form in misformation.

Correct : Is she clever students?

Misordering

Declarative : He is not a brave man.

Incorrect : He is not a brave man?

Comment : In this sentence "he" misplace, put he after not for negative interrogative sentence.

Correct : Isn't He a brave man?

Sample 22 (Muhammad Ikshan Kurnia)

Addition

Declarative : He was fat two years ago.

Incorrect : Does he was fat two years ago?

Comment : In this sentence Ikshan add” does”, does must not appear in this sentence.

Correct : Was he fat two years ago?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?

Comment : In this sentence Ikshan omit the subject.

Correct : Is not he a brave man?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : A letter I sent you a month ago?

Comment : In this sentence Ikshan uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : They were elegant last night.

Incorrect : Were elegant they last night?

Comment : In this sentence “they” misplace, put they after the first verb.

Correct : Were they elegant last night?

Sample 23 (Muhammad Kholib)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches me English?

Comment : In this sentence M. Kholib add “es” for teach.

Correct : Does Mrs. Ida teach me English?

Omission

Declarative : Ficky doesn't talk about his holiday.

Incorrect : Doesn't Ficky about his holiday?

Comment : In this sentence M. Kholib omit "talk"

Correct : Doesn't Ficky talk about his holiday?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence M. Kholib uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : They were elegant last night.

Incorrect : Does They were elegant last night?

Comment : In this sentence "they" misplace, put they after the fist verb.

Correct : Were they elegant last night?

Sample 24 (Oki Firnando)

Addition

Declarative : Zulya eats many fruits yesterday.

Incorrect : Does Zulya eats many fruits everyday?

Comment : In this sentence Oki add “s” for eat.

Correct : Does Zulya eat many fruits everyday?

Omission

Declarative : Ficky does not talk about his holiday.

Incorrect : Does not talk about his holiday?

Comment : In this sentence Oki omit the subject.

Correct : Does not Ficky talk about his holiday?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Do the new manager worked well enough yesterday?

Comment : In this sentence Oki uses V1 for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : It was a big house.

Incorrect : It was a big house?

Comment : In this sentence “it” misplace, put it after the first verb.

Correct : Was it a big house?

Sample 25 (Rahmania Alqaida)

Addition

Declarative : Fina is a clever students

Incorrect : Does Fina is a clever student?

Comment : In this sentence Rahmania add “does”, does must not appear in this sentence.

Correct : Is Fina a clever student?

Omission

Declarative : Doni and Lana did not play football yesterday.

Incorrect : Doni and Lana did play football yesterday?

Comment : In this sentence Rahmania omit “not”, not is important in negative interrogative question.

Correct : Did not Doni and Lana play football yesterday?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Does new manager worked well enough yesterday?

Comment : In this sentence Rahmania uses V1+es for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did new manager work well enough yesterday?

Misordering

Declarative : We are not going to be lazy doctor.

Incorrect : Do You are not going to be lazy doctor?

Comment : In this sentence “you” misplace, put you after the first verb.

Correct : Are not you going to be lazy doctor?

Sample 26 (Ratu Desma Alya Rohali)

Addition

Declarative : It was a big house.

Incorrect : Do it was a big house?

Comment : In this sentence Ratu add “do”, do must not appear in this sentence.

Correct : Was it a big house?

Omission

Declarative : We shall not water the flowers this afternoon.

Incorrect : Shall not water the flowers this afternoon?

Comment : In this sentence Ratu omit the subject.

Correct : Shall not we water the flowers this afternoon?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Does new manager worked well enough yesterday?

Comment : In this sentence Ratu uses V1+es for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did new manager work well enough yesterday?

Misordering

Declarative : They will not be poor people.

Incorrect : will you not be poor people?

Comment : In this sentence “you” misplace, put subject after not for negative interrogative question.

Correct : Will not you be poor people?

Sample 27 (Reka Safihra)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches me English?

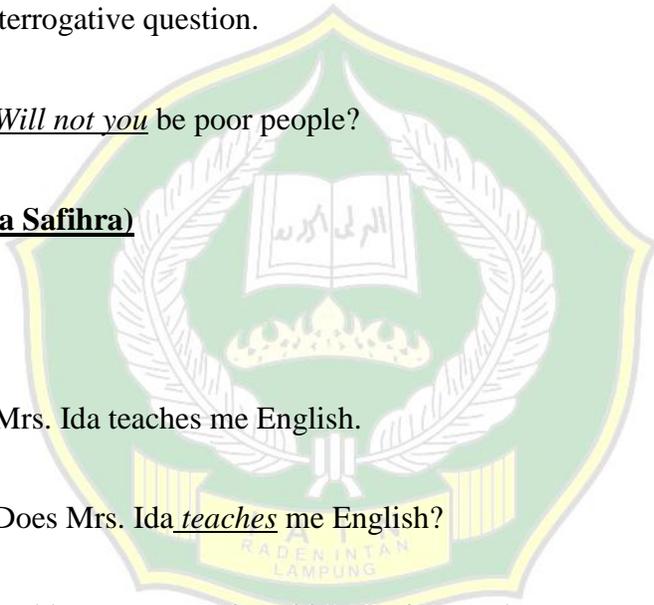
Comment : In this sentence Reka add “es” after teach.

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?



Comment : In this sentence Reka omit the subject.

Correct : Is not he a brave man?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Did the new manager worked well enough yesterday?

Comment : In this sentence Reka uses V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

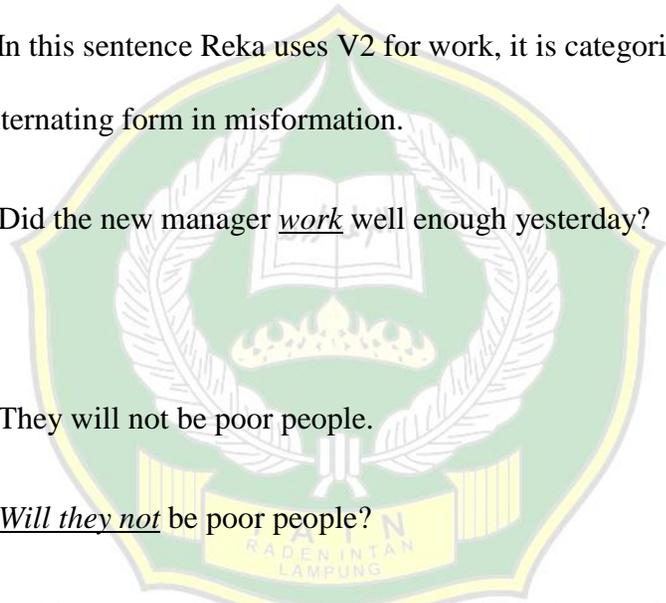
Misordering

Declarative : They will not be poor people.

Incorrect : Will they not be poor people?

Comment : In this sentence “they” misplace, put they after not for negative interrogative question.

Correct : Will not they be poor people?



Sample 28 (Rice Thio Ariskan)

Addition

Declarative : They are not naughty boys.

Incorrect : do they are not naughty boys?

Comment : In this sentence Rice add “do”, do must not appear in this sentence.

Correct : Aren’t they naughty boys?

Omission

Declarative : Zulya eats many fruits everyday.

Incorrect : She eats many fruit everyday?

Comment : In this sentence Rice omit question word.

Correct : Does she eat many fruits everyday?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Rice uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : They are not proud of you.

Incorrect : They are not proud of you?

Comment : In this sentence “they” misplace, put they after not for negative interrogative question.

Correct : Aren't they proud of you?

Sample 29 (Rifki Wirahuda)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

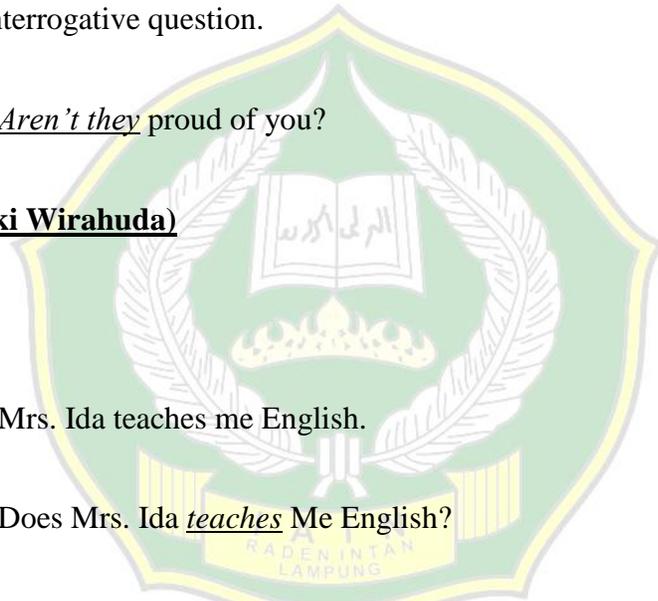
Comment : In this sentence Rifky add” es” for teach.

Correct : Does Mrs. Ida teach Me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?



Comment : In this sentence Rifky uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Sample 30 (Ripki Dinata)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Ripki add “es” for teach.

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : Sauki is going to be successful Banker.

Incorrect : Sauki going to be successful Banker

Comment : In this sentence Ripki omit is.

Correct : Is Sauki going to be successful Banker

Misformation

Declarative : Risna was not a chubby girl.

Incorrect : Does not Risna a chubby girl?

Comment : In this sentence Ripki uses does for question word, it is categorized as alternating form in misformation.

Correct : Was not Risna a chubby girl?

Misordering

Declarative : Indra will burn the CD for you.

Incorrect : Will burn Indra the CD for you tomorrow?

Comment : In this sentence Indra misplace, put subject after the first verb.

Correct : Will Indra burn the CD for you tomorrow?

Sample 31 (Rismawan)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

Comment : In this sentence Rismawan add “ es” for teach.

Correct : Does Mrs. Ida teach Me English?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Rismawan uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

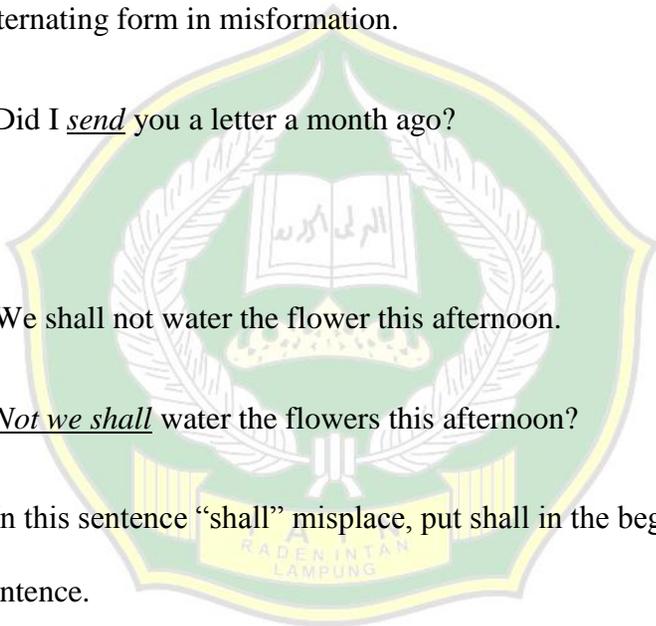
Misordering

Declarative : We shall not water the flower this afternoon.

Incorrect : Not we shall water the flowers this afternoon?

Comment : In this sentence “shall” misplace, put shall in the beginning of the sentence.

Correct : Shall not we water the flowers this afternoon?



Sample 32 (Selvi Khumairotus Suni)

Addition

Declarative : Zulya eats many fruits everyday.

Incorrect : Does Zulya eats many fruits everyday?

Comment : In this sentence Selvi add “s” for eat.

Correct : Does Zulya eat many fruits everyday?

Omission

Declarative : It is perfect score.

Incorrect : Is perfect score?

Comment : In this sentence Selvi omit the subject.

Correct : Is it perfect score?

Misformation

Declarative : Suki is going to be successful Banker.

Incorrect : Does Sauki going to be succesful Banker?

Comment : In this sentence Selvi uses “does” for question word, it is categorized as alternating form in misformation.

Correct : Is Sauki going to be succesful Banker?

Misordering

Declarative : I am going to give my ring to you next week.

Incorrect : I am going to give my ring to you next week?

Comment : In this sentence “am” misplace, am must be take in the beginning of the sentence.

Correct : Am I going to give my ring to you next week?

Sample 33 (Seliyana)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches Me English?

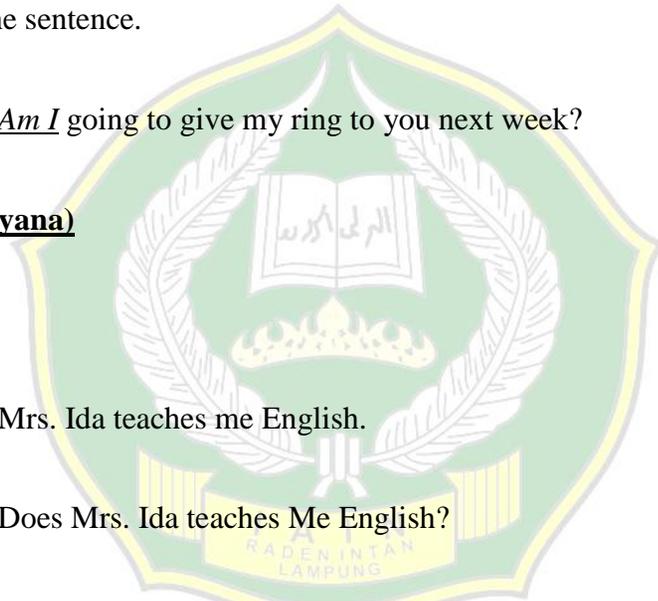
Comment : In this sentence Seliyana add “es” for teach

Correct : Does Mrs. Ida teach Me English?

Omission

Declarative : Zulya eats many fruits everyday.

Incorrect : eats Zulya many fruit yesterday?



Comment : In this sentence Seliyana omit question word.

Correct : Does Zulya eat many fruit yesterday?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Did the new manager worked well enough yesterday?

Comment : In this sentence Seliyana uses V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

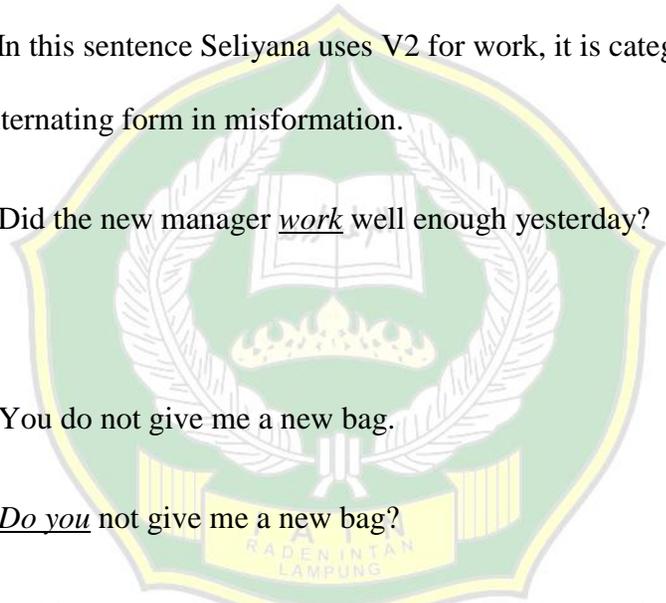
Misordering

Declarative : You do not give me a new bag.

Incorrect : Do you not give me a new bag?

Comment : In this sentence “you” misplace, put you after not for negative interrogative question.

Correct : Don't you give me a new bag?



Sample 34 (Seni Suminar Rasid)

Addition

Declarative : Zulya eats many fruits everyday.

Incorrect : Does Zulya eats many fruits everyday?

Comment : In this sentence Seni add “s” for eat.

Correct : Does Zulya eat many fruits everyday?

Omission

Declarative : We shall not water the flower this afternoon.

Incorrect : Shall not water the flowers this afternoon?

Comment : In this sentence Seni omit the subject.

Correct : Shall not we water the flowers this afternoon?

Misformation

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs Ida teacher me english?

Comment : In this sentence Seni uses teacher, it is categorized as alternating form in misformation.

Correct : Does Mrs Ida teach me english?

Misordering

Declarative : Ficky doesn't talk about his holiday.

Incorrect : Does Ficky not talk about his holiday?

Comment : In this sentence "ficky" misplace, put subject after not for negative interrogative sentence.

Correct : Does not Ficky talk about his holiday?

Sample 35 (Silvi Dwi Lestari)

Addition

Declarative : Mrs. Ida teaches me English.

Incorrect : Does Mrs. Ida teaches me English?

Comment : In this sentence Silvi add "es" for teach.

Correct : Does Mrs. Ida teach me English?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a bave man?



Comment : In this sentence Silvi omit the subject.

Correct : Is not he a bave man?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Silvi uses V2 for sent, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

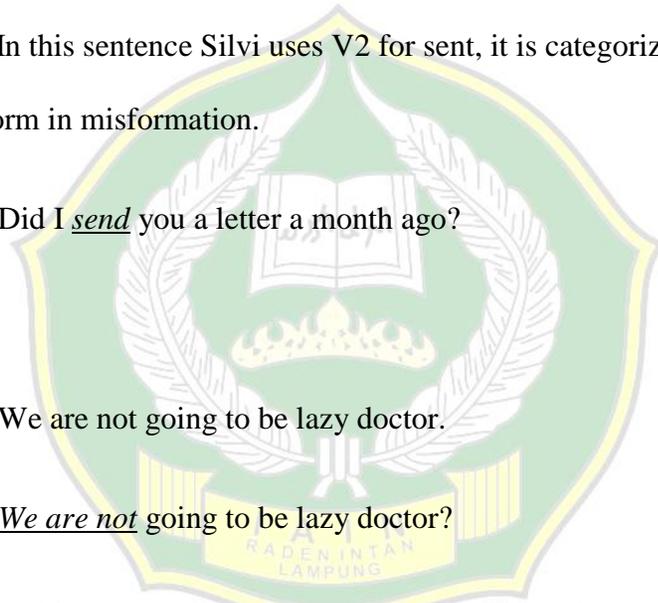
Misordering

Declarative : We are not going to be lazy doctor.

Incorrect : We are not going to be lazy doctor?

Comment : In this sentence “we” misplace, put subject after not for negative interrogative sentence.

Correct : Are not we going to be lazy doctor?



Sample 36 (Sri Oktavia)

Addition

Declarative : Mr Maul is going to arrive tomorrow.

Incorrect : Will Mr. Maul is going to arrive tomorrow?

Comment : In this sentence Sri add “will”, will must not appear in this sentence.

Correct : Is Mr. Maul is going to arrive tomorrow?

Omission

Declarative : We shall not paint the gate.

Incorrect : Shall not paint the gate?

Comment : In this sentence Sri omit the subject.

Correct : Shall not we paint the gate?

Misformation

Declarative : Doni and Lana did not play football yesterday.

Incorrect : Did not Doni and Lana played football yesterday?

Comment : In this sentence Sri used played , it is categorized as alternating form in misformation.

Correct : Did Doni and Lana play football yesterday?

Misordering

Declarative : It is perfect score.

Incorrect : Is perfect it score?

Comment : In this sentence “it” misplace, put subject after the first verb.

Correct : Is it perfect score?

Sample 37 (Tantri Pratiwi)

Addition

Declarative : Angga will be safe in the home tomorrow.

Incorrect : Will you Angga be safe in the home tomorrow?

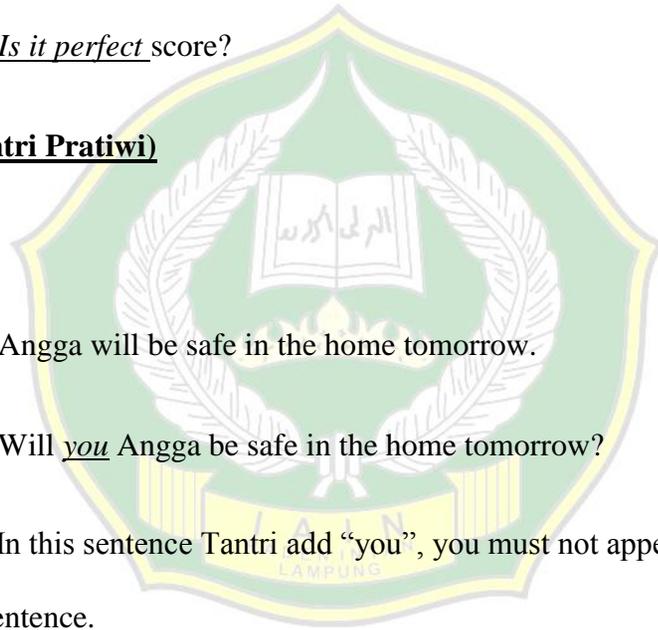
Comment : In this sentence Tantri add “you”, you must not appear in this sentence.

Correct : Will Angga be safe in the home tomorrow?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?



Comment : In this sentence Tantri omit the subject.

Correct : Is not *he* a brave man?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Will the new manager worked well enough yesterday?

Comment : In this sentence Tantri uses will for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

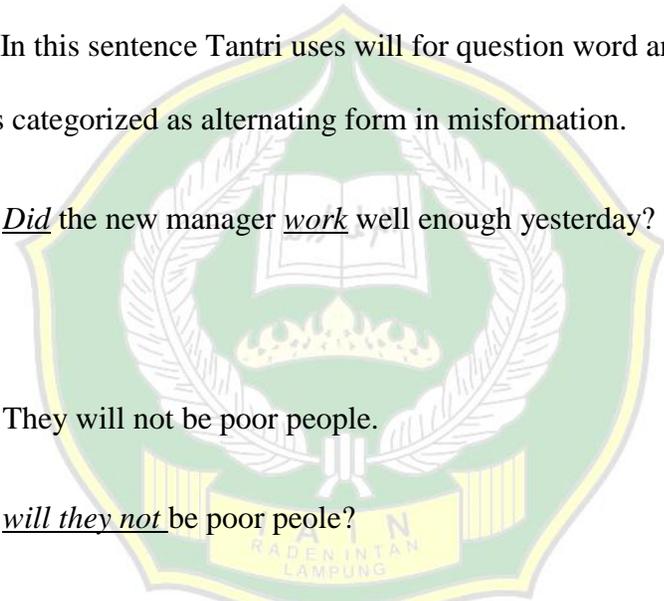
Misordering

Declarative : They will not be poor people.

Incorrect : will they not be poor people?

Comment : In this sentence “they” misplace, put they after not for negative interrogative sentence.

Correct : will not they be poor people?



Sample 38 (Tri Agus Kurniawati)

Addition

Declarative : He is not a brave man.

Incorrect : Does he is not a brave man?

Comment : In this sentence Tri add “does”, does must not appear in this sentence.

Correct : Is not he a brave man?

Omission

Declarative : They were elegant last night.

Incorrect : Were elegant last night?

Comment : In this sentence Tri omit the subject

Correct : Were they elegant last night?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Do the new manager worked well enough yesterday?

Comment : In this sentence Tri uses V1 for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : I shall not be an impolite person.

Incorrect : Not shall I be an impolite person?

Comment : In this sentence “shall” misplace, put shall in the beginning of the sentence.

Correct : Shall not I be an impolite person?

Sample 39 (Wahyu Saputra)

Addition

Declarative : My mother did not cook fried chicken for my birthday party last week.

Incorrect : Did not my mother did not cook fried chicken for my birthday party last week?

Comment : In this sentence Wahyu add “did not” after subject. Did not must not appear twice.

Correct : Did not my mother cook fried chicken for my birthday party last week?

Omission

Declarative : The new manager worked well enough yesterday.

Incorrect : New manager the worked well enough yesterday?

Comment : In this sentence Wahyu omit question word.

Correct : Did the new manager work well enough yesterday?

Misformation

Declarative : I sent you a letter a month ago.

Incorrect : Did I sent you a letter a month ago?

Comment : In this sentence Wahyu uses V2 for send, it is categorized as alternating form in misformation.

Correct : Did I send you a letter a month ago?

Misordering

Declarative : Doni and Lana did not play football tomorrow.

Incorrect : And Lana Doni did not play football yesterday?

Comment : In this sentence did not misplace, did not should be place in the beginning of the sentence.

Correct : Did not Doni and Lana play football yesterday?

Sample 40 (Yunila Safitri)

Addition

Declarative : Zulya eats many fruits everyday.

Incorrect : Does Zulya eats many fruits everyday?

Comment : In this sentence Yunila add “s” for eat”

Correct : Does Zulya eat many fruits everyday?

Omission

Declarative : He is not a brave man.

Incorrect : Is not a brave man?

Comment : In this sentence Yunila omit the subject.

Correct : Is not he a brave man?

Misformation

Declarative : The new manager worked well enough yesterday.

Incorrect : Will the new manager worked well enough yesterday?

Comment : In this sentence Yunila uses will for question word and V2 for work, it is categorized as alternating form in misformation.

Correct : Did the new manager work well enough yesterday?

Misordering

Declarative : They are not naughty boys.

Incorrect : They are not naughty boys?

Comment : In this sentence they misplace, put “they” after not for negative interrogative sentence.

Correct : Are not they naughty boys?

3. Proportion (frequency and percentage) Students' Error in Transforming Declarative into Interrogative sentences

After obtaining the data from the documentation, then the researcher identified the errors and classified them based on surface strategy taxonomy. They were Omission, addition, misformation, and misordering. Then, classifying the types of errors and determined the frequency of them. The total number of errors 1043 items. They were 161 items of omission error, 367 items of addition error, 165 items of misformation error, 350 items of misordering error.

Based on the data, the researcher made the percentage of the result in this research. The result of this research shown that the highest percentage of errors is addition (35%). The lowest one is omission error (15 %) while the other types of error were misordering (34 %), and misformation error (16 %). To be clearer the table bellows:

Table 4

The Proportion of Students' Grammatical Error in Transforming Declarative into Interrogative Sentences

No	Kind of Error	Frequency	Percentage
1	Omission	161 items	15 %
2	Addition	367 items	35 %
3	Misformation	165 items	16 %
4	Misordering	350 items	34 %
Total		1043 items	100 %

D. Discussion

The objectives of this research were to describe the kinds of errors that students made in transforming declarative into interrogative sentences based on Surface Strategy Taxonomy, and to find out the proportions (frequency and percentage) of errors that

the students made in transforming declarative into interrogative sentences based on Surface Strategy Taxonomy.

Based on the result of the research, after the researcher identified the errors and classified them based on surface strategy taxonomy includes : omission, addition, misformation, and misordering. Then the researcher classified the types of errors and determined the frequency of them. The researcher found that the highest frequency of errors made by students is addition error with 367 items from 1043 errors or 35%. As we know that addition error are characterized by the presence of item, which must not appear in well-formed utterance.⁵⁷ For example : *Does Mrs. Ida teaches Me English.* In the sample, the underlined item is addition. Here is the revised version for the addition error in the example : *Does Mrs. Ida teach Me English.* It is indicated that the students does not understand the use of grammar because the students still make error in transforming the sentence.

The students committed many errors not only in addition, but also misordering errors. In misordering error, the students made error 34% or 350 items from 1043 items. As we know that misordering error are characterized by incorrect placement of morphemes or a group of morphemes or words in utterance.⁵⁸ For example : *And Lana Doni did not play football yesterday?* Here is revised version for the misordering error in the example: *Didn't Doni and Lana play football yesterday?* In

⁵⁷ Heidi Dulay.et.al. *Language two*. Newyork: Oxford University Press. 1982,p.162

⁵⁸ Ibid,p.154

this case, the students did errors because they do not understand the use of grammar. Therefore, they misordered the part of the important in structure of the sentence.

In misformation error, the students made error 16% or 165 items from 1043 items. As we know that misformation error are characterized by use of the wrong form of the morpheme or structure.⁵⁹ For example: *Did I sent you a letter a month ago?* Here is revised version for the misformation error in the example: *Did I send you a letter a month ago?* In this case, the students did errors because they do not understand the use of grammar. Therefore, they misformed the part of the important in structure of the sentence. It is categorized as alternating form in misformation.

The last error made by the students was omission errors as the lowest errors made by the students. In this research, the researcher had found 161 items errors or 15 % from 1043 items errors, omission errors are characterized by absence of an item morpheme or group of morpheme which must appear in a well-formed utterance.⁶⁰ For example: *Is not a brave man?* Here is revised version for omission error in the example: *Is not he a brave man?* It is indicated that the students does not understand the use of grammar, because they made errors. they omitted the part of the important in structure of the sentence.

⁵⁹ Heidi Dulay.et.al. *Language two*. Newyork: Oxford University Press. 1982,p.158

⁶⁰ Ibid,p.154

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in an analysis of students' grammatical errors in transforming declarative into interrogative sentences base on surface strategy taxonomy.

A. Conclusion

Based on the data analysis of students' grammatical errors in transforming interrogative sentences in MTsN 1 Tanggamus which the researcher focused on organization, the researcher made out the conclusions about the students' errors in grammar as follows:

1. The types of errors that the students made in transforming declarative into interrogative sentences in MTsN 1 Tanggamus are omission, addition, misformation, and misordering.
2. The total number of errors committed by the students are 1043 items. The proportions (frequency and percentage) of the students' grammatical errors in transforming declarative into interrogative sentences based on Surface Strategy Taxonomy as follows:

- a. The number of omission errors is 161 items, the percentage is 15 %.
- b. The number of addition errors is 367 items, the percentage is 35 %.
- c. The number of misformation errors is 165 items, the percentage is 16 %.
- d. The number of misordering errors is 350 items, the percentage is 34 %.

From the data, it is concluded that the highest percentage is addition.

B. Suggestion

Based on the finding of the research, the researcher would like to give some suggestions:

1. Suggestion for the teacher

1.1 The researcher suggest that the English teacher should stimulate the students to study actively. It is hoped it can increase the students' motivation in mastering English.

1.2 The errors made by the students in transforming declarative into interrogative sentences should be corrected and informed by the teacher in discussion as the follow up in teaching process, therefore the students know how to make the correct sentence.

2. Suggestion for the students

2.1 The students should learn and practice more about transformation declarative into interrogative sentences in order to develop their ability in English grammar.

2.2 The students should not be lazy to transfer their idea in transforming declarative into interrogative sentences and should be brave enough to ask question to the teacher when they do not understand the material.

2.3 The students also should have motivation to learn English in order to increase their English ability.

3. Suggestion for the School

It is better if the school could give more attention to the students' achievement, especially in English subject by giving school facilities which support the students in improving their skills, such as the complete facility of school library with enough of book, including English book.

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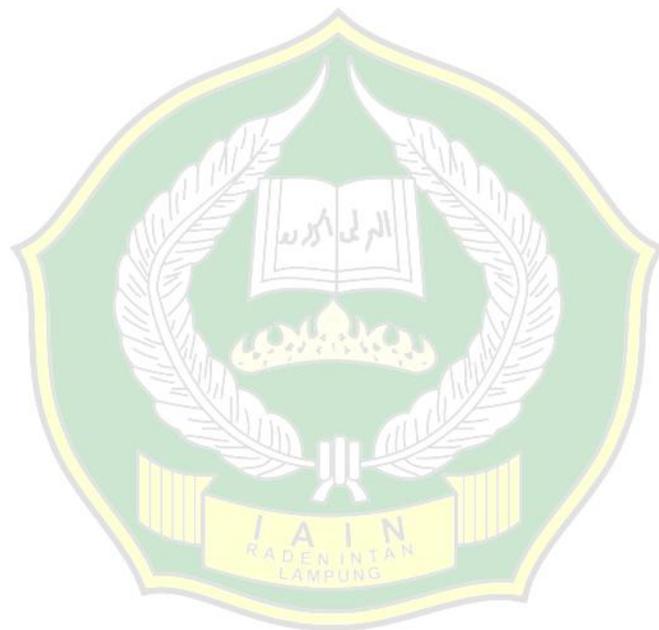
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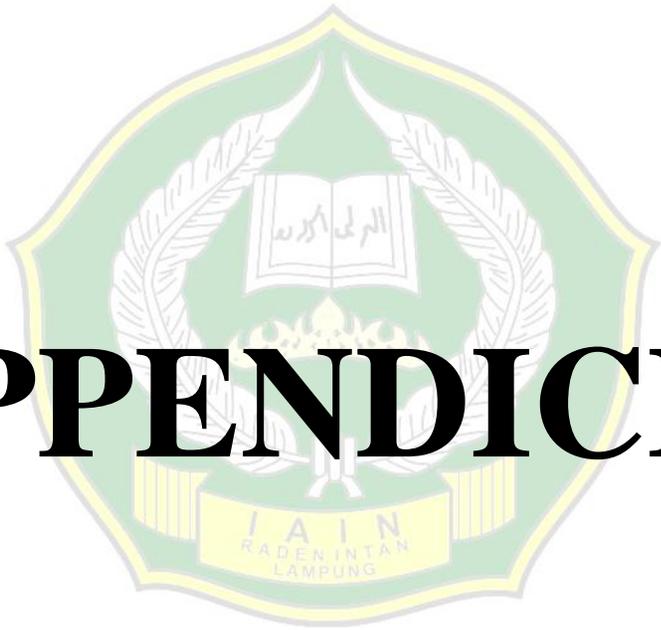
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The logo of IAIN Raden Intan Lampung is a shield-shaped emblem. It features a central open book with Arabic calligraphy, flanked by two white wings. Below the book is a golden crown. The entire emblem is set against a green background with a yellow border. At the bottom of the shield, a yellow banner contains the text "IAIN RADEN INTAN LAMPUNG".

APPENDICES

Appendix 1

Transcript Interview in Preliminary Research

Researcher : Hello Mrs How are you ?

Mrs Farjarita : Hello I'm fine, how about you ?

Researcher : I'm fine too mrs. Pardon me mrs, I take your time today. I would like to have some interviews with you. Are you give me a permission ?

Mrs Farjarita : Well, what interviews about ?

Researcher : Now I have in the six semester of English Department in IAIN Raden Intan Lampung mrs. I have got more than 115 credits for my study, and based on the rule in my Institute, if we have got 115 credits in our study, we can submit the proposal for our thesis. So that I need your help to explain about students english mastery in MTsN 1 Tanggamus

Mrs Farjarita : Ok. In this year I teach in eighth grade. Actually english is easy if we are fun in learn it. But most of the students felt confuse to learn english. I know in English the word that we write is different from what we say. The students motivation to learn english is low. Beside that, they were not active and did not pay attention to the material in learning and teaching process. Even they wanted the time of learning English is finished, they were noisy and said that the time was up whereas the bell had no rung. When I asked them to write, they got difficulties to express and develop their ideas. Most of the students made some grammatical errors in their writing sentence, particularly tenses.

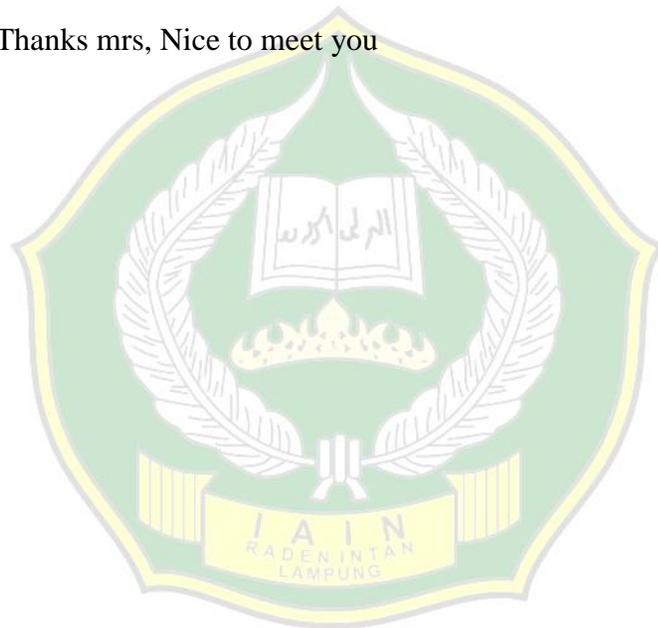
Researcher : It means that the main problem in eighth grade students are in grammar particularly tenses ?

Mrs Farjarita : I think so..

Researcher : Thank you so much for the information that you have given to me mrs. I believe that your information really help me to make a proposal for my title of my thesis.

Mrs Farjarita : Never mind, and good luck for your thesis

Researcher : Thanks mrs, Nice to meet you



Appendix 2

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/2

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya .</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p> <p><i>Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in the class.; To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet,

	<p><i>library</i>.,dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(2) Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i></p> <p>(3) Perbandingan jumlah: <i>more, fewer, less</i></p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda</p>	<p>menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri 	<p>kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan</p>	<p>seperti:</p> <p>www.dailyenglish.com</p> <p>http://americanenglish.state.gov/files/americanenglish/resource_files</p> <p>http://learnenglish.britishcouncil.org/en/</p>
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	<p>baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>(fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, bendayang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, bendayang telah dipelajari tersebut di atas dengan yang 	<p>jumlah dan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, 		
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		<p>ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p>		
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		Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, bendadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.			
3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet,
4.11	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.					
4.12	Menyusun teks					

<p>deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda</p>	<p>teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan 	<p>dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p>	<p>seperti:</p> <p>www.dailyenglish.com</p> <p>http://americanenglish.state.gov/files/americanenglish/resources</p> <p>http://learnenglish.britishcouncil.org/en/</p> <p>https://www.google.com/</p>
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	<p>dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam</p>	<p>menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan 	<p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, 		
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	<p>frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan</p>		
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		<p>ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. Lembar soal dan hasil tes 		
3.11 Menerapkan struktur teks dan unsur	Teks lisan dan tulis untuk menyatakan dan menanyakan	Mengamati <ul style="list-style-type: none"> Siswa terbiasa atau sering 	KRITERIA PENILAIAN	8 JP	<ul style="list-style-type: none"> Buku Teks wajib

<p>kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <p>Fungsi sosial Melaporkan, menceritakan, menjelaskan</p> <p>Struktur teks <i>What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata kerja dalam Simple Past Tense, Past Continuous Tense (2) Kata sambung: <i>when, while, after, before</i>, dll. (3) Penggunaan 	<p>mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,</p>	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. 	<ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: www.dailyenglish.com http://americ
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	<p>nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik</p> <p>Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu 	<ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>Observasi:</p>	<p>anenglish.state.gov/files/ae/resource_files</p> <p>http://learnenglish.britishcouncil.org/en/</p>
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		<p>lampau.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, bendayang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi 		
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		<p>(<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsinya. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa 	<p>terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan</p>		
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		Indonesia.	menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.		
<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p><i>Fungsi sosial</i></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang (-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyen

<p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung</p>	<p>mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang 	<p>teks <i>recount</i>.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan</p>	<p>http://americanenglish.state.gov/files/americanenglish/resource_files</p> <p>http://learnenglish.britishcouncil.org/en/</p> <p>https://www.google.com/</p>
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	<p>waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik Peristiwa, kejadian,</p>	<p>terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <ul style="list-style-type: none"> - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari 	<p>teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, 		
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	<p>pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan</p>		
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		<p>benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks <i>recount</i>. Lembar soal dan hasil tes 		
3.13	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan</p>	<p>Teks tulis (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>)</p> <p><u>Masing-masing diajarkan secara</u></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk yang menggunakan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman 	<p>8 JP</p> <ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

<p>pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p><u>terpisah</u></p> <p>Fungsi sosial</p> <p>Tindakan dilaksanakan sesuai yang diharapkan.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti <i>Sorry, I'm in a meeting now. I'll call you back in 10 minutes.; Make sure you lock the gate when you leave.</i></p> <p>b. Menyebutkan tujuan dari pengumuman/pemberitahuan (<i>notice</i>) dengan atau tanpa informasi rinci, misalnya <i>The flag ceremony will be held on Monday, 17 August.</i></p>	<p>bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dari berbagai sumber termasuk internet, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari 	<p>/pemberitahuan (<i>notice</i>).</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>). Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>). 	<p>komunikasi interpersonal / transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/
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	<p><i>Attendance is compulsory.; An exam is in progress. Please be quite.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru</p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p>	<p>berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>).</p> <ul style="list-style-type: none"> Siswa membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/pemberitahuan 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) Pengumuman /pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi 		
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	<p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>(<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswa berupaya berbicara secara lancar dengan ucapan, 	<p>terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), termasuk kemudahan dan</p>		
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		<p>tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) yang telah dibuat. Kumpulan hasil analisis tentang beberapa berbagai (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>). 		
<p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan</p>	<p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana. Tingkat kelengkapan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal /

<p>tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p>binatang.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past</p>	<p>pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan 	<p>dan keruntutan pemahaman isi pesan fabel.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk</p>	<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resources http://learnenglish.britishcouncil.org/en/ https://www.google.com/
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	<p>tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau</p>	<p>cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan 	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan</p>		
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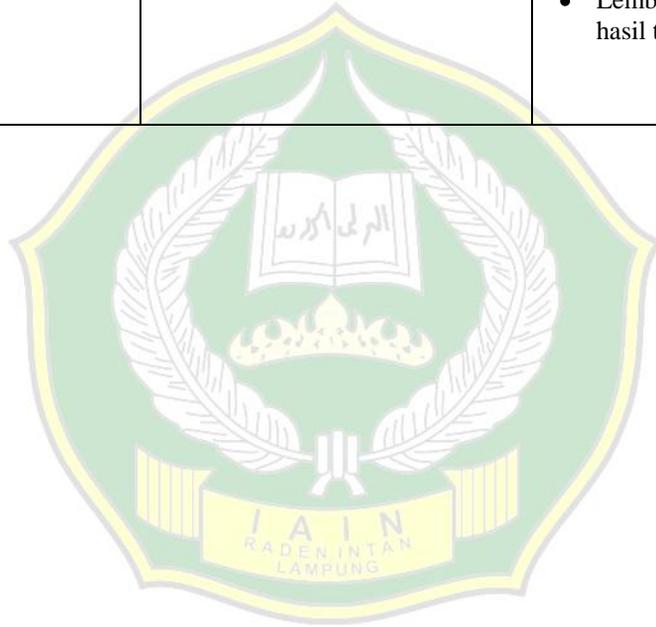
	<p>tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>dalam fabel yang mereka baca.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. Lembar soal dan hasil tes 		
3.15	<p>Memahami fungsi sosial dan unsur kebahasaan dalam lagupesan dalam</p> <p>Lagu pendek dan sederhana</p> <p>Fungsi sosial</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam

<p>lagu.</p> <p>4.19 Menangkap makna lagu.</p>	<p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan</p>	<p>sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</p> <ul style="list-style-type: none"> Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi 	<p>ketercapaian fungsi sosial lagu.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. 	<p>CD/VCD/DVD/kaset</p> <ul style="list-style-type: none"> Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ http://www.myenglishpages.com/site_php_files/lyrics_and_song_s.php
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	<p>inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>pesan dan unsur kebahasaan lagu tsb.</p> <ul style="list-style-type: none"> Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di 		
--	--	--	--	--	--

		<p>intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan lagu yang ditulis 		
--	--	---	--	--	--

			<p>tangan</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes 		
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Appendix 3

TEST

Subject : English Language

Skill : Writing

Topic : Transforming declarative into interrogative sentences

Class/Semester : VIII D/ 2

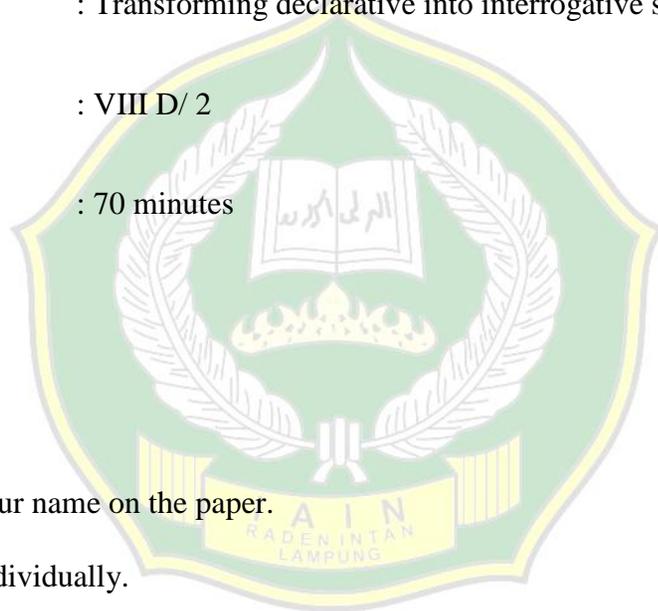
Time Allocation : 70 minutes

Instruction:

1. Write your name on the paper.
2. Work Individually.

Direction:

1. Transform declarative sentences into interrogative sentences from some tenses below.



Name:

Date:

1. We always study Math twice a week.

.....

2. He is not a brave man.

.....

3. You do not give me a new bag.

.....

4. Fina is a clever student.

.....

5. Mrs. Ida teaches Me English.

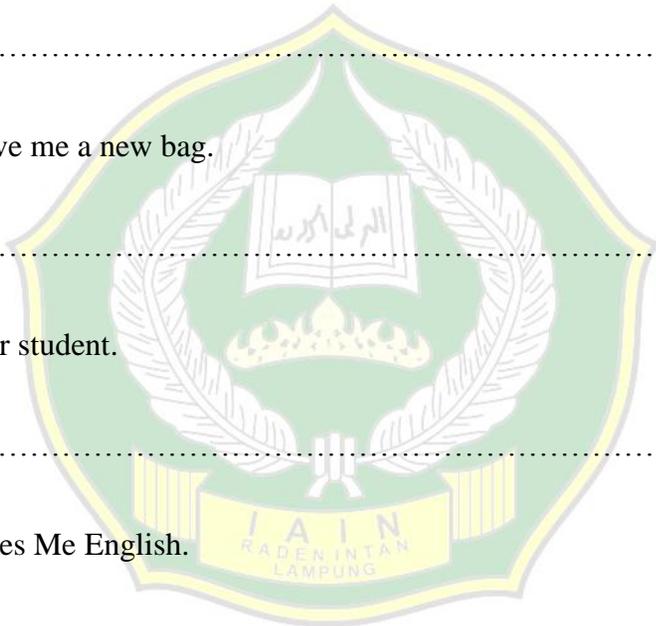
.....

6. They are not naughty boys.

.....

7. Ficky does not talk about his holiday.

.....



8. It is perfect score.

.....

9. Zulya eats many fruits everyday.

.....

10. They are not proud of you.

.....

11. He was fat two years ago.

.....

12. She did not study English last week.

.....

13. She was not energetic yesterday.

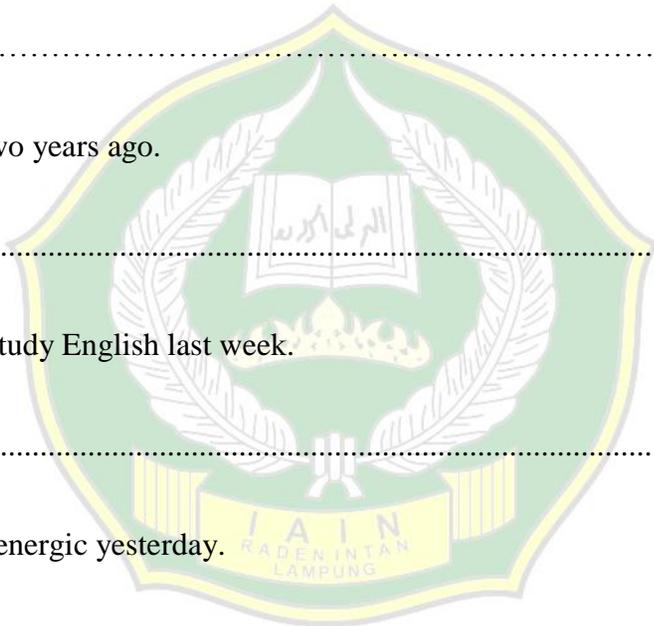
.....

14. I sent you a letter a month ago.

.....

15. They were elegant last night.

.....



16. My mother did not cook fried chicken for my birthday party last week.

.....

17. Risna was not a chubby girl.

.....

18. The new manager worked well enough yesterday.

.....

19. It was a big house.

.....

20. Doni and Lana did not play football yesterday.

.....

21. Indra will burn the CD for you tomorrow.

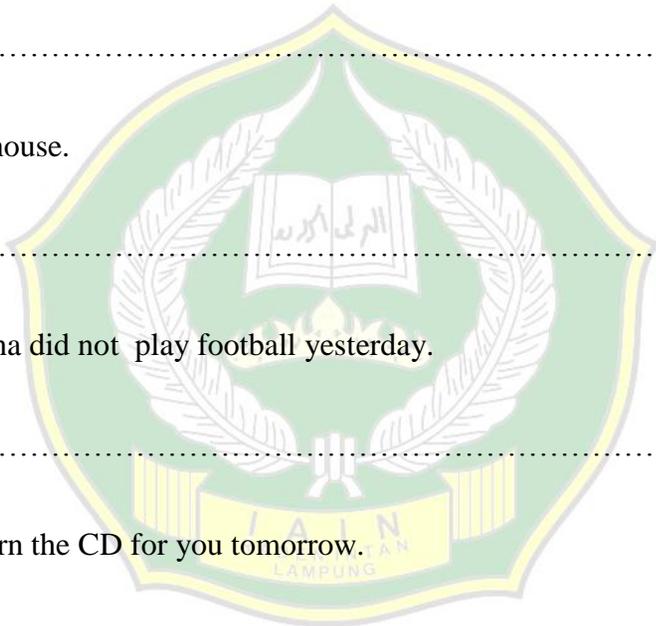
.....

22. They will not be poor people.

.....

23. We shall not water the flowers this afternoon.

.....



24. Angga will be safe in the home tomorrow.

.....

25. Mr Maul is going to arrive tomorrow.

.....

26. I shall not be an impolite person.

.....

27. We shall not paint the gate.

.....

28. Sauki is going to be successful Banker.

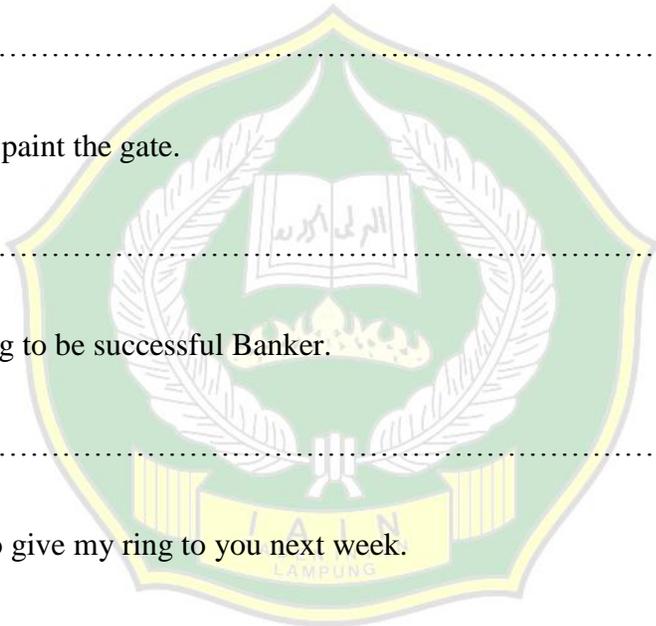
.....

29. I am going to give my ring to you next week.

.....

30. We are not going to be lazy doctor.

.....



GOOD LUCK..!!!

Appendix 4

KEY ANSWER:

1. **Do** We always study Math twice a week?
2. **Isn't** He a brave man?
3. **Don't** you give me a new bag?
4. **Is** Fina a clever student?
5. **Does** Mrs. Ida teach you English?
6. **Aren't** they naughty boys?
7. **Doesn't** Ficky talk about his holiday?
8. **Is** it perfect score?
9. **Does** Zulya eat many fruits everyday?
10. **Aren't** they proud of you?
11. **Was** He fat two years ago?
12. **Didn't** She study English last week?
13. **Wasn't** she energetic yesterday?
14. **Did** I send you a letter a month ago?



15. **Were** they elegant last night?
16. **Didn't** My mother cook fried chicken for my birthday party last week?
17. **Wasn't** Risna a chubby girl?
18. **Did** the new manager work well enough yesterday?
19. **Was** it a big house?
20. **Didn't** Doni and Lana play football yesterday?
21. **Will** Indra burn the CD for you tomorrow?
22. **Won't** They be poor people?
23. **Shan't** We water the flowers this afternoon?
24. **Will** Angga be safe in the home tomorrow?
25. **Is** Mr Maul going to arrive tomorrow?
26. **Shan't** I be an impolite person?
27. **Shan't** We paint the gate?
28. **Is** Sauki going to be successful Banker?
29. **Am** I going to give my ring to you next week?
30. **Aren't** We going to be lazy doctor?



Appendix 5

Table 5

Data of Students Omission Error in Transforming Declarative into Interrogative Sentences

NO	Sample	The students' Error	Correction
1	1	A letter I sent you a month ago?	<u>Did</u> I sent you a letter a month ago?
2	2	<u>Do</u> Mrs. Ida teaches me English?	<u>Does</u> Mrs. Ida teach me English?
3	2	Does Doni and Lana play football yesterday?	<u>Didn't</u> Doni and Lana play football yesterday?
4	2	Do they will be poor people?	Will <u>not</u> they be poor people?
5	2	Do we shall water the flowers this afternoon?	Shall <u>not</u> we water the flowers this afternoon?
6	2	Angga will safe in the home tomorrow?	Will Angga <u>be</u> safe in the home tomorrow?
7	2	Mr Maul going to arrive tomorrow?	<u>Is</u> Mr Maul going to arrive tomorrow?
8	2	I shall be an impolite person?	I shall <u>not</u> be an impolite person?
9	2	Shall paint the gate?	Shall <u>not we</u> paint the gate?
10	2	Sauki going to be successfull Banker?	<u>Is</u> Sauki going to be successfull Banker?
11	2	Did going to give my ring to you next week?	Am <u>i</u> going to give my ring to you next week?
12	2	Does we are going to be lazy doctor?	<u>Aren't</u> we going to be lazy doctor?
13	3	Does he is a brave man?	<u>Isn't</u> he a brave man?
14	3	Do you give me a new bag?	<u>Don't</u> you give me a new bag?
15	3	Do are not naughty boy?	<u>Aren't</u> <u>they</u> naughty boy?
16	3	Do are not proud of you?	<u>Aren't</u> <u>they</u> proud of you?
17	3	Does Risna was chubby girl?	<u>Wasn't</u> Risna chubby girl?
18	3	Will they be por people?	Will <u>not</u> they be poor people?
19	3	Does is going to be successful Banker?	Is <u>Sauki</u> going to be successful Banker?
20	4	Is not a brave man?	Isn't <u>he</u> a brave man?
21	4	I am going to give my ring you next week?	Am i going to give my ring <u>to</u> you next week?

22	5	Does he brave man?	<u>Isn't</u> he a brave man?
23	5	Do you give me a new bag?	<u>Don't</u> you give me a new bag?
24	5	Do they boys are naughty?	<u>Aren't</u> they naughty boys?
25	5	Does Ficky talk about his holiday?	<u>Doesn't</u> Ficky talk about his holiday?
26	5	Does you is perfect score?	Is <u>it</u> perfect score?
27	5	Does was fat two years ago?	Was <u>he</u> fat two years ago?
28	5	Do I you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
29	5	Did your mother cook fried chicken for birthday party last week?	<u>Didn't</u> your mother cook fried chicken for birthday party last week?
30	5	Does Risna was chubby girl?	<u>Wasn't</u> Risna a chubby girl?
31	5	Does Doni and Lana did play football yesterday?	<u>Didn't</u> Doni and Lana play football yesterday?
32	5	Will you poor people?	Will <u>not</u> you be poor people?
33	5	Will you poor people?	Will not you <u>be</u> poor people?
34	5	Will shall we water the flower this afternoon?	Shall <u>not</u> we water the flower this afternoon?
35	5	Do the doctor we going to be lazy?	<u>Aren't</u> we going to be lazy doctor?
36	6	<u>Do</u> Mrs. Ida teaches me English?	<u>Does</u> Mrs. Ida teach me English?
37	6	Aren't proud of you?	Aren't <u>they</u> proud of you?
38	6	Were elegant last night?	Were <u>they</u> elegant last night?
39	6	Well the new manager worked enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
40	9	Ida teaches me English?	<u>Does</u> Mrs. Ida teach me English?
41	9	Do they proud of you?	Are <u>not</u> they proud of you?
42	9	Does Doni and Lana play football yesterday?	<u>Didn't</u> Doni and Lana play football yesterday?
43	9	Do we shall water the flowers this afternoon?	Shall <u>not</u> we water the flowers this afternoon?
44	9	Mr Maul going to arrive tomorrow?	<u>Is</u> Mr Maul going to arrive tomorrow?
45	9	Shall we paint the gate?	Shall <u>not</u> we paint the gate?
46	10	Is not a brave man?	Isn't <u>he</u> a brave man?
47	10	Shall not be an impolite person?	Shall not <u>I</u> be an impolite person?
48	13	Do always study Math twice a week?	Do <u>we</u> always study Math twice a week?

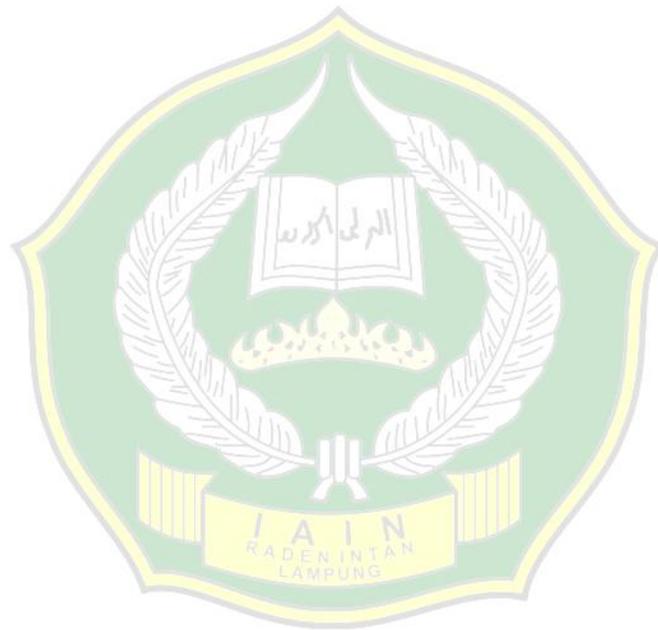
49	13	Does is not a brave man?	Isn't <u>he</u> a brave man?
50	13	Don't give me a new bag?	Don't <u>you</u> give me anew bag?
51	13	Do aren't naughty boys?	Aren't <u>they</u> naughty boys?
52	13	Does Ficky talk about his holiday?	Doesn't <u>Ficky</u> talk about his holiday?
53	13	Does is perfect score?	Is <u>it</u> perfect score?
54	13	Do aren't proud of you?	Aren't <u>they</u> proud of you?
55	13	Does was fat two years ago?	Was <u>he</u> fat two years ago?
56	13	Doesn't study English last week?	Wasn't <u>she</u> study English last week?
57	13	Does wasn't energetic yesterday?	Wasn't <u>she</u> energetic yesterday?
58	13	Do were elegant last night?	Were <u>they</u> elegant last night?
59	13	Does was a big house?	Was <u>it</u> a big house?
60	13	Shall not water the flowers this afternoon?	Shall not <u>we</u> water the flowers this afternoon?
61	13	Not shall be an impolite person?	Shall not <u>I</u> be an impolite person?
62	13	Do aren't going to be lazy doctor?	Aren't <u>we</u> going to be lazy doctor?
63	15	Do is perfect score?	Is <u>it</u> perfect score?
64	15	Do was fat two years ago?	Was <u>he</u> fat two years ago?
65	15	Does didn't study English last week?	Didn't <u>she</u> study English last week?
66	15	Do you a letter a month ago?	Did I <u>send</u> you aletter amonth ago?
67	15	Does were elegant last night?	Were <u>they</u> elegant last night?
68	15	Do was a big house?	Was <u>it</u> a big house?
69	15	Do will not be poor people?	Will not <u>they</u> be poor people?
70	15	Do shall not water the flowers this afternoon?	Shall not <u>we</u> water the flowers this afternoon?
71	15	Do am going to give my ring to you next week?	Am <u>I</u> going to give my ring to you next week?
72	15	Do are not going to be lazy doctor?	are not <u>iwe</u> going to be lazy doctor?
73	20	Don't shall paint the gate?	Shall not <u>we</u> paint the gate?
74	21	Do you give me a new bag?	Don't <u>you</u> give me a new bag?
75	21	Do they naughty boys?	Aren't <u>they</u> naughty boys?
76	21	Does he talk about his holiday?	Doesn't <u>he</u> talk about his holiday?
77	21	Do she eats many fruits	Does <u>she</u> eat many fruits

		everyday?	everyday?
78	21	Do they proud of you?	Aren't they proud of you?
79	21	Did she study English last week?	Didn't she study English last week?
90	21	Did she energetic yesterday?	Didn't she energetic yesterday?
81	21	Did you a letter a month ago?	Did I <u>sent</u> you a letter a month ago?
82	21	Does she chubby girl?	Wasn't <u>Risna</u> chubby girl?
83	22	Is not a brave man?	Is not <u>he</u> a brave man?
84	22	Do you give me a new bag?	Don't <u>you</u> give me a new bag?
85	22	Is a clever students?	Is <u>Fina</u> a clever students?
86	22	Do Mrs. Ida teaches me English?	Does Mrs. Ida teach me English?
87	22	A letter i sent you a month ago?	<u>Did</u> I sent you a letter a month ago?
88	23	Does not Ficky about his holiday?	Does not Ficky <u>talk</u> about his holiday?
89	24	Isn't brave man?	Isn't <u>he</u> brave man?
90	24	Don't give me a new bag?	Don't <u>you</u> give me a new bag?
91	24	Is a clever students?	Is <u>Fina</u> a clever students?
92	24	Do Mrs. Ida teacher me English?	Does Mrs. Ida teach me English?
93	24	Doesn't talk about his holiday?	Doesn't <u>Ficky</u> talk about his holiday?
94	24	I letter a sent you a month ago?	<u>Did</u> I sent you a letter a month ago?
95	24	Do Risna was a chubby girl?	Wasn't <u>Risna</u> a chubby girl?
96	25	Do you are proud of you?	Aren't they proud of you?
97	25	Does you did study English last week?	Didn't you study English last week?
98	25	Does you was energetic yesterday?	Wasn't you energetic yesterday?
99	25	Does Doni and Lana did play football yesterday?	Didn't Doni and Lana play football yesterday?
100	25	Do you shall water the flowers this afternoon?	Shalln't we water the flowers this afternoon?
101	26	Does you did study English last week?	Didn't you study English last week?
102	26	Do you did a letter a month ago?	Did I <u>send</u> you a letter a month ago?
103	26	Doesn't a chubby girl?	Doesn't <u>Risna</u> a chubby girl?

104	26	Shall not watr the flowers this afternoon?	Shall not <u>we</u> water the flower this afternoon?
105	27	Isn't brave man?	Isn't <u>he</u> brave man?
106	27	Eats Zulya many fruits everyday?	<u>Does</u> Zulya eat many fruits everyday?
107	27	Sent you a letter a month ago?	<u>Did I</u> sendyou a letter a month ago?
108	28	She eats many fruits everyday?	<u>Does</u> she eat many fruit everyday?
109	28	Did is perfect score?	Is <u>it</u> perfect score?
110	28	Didn't play football yesterday?	Didn't <u>they</u> play football yesterday?
111	28	Do will burn the CD for you tomorrow?	Will <u>Indra</u> burn the CD for you tomorrow?
112	28	Does will be safe in the home tomorrow?	Will <u>Angga</u> be safe in the home tomorrow?
113	28	Did is going ot arrive tomorrow?	Is <u>he</u> going ot arrive tomorrow?
114	28	Do to be successful Banker?	Is <u>Sauki going</u> to be successful Banker?
115	30	Sauki going to be successful Banker?	<u>Is</u> Sauki going to be successful Banker?
116	32	Does he is a brave man?	Isn't he a brave man?
117	32	Do you give me a new bag?	Don't you give me a new bag?
118	32	Does Ficky talks about his holiday?	Doesn't Ficky talk about his holiday?
119	32	Is perfect score?	Is <u>it</u> perfect score?
120	32	Do they proud of you?	<u>Aren't</u> they proud of you?
121	32	Did she study English last week?	Didn't she study English last week?
122	32	Did she was energic yesterday?	Wasn't she energic yesterday?
123	32	Does Risna chubby girl?	Wasn't Risna chubby girl?
124	32	Was a big house?	Was <u>it</u> a big house?
125	32	Did they play football yesterday?	Didn't they play football yesterday?
126	32	Will they poor people?	Will <u>not</u> they be poor people?
127	32	Will they poor people?	Will not they <u>be</u> poor people?
128	32	Will Angga safe in the home tomorrow?	Will <u>be</u> Angga safe in the home tomorrow?
129	32	I shall impolite person?	Shall <u>not</u> I be an impolite person?
130	32	I shall impolite person?	Shall not I <u>be</u> an impolite

			person?
131	32	We shall paint the gate?	Shall <u>not</u> we paint the gate?
132	32	We going to be lazy doctor?	<u>Aren't</u> we going to be lazy doctor?
133	33	Eats Zulya many fruits everyday?	<u>Does</u> Zulya eat many fruits everyday?
134	34	Does was a big house?	Was <u>it</u> a big house?
135	34	Do shall not water the flowers this afternoon?	Shall not <u>we</u> water the flowers this afternoon?
136	35	Is not a brave man?	
137	35	Do not give me a new bag?	Don't <u>you</u> give me anew bag?
138	35	Aren't proud of you?	Aren't <u>they</u> proud of you?
139	35	Were elegant last night?	Were <u>they</u> elegant last night?
140	36	Do they proud of you?	<u>Don't</u> they proud of you?
141	36	Did mother cooked fried chicken for my birthday party last week?	<u>Didn't</u> mother cooked fried chicken for my birthday party last week?
142	36	Does Risna was a chubby girl?	<u>Wasn't</u> Risna a chubby girl?
143	36	Will they be poor people?	Will <u>not</u> they be poor people?
144	36	Shall I be an impolite person?	Shall <u>not</u> I be an impolite person?
145	36	Shall not paint the gate?	Shall not <u>we</u> paint the gate?
146	37	Is not a brave man?	Isn't <u>he</u> a brave man?
147	38	Do always astudy Math twice a week?	Do <u>we</u> always astudy Math twice a week?
148	38	Do aren't naughty boys?	Aren't <u>they</u> naughty boys?
149	38	Do aren't proud of you?	Aren't <u>they</u> proud of you?
150	38	Does was fat two years ago?	Was <u>he</u> fat two years ago?
151	38	Does wasn't energetic yesterday?	<u>Wasn't</u> <u>she</u> energetic yesterday?
152	38	Do sent did you a letter a month ago?	Did <u>i</u> send you a leter a month ago?
153	38	Do were elegant last night?	Were <u>they</u> elegant last night?
154	38	Does was a big house?	Was <u>it</u> a big house?
155	38	Shall not water the flowers this afternoon?	Shall not <u>we</u> water the flowers this afternoon?
156	38	Shall not paint the gate?	Shall not <u>we</u> paint the gate?
157	38	Am going to give my ring to you next week?	Am <u>i</u> going to give my ring to you next week?
158	38	Do aren't going to be lazy doctor?	Aren't <u>they</u> going to be lazy doctor?

159	39	New manager the worked well enough yesterday?	<i>Did</i> the new manager work well enough yesterday?
160	40	Is not a brave man?	Isn't <i>he</i> a brave man?
161	40	Shall not be an impolite person?	Shall not <i>I</i> be an impolite person?



Appendix 6

Table 6

Data of Students Addition Error in Transforming Declarative into Interrogative Sentences

NO	Sample	The students' Error	Correction
1	1	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida <u>teach</u> me English?
2	1	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya <u>eat</u> many fruits everyday?
3	1	<u>Did</u> not she was energetic yesterday?	Wasn't she energetic yesterday?
4	1	<u>Does</u> not Risna was a chubby girl?	Wasn't Risna was a chubby girl?
5	1	<u>Does</u> it was a big house?	Was it a big house?
6	1	<u>Does</u> Mr. Maul is going to arrive tomorrow?	<u>Is</u> Mr. Maul going to arrive tomorrow?
7	2	<u>Will</u> Fina is a clever students?	Is Fina a clever students?
8	2	Do Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
9	2	<u>Do</u> Ficky doesn't talk about his holiday?	Doesn't Ficky talk about his holiday?
10	2	<u>Will</u> it is perfect score?	Is it perfect score?
11	2	<u>Will</u> they are not proud of you?	Aren't they proud of you?
12	2	<u>Do</u> they were elegant last night?	Were they elegant last night?
13	2	<u>Do</u> was it a big house?	was it a big house?
14	2	<u>Do</u> they will be poor people?	Will not they be poor people?
15	2	<u>Do</u> we shall water the flower this afternoon?	Shall not we water the flower this afternoon?
16	2	<u>Does</u> we are going to be lazy doctor?	<u>Aren't</u> we are going to be lazy doctor?
17	3	<u>Does</u> he is a brave man?	Isn't he a brave man?
18	3	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
19	3	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
20	3	<u>Do</u> are not naughty boys?	Aren't they naughty boys?

21	3	<u>Does</u> it is perfect score?	Is it perfect score?
22	3	Does Zulya <u>eats</u> many fruit everyday?	Does Zulya eat many fruit everyday?
23	3	<u>Do</u> are not proud of you?	Aren't they proud of you?
24	3	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
25	3	<u>Does</u> she didn't studies English last week?	<u>Didn't</u> she study English last week?
26	3	Does she didn't <u>studies</u> English last week?	Does she didn't <u>studiy</u> English last week?
27	3	<u>Does</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
28	3	Do they were elegant last night?	Were they elegant last night?
29	3	<u>Does</u> Risna was a chubby girl?	Wasn't Risna a chubby girl?
30	3	<u>Does</u> it was a big house?	Was it a big house?
31	3	<u>Does</u> we not shall water the flowers this afternoon?	Shall not we water the flowers this afternoon?
32	3	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
33	3	<u>Did</u> you shall not be an impolite person?	Shall not you be an impolite person?
34	3	<u>Did</u> we shall not paint the gate?	Shall not we paint the gate?
35	3	<u>Does</u> is going to be successful Banker?	Is Sauki going to be successful Banker?
36	3	<u>Do</u> Iam going to give my ring to you next week.	Am i going to give my ring to you next week.
37	3	<u>Do</u> you are not going to be lazy doctor?	Aren't you going to be lazy doctor?
38	4	<u>Does</u> you always study math twice a week?	Do you always study math twice a week?
39	4	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
40	4	Does. Mrs Ida <u>teaches</u> me English?	Does. Mrs Ida <u>teach</u> me English?
41	4	<u>Do</u> they are not naughty boys?	Aren't they naughty boys?
42	4	<u>Does</u> Ficky doesn't talk about his holiday?	Doesn't Ficky talk about his holiday?
43	4	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
44	4	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
45	5	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
46	5	<u>Does</u> Fina is clever students?	Is Fina a clever students?

47	5	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
48	5	<u>Do</u> they boys are naughty?	Aren't they naughty boys?
49	5	<u>Does</u> you is perfect score?	Is it perfect score?
50	5	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
51	5	<u>Does</u> was fat two years ago?	Was he fat two years ago?
52	5	<u>Does</u> she was not energetic yesterday?	Wasn't she energetic yesterday?
53	5	<u>Does</u> Risna was chubby girl?	Wasn't Risna chubby girl?
54	5	<u>Does</u> Doni and Lana did play football yesterday?	Didn't Doni and Lana play football yesterday?
55	5	<u>Does</u> Mr Maul is going to arrive?	Is Mr Maul going to arrive?
56	6	Isn't he is a brave man?	Isn't he a brave man?
57	6	Do Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida <u>teach</u> me English?
58	6	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya <u>eat</u> many fruits everyday?
59	6	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
60	6	<u>Does</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
61	6	<u>Does</u> it was a big house?	It was a big house?
62	6	<u>Do</u> we shall not water the flowers this afternoon?	Shall not we water the flowers this afternoon?
63	6	<u>Do</u> I am going to give my ring to you next week?	Am i going to give my ring to you next week?
64	7	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya <u>eat</u> many fruits everyday?
65	7	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
66	7	Didn't my mother <u>didn't</u> cook fried chicken for my birthday party last week?	Didn't my mother cook fried chicken for my birthday party last week?
67	7	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
68	7	<u>Does</u> Sauki is going to be successful Banker?	Is Sauki going to be successful Banker?
69	8	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida <u>teach</u> me English?
70	8	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya <u>eat</u> many fruits everyday?
71	8	<u>Does</u> he was fat two years ago?	Was he fat two years ago?

72	8	<u>Didn't</u> she was energetic yesterday?	Wasn't she energetic yesterday?
73	8	<u>Does</u> they were elegant last night?	Were they elegant last night?
74	8	<u>Does</u> not Risna was a chubby girl?	Wasn't Risna a chubby girl?
75	8	<u>Does</u> it was a big house?	Was it a big house?
76	8	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
77	9	Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
78	9	What Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
79	9	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
80	9	<u>Do</u> you were elegant last night?	Were you elegant last night?
81	9	<u>Do</u> was it a big house?	Was it a big house?
82	9	<u>Does</u> Indra will burn the CD for me tomorrow?	Will Indra burn the CD for me tomorrow?
83	9	<u>Don't</u> they will be poor people?	Will not they be poor people?
84	9	<u>Do</u> we shall water the flowers this afternoon?	Shall we water the flowers this afternoon?
85	9	<u>What</u> Angga will be safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
86	9	What Sauki is going to be successful Banker?	Is Sauki going to be successful Banker?
87	9	<u>Do</u> we are going to be lazy doctor?	Are we going to be lazy doctor?
88	10	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
89	10	<u>Does</u> Fina is a clever student?	Is Fina a clever student?
90	10	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
91	10	<u>Do</u> they are not naughty boys?	Aren't they naughty boys?
92	10	<u>Does</u> Ficky doesn't talk about his holiday?	Ficky doesn't talk about his holiday?
93	10	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
94	10	<u>Do</u> they are not proud of you?	Aren't they proud of you?
95	10	<u>Do</u> he was fat two years ago?	Was he fat two years ago?
96	10	<u>Does</u> she wasn't energetic	Wasn't she energetic yesterday?

		yesterday?	
97	13	<u>Does</u> is not a brave man?	Isn't he a brave man?
98	13	<u>Do</u> aren't naughty boys?	Aren't they naughty boys?
99	13	<u>Does</u> is perfect score?	Is it perfect score?
100	13	<u>Do</u> aren't proud of you?	Aren't they proud of you?
101	13	<u>Does</u> was fat two years ago?	Was he fat two years ago?
102	13	<u>Does</u> wasn't energetic yesterday?	Wasn't she energetic yesterday?
103	13	<u>Do</u> were elegant last night?	Were they elegant last night?
104	13	<u>Does</u> was a big house?	Was it a big house?
105	13	<u>Does</u> Doni and Lana didn't play football yesterday?	Didn't Doni and Lana play football yesterday?
106	13	Will Indra <u>he</u> burn the CD for you tomorrow?	Will Indra burn the CD for you tomorrow?
107	13	Will Angga <u>he</u> be safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
108	13	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
109	13	<u>Do</u> I am going to give my ring to you next week?	Am I going to give my ring to you next week?
110	13	<u>Do</u> aren't going to be lazy doctor?	Aren't we going to be lazy doctor?
111	14	Does she <u>teaches</u> me English?	Does she teach me English?
112	14	Does she <u>eats</u> many fruits everyday?	Does she eat many fruits everyday?
113	14	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
114	14	<u>Doesn't</u> she was energetic yesterday?	Wasn't she energetic yesterday?
115	14	<u>Are</u> they were elegant last night?	Were they elegant last night?
116	14	<u>Does</u> Indra will burn the CD for you tomorrow?	Will Indra burn the CD for you tomorrow?
117	14	<u>Don't</u> they will be poor people?	Will not they be poor people?
118	14	<u>Do</u> not we shall water the flowers this afternoon?	Shall not we water the flowers this afternoon?
119	14	<u>Does</u> he is going to arrive tomorrow?	Is he going to arrive tomorrow?
120	15	<u>Does</u> we always study Math twice a week?	Do we always study Math twice a week?
121	15	<u>Do</u> you are not a brave man?	Aren't you a brave man?
122	15	<u>Does</u> Fina is a clever student?	Is Fina a clever students?

123	15	Does Mrs. Ida teaches me English?	Does Mrs. Ida teach me English?
124	15	<u>Do</u> they aren't naughty boys?	Aren't they naughty boys?
125	15	<u>Do</u> is perfect score?	Is it perfect score?
126	15	Does Zulya eats many fruits everyday?	Does Zulya eat many fruits everyday?
127	15	<u>Do</u> they aren't proud of you?	Aren't they proud of you?
128	15	<u>Do</u> was fat two years ago?	Was he fat two years ago?
129	15	<u>Does</u> didn't study English last week?	Didn't she study English last week?
130	15	<u>Do</u> he wasn't energetic yesterday?	Wasn't he energetic yesterday?
131	15	<u>Does</u> were elegant last night?	Were they elegant last night?
132	15	<u>Do</u> my mother didn't cook fried chicken for my birthday party last week?	Didn't my mother cook fried chicken for my birthday party last week?
133	15	<u>Do</u> Risna wasn't a chubby girl?	Wasn't Risna a chubby girl?
134	15	<u>Do</u> was a big house?	Was it a big house?
135	15	Does Doni and Lana didn't play football yesterday?	Didn't Doni and Lana play football yesterday?
136	15	<u>Do</u> will not be poor people?	Will not they be poor people?
137	15	<u>Do</u> shall not water the flowers this afternoon?	Shall not we water the flowers this afternoon?
138	15	<u>Do</u> will be Angga safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
139	15	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
140	15	<u>Does</u> I shall not be an impolite person?	Shall not I be an impolite person?
141	15	<u>Do</u> we shall not paint the gate?	Shall not we paint the gate?
142	15	<u>Do</u> Sauki is going to be successful Banker?	Is Sauki going to be successful Banker?
143	15	<u>Do</u> am going to give my ring to you next week?	Am I going to give my ring to you next week?
144	15	<u>Do</u> are not going to be lazy doctor?	Aren't we going to be lazy doctor?
145	17	Does Mrs. Ida teaches me English?	Does Mrs. Ida teach me English?
146	17	Does Zulya eats many fruit everyday?	Does Zulya eat many fruit everyday?
147	17	<u>Do</u> aren't they proud of you?	Aren't they proud of you?
148	17	<u>Does</u> he was fat two years ago?	Was he fat two years ago?

149	17	<u>Does</u> she didn't study English last week?	Didn't she study English last week?
150	17	<u>Does</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
151	17	<u>Do</u> were they elegant last night?	Were they elegant last night?
152	17	<u>Do</u> we shall not water the flowers this afternoon?	Shall not we water the flowers this afternoon?
153	17	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
154	17	<u>Don't</u> Shall I be an impolite person?	Shall not I be an impolite person?
155	17	<u>Do</u> not we shall paint the gate?	shall not we paint the gate?
156	18	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
157	18	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
158	18	Was not Risna <u>was</u> a chubby girl?	Was not Risna a chubby girl?
159	18	<u>Does</u> it was a big house?	Was it a big house?
160	19	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
161	19	<u>Does</u> He was fat two years ago?	Was He fat two years ago?
162	19	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
163	19	<u>Do</u> we are not going to be lazy doctor?	Aren't we going to be lazy doctor?
164	20	<u>Does</u> he is not a brave man?	Isn't he a brave man?
165	20	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
166	20	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
167	20	<u>Do</u> aren't they naughty boys?	Aren't they naughty boys?
168	20	<u>Does</u> it is perfect score?	Is it perfect score?
169	20	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?
170	20	<u>Do</u> aren't they proud of you?	Aren't they proud of you?
171	20	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
172	20	<u>Do</u> were they elegant last night?	Were they elegant last night?
173	20	<u>Don't</u> we shall water the flowers this afternoon?	Shall not we water the flowers this afternoon?

174	20	<u>Does</u> Mr. Maul going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
175	20	<u>Don't</u> I shall be an impolite person?	Shall not I be an impolite person?
176	20	<u>Do</u> not shall paint the gate?	Shall not we paint the gate?
177	21	<u>Do</u> he is not a brave man?	Isn't he a brave man?
178	21	Do she eat <u>s</u> many fruits everyday?	Does she eat many fruits everyday?
179	21	<u>Do</u> it was a big house?	Was it a big house?
180	21	<u>Don't</u> shall not I be an impolite person?	Shall not I be an impolite person?
181	21	<u>Don't</u> shall not we paint the gate?	Shall not we paint the gate?
182	21	Is Sauki <u>is</u> going to be successful Banker?	Is Sauki going to be successful Banker?
183	22	Do Mrs. Ida teach <u>e</u> s me English?	Does Mrs. Ida teach me English?
184	22	Does Zulya eat <u>i</u> many fruits everyday?	Does Zulya eat many fruits everyday?
185	22	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
186	22	<u>Does</u> it was a big house?	Was it a big house?
187	23	Does Mrs. Ida teach <u>e</u> s me English?	Does Mrs. Ida teach me English?
188	23	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
189	23	<u>Did</u> not she was energetic yesterday?	Wasn't she energetic yesterday?
190	23	<u>Does</u> they were elegant last night?	Were they elegant last night?
191	23	<u>Does</u> not Risna was chubby girl?	Wasn't Risna a chubby girl?
192	23	<u>Does</u> it was a big house?	Was it a big house?
193	23	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
194	24	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
195	24	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
196	24	<u>Do</u> they were elegant last night?	Were they elegant last night?
197	24	<u>Do</u> Risna was a chubby girl?	Wasn't Risna a chubby girl?
198	24	<u>Do</u> they will not be poor people?	Will not they be poor people?

199	24	<u>Do</u> we shall not water the flower this afternoon?	Shall not we water the flower this afternoon?
200	24	Is Mr. Maul <u>is</u> going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
201	25	<u>Do</u> he isn't a brave man?	Isn't he a brave man?
202	25	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
203	25	<u>Do</u> you are not naughty boys?	Aren't they naughty boys?
204	25	<u>Do</u> you are proud of you?	Aren't they proud of you?
205	25	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
206	25	<u>Does</u> you did study English last week?	Did she study English last week?
207	25	<u>Does</u> you was energetic yesterday?	Was you energetic yesterday?
208	25	<u>Do</u> you were elegant last night?	Were you elegant last night?
209	25	<u>Does</u> Risna not was a chubby girl?	Wasn't Risna a chubby girl?
210	25	<u>Does</u> was it a big house?	Was it a big house?
211	25	<u>Does</u> Doni and Lana did play football yesterday?	Didn't Doni and Lana play football yesterday?
212	25	<u>Do</u> you shall water the flowers this afternoon?	Shall not we water the flowers this afternoon?
213	25	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
214	25	<u>Do you</u> shall not I be an impolite person?	shall not I be an impolite person?
215	25	<u>Do</u> you shall not paint the gate?	Shall not you paint the gate?
216	25	<u>Does</u> is Sauki going to be successful Banker?	Is Sauki going to be successful Banker?
217	25	<u>Do</u> you aren't going to be lazy doctor?	Aren't you going to be lazy doctor?
218	26	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
219	26	<u>Do</u> he isn't a brave man?	Isn't he a brave man?
220	26	<u>Does</u> Fina is a clever students	Is Fina a clever students?
221	26	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
222	26	<u>Do</u> they aren't naughty boys?	Aren't they naughty boys?
223	26	<u>Does</u> it is perfect score?	Is it perfect score?
224	26	Does Zulya <u>eats</u> many fruits everyday?	Does Zulya eat many fruits everyday?

225	26	<u>Do</u> they aren't proud of you?	Aren't they proud of you?
226	26	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
227	26	<u>Does</u> you did study English last week?	Didn't you study English last week?
228	26	<u>Does</u> you wasn't energetic yesterday?	Wasn't you energetic yesterday?
229	26	<u>Do</u> you did a letter a month ago?	Did I send you a letter a month ago?
230	26	<u>Do</u> you were elegant last night?	Were you elegant last night?
231	26	<u>Do you</u> my mother didn't cook fried chicken for my birthday party last week?	<u>Didn't</u> my mother cook fried chicken for my birthday party last week?
232	26	<u>Do</u> it was a big house?	Was it a big house?
233	26	<u>Does</u> Doni and Lana didn't play football yesterday?	Didn't Doni and Lana play football yesterday?
234	26	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
235	26	<u>Do you</u> I shall not be an impolite person?	shall not I be an impolite person
236	26	<u>Do</u> you shall not paint the gate?	Shall not you paint the gate?
237	26	Does is Sauki going to be successful Banker?	Is Sauki going to be successful Banker?
238	26	<u>Do you</u> i am going to give my ring to you next week?	Am I going to give my ring to you next week?
239	26	<u>Do</u> you are not going to be lazy doctor?	Are not you going to be lazy doctor?
240	27	Don't you <u>not</u> give me a new bag?	Don't you give me a new bag?
241	27	Does Mrs. Ida <u>teach_s</u> me English?	Does Mrs. Ida <u>teach</u> me English?
242	27	Eat _s Zulya many fruits everyday?	Does Zulya eat many fruits everyday?
243	27	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
244	27	<u>Do</u> you we are not going to be lazy doctor?	Aren't you going to be lazy doctor?
245	28	<u>Do</u> he is nothing a brave man?	Isn't he a brave man?
246	28	Do he is <u>nothing</u> a brave man?	Isn't he a brave man?
247	28	Do you not give <u>ir</u> me a new bag?	Dont you give me anew bag?
248	28	<u>Did she</u> Fina is a clever	<u>Is Fina</u> a clever students?

		students?	
249	28	<u>Do</u> they are not nauaghty boys?	Aren't they nauaghty boys?
250	28	<u>Did</u> she doesn't not talk about his holiday?	Doesn't she talk about his holiday?
251	28	Did she doesn't <u>not</u> talk about his holiday?	Doesn't she talk about his holiday?
252	28	<u>Did</u> is perfect score?	Is it perfect score?
253	28	She eat <u>s</u> many fruits everyday?	Does she eat many fruits everyday?
254	28	<u>Do</u> they are not proud of you?	Arent they proud of you?
255	28	<u>Do</u> he was fat two years ago?	Was he fat two years ago?
256	28	<u>Did</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
257	28	<u>Do</u> they were elegant last night?	Were they elegant last night?
258	28	<u>Do</u> you wasn't a chubby girl?	Wasn't you a chubby girl?
259	28	<u>Do</u> it was abig house?	Was it abig house?
260	28	<u>Do</u> will burn the CD for you tomorrow?	Will Indra burn the CD for you tomorrow?
261	28	<u>Do</u> they will not be poor people?	Will not they be poor people?
262	28	<u>Do</u> we shall not water the flowers this afternoon?	Shall not we water the flowers this afternoon?
263	28	<u>Does</u> will be safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
264	28	<u>Did</u> is going ot arrive tomorrow?	Is he going ot arrive tomorrow?
265	28	<u>Did</u> i shall not be an impolite person?	Shall not I be an impolite person?
266	28	<u>Didn't</u> iam going to give my ring to you next week?	Am i going to give my ring to you next week?
267	28	<u>Didn't</u> we aren't going to be laazy doctor?	Aren't we going to be laazy doctor?
268	29	Does Mrs. Ida teach <u>e</u> s me English?	Does Mrs. Ida teach me English?
269	29	Does Zulya eat <u>s</u> many fruit everyday?	Does Zulya eat many fruit everyday?
270	29	<u>Does</u> it was it a big house?	Was it a big house?
271	30	Does Mrs. Ida teach <u>e</u> s me English?	Does Mrs. Ida teach me English?
272	30	Does Zulya eat <u>s</u> many fruits	Does Zulya eat many fruits

		everyday?	everyday?
273	30	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
274	30	<u>Didn't</u> she was energetic yesterday?	Wasn't she energetic yesterday?
275	30	<u>Does</u> it was a big house?	Was it a big house?
276	30	<u>Don't</u> they will be poor people?	Will not they be poor people?
277	30	<u>Does</u> Mr. Maul is going to be successful Banker?	Is Mr. Maul going to be successful Banker?
278	31	Does Mrs. Ida teaches me English?	Does Mrs. Ida teach me English?
279	31	Does Zulya eats many fruits everyday?	Does Zulya eat many fruits everyday?
280	31	<u>Are</u> they were elegant last night?	Were they elegant last night?
281	31	<u>Does</u> will indra burn the CD for you tomorrow?	Will indra burn the CD for you tomorrow?
282	31	<u>Do</u> will they not be poor people?	Will not they be poor people?
283	31	<u>Do</u> not we shall water the flowers this afternoon?	Shall not we water the flowers this afternoon?
284	31	<u>Does</u> will he be safe in the home tomorrow?	Will he be safe in the home tomorrow?
285	31	<u>Does</u> he is going to arrive tomorrow?	Is he going to arrive tomorrow?
286	32	<u>Does</u> he is a brave man?	Isn't he a brave man?
287	32	<u>Does</u> Fina is a cleveres student?	Is Fina a clever student?
288	32	Does Fina is a cleveres student?	Is Fina a clever student?
289	32	Does Mrs. Ida teaches me English?	Does Mrs. Ida teach me English?
290	32	<u>Do</u> they aren't naughty boys?	Aren't they naughty boys?
291	32	Does Ficky talks about his holiday?	Doesn't Ficky talk about his holiday?
292	32	Does Zulya eats many fruits everyday?	Does Zulya eat many fruits everyday?
293	32	<u>Does</u> he was fat two yeaaars ago?	Was he fat two yeaaars ago?
294	32	<u>Did</u> she was energetic yesterday?	Wasn't she energetic yesterday?
295	33	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
296	33	Does Mrs. Ida teaches me	Does Mrs. Ida teach me

		English?	English?
297	33	Eats Zulya many fruits everyday?	Does Zulya eat many fruits everyday?
298	33	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
299	33	<u>Do</u> we aren't going to be lazy doctor?	Aren't we going to be lazy doctor?
300	34	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
301	34	<u>Do</u> he isn't a brave man?	Isn't he a brave man?
302	34	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
303	34	<u>Do</u> you are not naughty boys?	Aren't you naughty boys?
304	34	Does Zulya eats many fruit everyday?	Does Zulya eat many fruit everyday?
305	34	<u>Do</u> you aren't proud of you?	Aren't you proud of you?
306	34	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
307	34	<u>Does</u> you didn't study English last week?	Didn't you study English last week?
308	34	<u>Does</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
309	34	<u>Do</u> you did i sent a letter a month ago?	Did i send you a letter a month ago?
310	34	<u>Do</u> you were elegant last night?	Were you elegant last night?
311	34	<u>Does</u> mother did not cook fried chicken for my brthday party last week?	Didn't mother cook fried chicken for my brthday party last week?
312	34	<u>Does</u> Risna wasn't a chubby girl?	Wasn't Risna a chubby gurl?
313	34	<u>Does</u> was a big house?	Was it a big house?
314	34	<u>Does</u> Doni and Lana didn't play football yesterday?	Didn't Doni and Lana play football yesterday?
315	34	<u>Do</u> shall not water the flowers this afternoon?	Shall not we water the flowers this afternoon?
316	34	<u>Does</u> Mr. Maul is going to arrive tommorrow?	Is Mr. Maul going to arrive tommorrow?
317	34	<u>Do</u> I shall not be an impolite person?	Shall not I be an impolite person?
318	34	<u>Do</u> you shall not paint the gate?	Shall not you paint the gate?
319	34	<u>Does</u> is Sauki going to be successful Banker?	Is Sauki going to be successful Banker?
320	34	<u>Do</u> Iam going to give my ring	Am I going to give my ring to

		to you next week?	you next week?
321	34	Do you aren't going to be lazy doctor?	Aren't you going to be lazy doctor?
322	35	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida <u>teach</u> me English?
323	35	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
324	35	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
325	36	<u>Does</u> Fina is a clever students?	Is Fina a clever students?
326	36	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
327	36	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
328	36	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
329	36	<u>Did</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
330	36	<u>Do</u> they were elegant last night?	Were they elegant last night?
331	36	<u>Does</u> Risna was a chubby girl?	Wasn't Risna a chubby girl?
332	36	<u>Did</u> was it a bigged house?	Was it a big house?
333	36	<u>Will</u> Mr Maul is going to arrive tomorrow?	Is Mr Maul going to arrive tomorrow?
334	36	<u>Do</u> we aren't going to be lazy doctor?	Aren't we going to be lazy doctor?
335	37	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
336	37	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
337	37	<u>Do</u> they aren't naughty boys?	Aren't they naughty boys?
338	37	<u>Does</u> Ficky doesn't talk about his hokiday?	Doesn't Ficky talk about his hokiday?
339	37	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
340	37	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
341	37	Will <u>you</u> Angga be safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
342	38	<u>Does</u> He isn't a brave man?	Isn't he a brave man?
343	38	<u>Do</u> aren't naughty boys?	Aren't they naughty boys?
344	38	<u>Does</u> it is perfect score?	Is it perfect score?
345	38	<u>Do</u> aren't proud of you?	Aren't they proud of you?
346	38	<u>Does</u> was fat two years ago?	Was he fat two years ago?

347	38	<u>Does</u> wasn't energetic yesterday?	Wasn't she energetic yesterday?
348	38	<u>Do</u> sent did you a letter a month ago?	Did i send you a leter a month ago?
348	38	<u>Do</u> were elegant last night?	Were they elegant last night?
350	38	<u>Does</u> was a big house?	Was it a big house?
351	38	<u>Does</u> Doni and Lana didn't play football yesterday	Didn't Doni and Lana play football yesterday
352	38	Will Indra <u>he</u> burn the CD for you tomorrow?	Will Indra burn the CD for you tomorrow?
353	38	Will you <u>isn't</u> be poor people?	Will not you be poor people?
354	38	Will Angga <u>he</u> be safe in the home tomorrow?	Will Angga be safe in the home tomorrow?
355	38	<u>Does</u> Mr. Maul is going to arrive tomorrow	Is Mr. Maul going to arrive tomorrow
356	38	<u>Do</u> aren't going to be lazy doctor?	Aren't we going to be lazy doctor?
357	39	Does Zulya eat <u>s</u> many fruits everyday?	Does Zulya eat many fruits everyday?
358	39	<u>Does</u> she wasn't energetic yesterday?	Wasn't she energetic yesterday?
359	39	<u>Didn't</u> my mother didn't cook fried chicken for my birthday party last week?	Didn't my mother cook fried chicken for my birthday party last week?
360	39	<u>Does</u> Mr. Maul is going to arrive tomorrow?	Is Mr. Maul going to arrive tomorrow?
361	40	<u>Does</u> you always study Math twice a week?	Do you always study Math twice a week?
362	40	Does Mrs. Ida <u>teaches</u> me English?	Does Mrs. Ida teach me English?
363	40	<u>Does</u> Ficky doesn't talk about his holiday?	Doesn't Ficky talk about his holiday?
364	40	Does Zulya eat <u>s</u> many fruit everyday?	Does Zulya eat many fruit everyday?
365	40	<u>Does</u> he was fat two years ago?	Was he fat two years ago?
366	40	<u>Does</u> Fina is a clever student?	Is Fina a clever student?
367	40	<u>Do</u> they are not naughty boys?	Aren't they naughty boys?

Appendix 7

Table 7

Data of Students Misformation Error in Transforming Declarative into Interrogative Sentences

NO	Sample	The students' Error	Correction
1	1	A letter i <u>sent</u> you a month ago?	A letter i <u>send</u> you a month ago?
2	1	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
3	2	<u>Will</u> we study twice a week?	<u>Do</u> we study twice a week?
4	2	<u>Do</u> he not a brave man?	<u>Isn't</u> he a brave man?
5	2	<u>Will</u> they not naughty boys?	<u>Aren't</u> they naughty boys?
6	2	<u>Do</u> he fat two years ago?	<u>Was</u> he fat two years ago?
7	2	Does she not energetic yesterday?	<u>Wasn't</u> she energetic yesterday?
8	2	<u>Does</u> i sent you a letter a month ago?	<u>Did</u> i send you a letter a month ago?
9	2	Does i <u>sent</u> you a letter a month ago?	Does i <u>send</u> you a letter a month ago?
10	2	<u>Does</u> mother not cook fried chicken for my birthday party last week?	<u>Didn't</u> my mother cook fried chicken for my birthday party last week?
11	2	<u>Does</u> Risna not a chubby girl?	<u>Wasn't</u> Risna a chubby girl?
12	2	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
13	2	Will the new manager <u>worked</u> well enough yesterday?	Will the new manager <u>work</u> well enough yesterday?
14	2	<u>Does</u> Doni and Lana play football yesterday?	<u>Didn't</u> Doni and Lana play football yesterday?
15	2	<u>Does</u> Indra burn the CD for me tomorrow?	<u>Will</u> Indra burn the CD for me tomorrow?
16	2	<u>Did</u> going to give my ring of you next week?	<u>Am</u> I going to give my ring of you next week?
17	3	<u>Do</u> you sent a letter a month ago?	<u>Did</u> you sent a letter a month ago?
18	3	Do you <u>sent</u> a letter a month ago?	Do you <u>send</u> a letter a month ago?
19	3	<u>Do</u> the new manager work well	<u>Did</u> the new manager work

		enough yesterday?	well enough yesterday?
20	4	Did i <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
21	4	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
22	4	Will the new manager <u>worked</u> well enough yesterday?	Will the new manager <u>work</u> well enough yesterday?
23	5	<u>Does</u> he brave man?	<u>Isn't</u> he brave man?
24	5	<u>Do</u> I you a letter a month ago?	<u>Did</u> I sent you a letter a month ago?
25	5	<u>Do</u> you elegant last night?	<u>Were</u> you elegant last night?
26	5	<u>Do</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
27	5	Do the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
28	5	<u>Does</u> it big house?	<u>Is</u> it big house?
29	5	<u>Will</u> we water the flower this afternoon?	<u>Shall not</u> we water the flower this afternoon?
30	5	<u>Do</u> you going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
31	5	<u>Do</u> the doctor we going to be lazy?	<u>Aren't</u> we going to be lazy doctor?
32	6	<u>Do</u> I sent you a letter a month ago?	<u>Did</u> I send you a letter a month ago?
33	6	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
34	6	Well the new manager <u>worked</u> enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
35	7	Does she <u>teacher</u> me English?	Does she <u>teach</u> me English?
36	7	Did i <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
37	8	Did i <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
38	8	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
39	8	<u>Do</u> not they be poor people?	<u>Will</u> not they be poor people?
40	9	<u>Do</u> he not a brave man?	<u>Isn't</u> he a brave man?
41	9	<u>Do</u> they not naughty boys?	<u>Aren't</u> they naughty boys?
42	9	<u>What</u> Ficky not talk about his holiday?	<u>Doesn't</u> Ficky talk about his holiday?
43	9	<u>What</u> Zulya eats many fruits everyday?	<u>Does</u> Zulya eats many fruits everyday?

44	9	<u>Do</u> they prud of you?	<u>Aren't</u> they proud of you?
45	9	<u>Does</u> she not study english last week?	<u>Didn't</u> she study English last week?
46	9	<u>Doesn't</u> she energic yesterday?	<u>Wasn't</u> she energic yesterday?
47	9	<u>Do</u> you sent me a letter a month ago?	<u>Did</u> you send me a letter a month ago?
48	9	Do you <u>sent</u> me a letter a month ago?	Did you <u>send</u> me a letter a month ago?
49	9	<u>Does</u> mother not cook fried chicken for my birthday party last week?	<u>Didn't</u> my mother cook fried chicken for my birthday party last week?
50	9	<u>Does</u> Risna not a chubby girl?	<u>Wasn't</u> Risna a chubby girl?
51	9	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
52	9	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
53	9	<u>Does</u> Doni and Lana play football yesterday?	<u>Didn't</u> Doni and Lana play football yesterday?
54	9	<u>Do</u> you going to give my ring to you next week?	<u>Am</u> I going to give my ring to you next week?
55	10	<u>Does</u> I sent you a letter a month ago?	<u>Did</u> I send you a letter a month ago?
56	10	Does I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
57	10	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
58	10	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
59	13	<u>Doesn't</u> study English last week?	<u>Didn't</u> she study English last week?
60	13	<u>Do</u> I send you a letter a month ago?	<u>Did</u> I send you a letter a month ago?
61	13	<u>Do</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
62	13	Do the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
63	14	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
64	14	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
65	15	<u>Do</u> you a letter a month ago?	<u>Did</u> you send me a letter a month ago?

66	15	<u>Does</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
67	15	Does the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
68	17	<u>Do</u> I <u>sent</u> you a letter a month ago?	<u>Did</u> I send you a letter a month ago?
69	17	Do I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
70	17	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
71	18	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
72	18	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
73	19	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
74	19	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
75	19	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
76	20	<u>Do</u> I sent you a letter a month ago?	<u>Did</u> I send you a letter a month ago?
77	20	Do I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
78	21	<u>Did</u> we always studied Math twice a week?	<u>Do</u> we always study Math twice a week?
79	21	Did we always <u>studied</u> Math twice a week?	Do we always <u>study</u> Math twice a week?
80	21	<u>Do</u> she clever students?	<u>Is</u> she clever students?
81	21	Does she <u>teacher</u> me English?	Does she <u>teach</u> me English?
82	21	<u>Do</u> they naughty boys?	<u>Aren't</u> they naughty boys?
83	21	<u>Do</u> it perfect score?	<u>Is</u> it perfect score?
84	21	<u>Do</u> they proud of you?	<u>Aren't</u> they proud of you?
85	21	<u>Do</u> he fat two years ago?	<u>Was</u> he fat two years ago?
86	21	<u>Did</u> she energetic yesterday?	<u>Wasn't</u> she energetic yesterday?
87	21	<u>Did</u> they elegant last night?	<u>Were</u> they elegant last night?
88	21	<u>Does</u> she chubby girl?	<u>Was</u> she chubby girl?
89	21	<u>Does</u> he going to arrive tomorrow?	<u>Is</u> he going to arrive tomorrow?
90	21	<u>Do</u> I going to give my ring to you next week?	<u>Am</u> I going to give my ring to you next week?
91	21	<u>Don't</u> we going to e lazy	<u>Aren't</u> we going to e lazy

		doctor?	doctor?
92	22	A letter I <u>sent</u> you a month ago?	Did I <u>send</u> you a letter a month ago?
93	22	Did worked the new manager well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
94	23	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
95	23	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
96	24	Do Mrs Ida <u>teacher</u> me English?	Do Mrs Ida <u>teach</u> me English?
97	24	I letter a <u>sent</u> you a month ago?	Dis I <u>send</u> you a letter a month ago?
98	24	<u>Do</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
99	24	Do the new manager <u>worked</u> well enough yesterday?	Do the new manager <u>work</u> well enough yesterday?
100	25	<u>Does</u> it perfect score?	<u>Is</u> it perfect score?
101	25	<u>Do</u> you sent me a letter a month ago?	<u>Did</u> you send me a letter a month ago?
102	25	Do you <u>sent</u> me a letter a month ago?	Do you <u>send</u> me a letter a month ago?
103	25	<u>Does</u> mother not cook fried chicken for my birthday party last week?	<u>Didn't</u> mother cook fried chicken for my birthday party last week?
104	25	<u>Does</u> new manager worked well enough yesterday?	<u>Did</u> new manager work well enough yesterday?
105	25	Does new manager <u>worked</u> well enough yesterday?	Did new manager <u>work</u> well enough yesterday?
106	25	<u>Do</u> you going to give my ring to you next week?	<u>Are</u> you going to give my ring to you next week?
107	26	Doesn't a chubby girl?	<u>Wasn't</u> Risna a chubby girl?
108	26	<u>Does</u> new manager worked well enough yesterday?	<u>Did</u> new manager work well enough yesterday?
109	26	Does new manager <u>worked</u> well enough yesterday?	Did new manager <u>work</u> well enough yesterday?
110	27	<u>Sent</u> you I a letter a month ago?	Did I <u>send</u> you a letter a month ago?
111	27	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
112	28	<u>Did</u> we always studied math twice a week?	<u>Do</u> we always study math twice a week?

113	28	Did we always <u>studied</u> math twice a week?	Do we always <u>study</u> math twice a week?
114	28	<u>Did</u> she teacher me English?	<u>Does</u> she teach me English?
115	28	Did she <u>teacher</u> me English?	Does she <u>teach</u> me English?
116	28	Did she not <u>studied</u> English last week?	Didn't she <u>study</u> English last week?
117	28	Did i <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
118	28	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
119	28	<u>Do</u> to be successful Banker?	<u>Is</u> Sauki going to be successful Banker?
120	29	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
121	29	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
122	29	<u>Does</u> Mr. Maul going to arrive tomorrow?	<u>Is</u> Mr. Maul going to arrive tomorrow?
123	30	A letter i <u>sent</u> you a month ago?	Did i <u>send</u> you a letter amonth ago?
124	30	<u>Doesn't</u> Risna a chubby girl?	<u>Wasn't</u> Risna a chubby girl?
125	31	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
126	31	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
127	32	<u>Do</u> they proud of you?	<u>Aren't</u> they proud of you?
128	32	Did i <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter a month ago?
129	32	<u>Did</u> they elegant last night?	<u>Were</u> they elegant last night?
130	32	<u>Does</u> Risna chubby girl?	<u>Wasn't</u> Risna chubby girl?
131	32	<u>Will</u> the new manager worked well enoug yesterday?	<u>Did</u> the new manager work well enoug yesterday?
132	32	Will the new manager <u>worked</u> well enoug yesterday?	Did the new manager <u>work</u> well enoug yesterday?
133	32	<u>Will</u> Mr. Maul going to arrive tomorrow?	<u>Is</u> Mr. Maul going to arrive tomorrow?
134	32	<u>Does</u> Sauki going to be successful Banker?	<u>Is</u> Sauki going to be successful Banker?
135	33	<u>Sent</u> you I a letter a month ago?	Did i <u>send</u> you a letter a month ago?
136	33	Did the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?

137	34	Does Mrs. Ida <u>teacher</u> me English?	Does Mrs. Ida <u>teach</u> me English?
138	34	Do you did i <u>sent</u> a letter a month ago?	Did I <u>send</u> you a letter a month ago?
139	34	<u>Does</u> it perfect score?	<u>Is</u> it perfect score?
140	34	<u>Does</u> new manager worked well enough yesterday?	<u>Did</u> new manager work well enough yesterday?
141	34	Does new manager <u>worked</u> well enough yesterday?	Did new manager <u>work</u> well enough yesterday?
142	35	Did I <u>sent</u> you a letter amonth ago?	Did I <u>send</u> you a letter amonth ago?
143	35	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
144	35	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
145	36	<u>Will</u> we always study Math twice a week?	<u>Do</u> we always study Math twice a week?
146	36	<u>Do</u> they proud of you?	<u>Aren't</u> they proud of you?
147	36	Did you <u>studied</u> English last week?	Did you <u>study</u> English last week?
148	36	<u>Do</u> you I sent a letter a month ago?	<u>Did</u> I send you a letter amonth ago?
149	36	Do you I <u>sent</u> a letter a month ago?	Did I <u>send</u> you a letter amonth ago?
150	36	Did mother <u>cooked</u> fried chicken for my birthday party last week?	Didn't mother <u>cook</u> fried chicken for my birthday party last week?
151	36	Did was it a <u>bigged</u> house?	Was it a <u>big</u> house
152	36	Did Doni and Lana <u>played</u> football yesterday?	Did Doni and Lana <u>play</u> football yesterday?
153	37	Did i <u>sent</u> you a letter amonth ago?	Did i <u>send</u> you a letter amonth ago?
154	37	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
155	37	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?
156	38	Do <u>sent</u> you a letter a month ago?	Did i <u>send</u> you a letter amonth ago?
157	38	<u>Do</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
158	38	Do the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?

159	39	Does she <u>teacher</u> me English?	Does she <u>teach</u> me English?
160	39	<u>Does</u> fat he two years ago?	<u>Was</u> he fat two years ago?
161	39	Did i sent you a letter amonth ago?	Did i send you a letter amonth ago?
162	39	New manager the <u>worked</u> well enough yesterday?	The new manager <u>work</u> well enough yesterday?
163	40	Did I <u>sent</u> you a letter a month ago?	Did I <u>send</u> you a letter a month ago?
164	40	<u>Will</u> the new manager worked well enough yesterday?	<u>Did</u> the new manager work well enough yesterday?
165	40	Will the new manager <u>worked</u> well enough yesterday?	Did the new manager <u>work</u> well enough yesterday?



Appendix 8

Table 8

Data of Students Misordering Error in Transforming Declarative into Interrogative Sentences

NO	Sample	The students' Error	Correction
1	1	<i>It is</i> perfect score?	<i>Is it</i> perfect score?
2	1	Did <i>not she was</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
3	1	<i>A letter I sent you</i> a month ago?	<i>Did I sent you a letter you</i> a month ago?
4	1	Were <i>elegant they</i> last night?	Were <i>they elegant</i> last night?
5	1	Does <i>not Risna was</i> a chubby girl?	<i>Wasn't Risna</i> a chubby girl?
6	1	Does <i>it was</i> a big house?	<i>Was it</i> a big house?
7	1	Will <i>burn Indra</i> the CD tomorrow?	Will <i>Indra burn</i> the CD tomorrow?
8	1	Will <i>be angga</i> safe in the home tomorrow?	Will <i>angga be</i> safe in the home tomorrow?
9	1	Does <i>Mr. Maul is</i> going to arrive tomorrow?	<i>Is Mr. Maul</i> going to arrive tomorrow?
10	2	<i>Do he not</i> a brave man?	<i>Isn't he</i> a brave man?
11	2	<i>Do you not</i> give me a new bag?	<i>Don't you</i> give me a new bag
12	2	Will <i>Fina is</i> a clever students?	<i>Is Fina</i> a clever students?
13	2	Will <i>they not</i> naughty boys?	<i>Aren't they</i> naughty boys?
14	2	Do <i>Ficky doesn't</i> talk about his holiday?	<i>Doesn't Ficky</i> talk about his holiday?
15	2	Will <i>it is</i> perfect score?	<i>Is it</i> perfect score?
16	2	Will <i>they are not</i> proud of you?	<i>Aren't they</i> proud of you?
17	2	He was <i>fat two years ago?</i>	<i>Was he</i> fat two years ago?
18	2	<i>Do she not</i> study English last week?	<i>Didn't she</i> study English last week?
19	2	<i>Does she not</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
20	2	Do <i>they were</i> elegant last night?	<i>Were they</i> elegant last night?
21	2	Does <i>mother not</i> cook fried chicken for my birthday party	<i>Didn't</i> mother cook fried chicken for my birthday party

		last week?	last week?
22	2	<u>Does Risna not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
23	2	Do <u>they will</u> be poor people?	<u>Will not</u> they be poor people?
24	2	Do <u>we shall</u> water the flower this afternoon?	<u>Shall not</u> we water the flower this afternoon?
25	2	<u>Angga will</u> safe in the home tomorrow?	<u>Will Angga</u> be safe in the home tomorrow?
26	2	<u>I shall</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
27	2	<u>Does we are going to be lazy doctor?</u>	<u>Aren't we going to be lazy doctor?</u>
28	3	Do <u>he is</u> a brave man?	<u>Is he</u> a brave man?
29	3	Do <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
30	3	Does <u>Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
31	3	Does <u>it is</u> perfect score?	<u>Is it</u> perfect score?
32	3	Deos <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
33	3	Does <u>he did not</u> studies English last week?	<u>Didn't he</u> study English last week?
34	3	Does <u>she was not</u> energetic yesterday?	<u>Was not she</u> energetic yesterday?
35	3	Do <u>they were</u> elegant last night?	<u>Were they</u> elegant last night?
36	3	<u>Did my mother not</u> cook fried chicken for my birthday party last week?	<u>Didn't my mother</u> cook fried chicken for my birthday party last week?
37	3	Does <u>Risna was</u> chubby girl?	<u>Wasn't Risna</u> a chubby girl?
38	3	<u>Does it was</u> a big house?	<u>Was it</u> a big house?
39	3	<u>They didn't</u> play football yesterday?	<u>Didn't they</u> play football yesterday?
40	3	Does <u>we not shall</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
41	3	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
42	3	Did <u>you shall not</u> be an impolite person?	<u>Shall not you</u> be an impolite person?
43	3	Did <u>we shall not</u> paint the gate?	<u>Shall not we</u> paint the gate?
44	3	Do <u>i am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
45	3	Do <u>you are not</u> going to be lazy doctor?	<u>Aren't you</u> going to be lazy doctor?
46	4	Do <u>you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?

47	4	Does <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
48	4	Do <u>they aren't</u> naughty boys?	<u>Aren't they</u> naughty boys?
49	4	Does <u>Ficky doesn't</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
50	4	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
51	4	Was <u>she not</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
52	4	Was <u>Risna not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
53	4	Will <u>they not</u> be poor people?	<u>Will not they</u> be poor people?
54	4	<u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
55	4	Are <u>we not</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?
56	5	Does <u>Fina is</u> clever students?	<u>Is Fina</u> clever students?
57	5	Do they boys are naughty?	<u>Aren't they naughty boys?</u>
58	5	Does <u>she wasn't</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
59	5	Does <u>Risna was</u> chubby girl?	<u>Wasn't Risna</u> a chubby girl?
60	5	Does <u>Doni and Lana did</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
61	5	Does <u>Mr. Maul is</u> going to arrive?	<u>Is Mr. Maul</u> going to arrive?
62	5	Do the doctor we going to be lazy?	<u>Aren't we going to be lazy doctor?</u>
63	6	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
64	6	Does <u>she was not</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
65	6	<u>Well the new manager worked</u> enough yesterday?	<u>Did the new manager work</u> well enough yesterday?
66	6	Does <u>it was</u> a big house?	<u>Was it</u> a big house?
67	6	Do <u>we shall not</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
68	6	Do <u>i am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
69	7	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
70	7	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr Maul</u> going to arrive tomorrow?
71	7	Does <u>Sauki is</u> going to be successful Banker?	<u>Is Sauki</u> going to be successful Banker?
72	8	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
73	8	<u>Didn't she was</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?

74	8	Does <u>they were</u> elegant last night?	<u>Were they</u> elegant last night?
75	8	Doesn't <u>Risna was</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
76	8	Does <u>it was</u> a big house?	<u>Was it</u> a big house?
77	8	Will <u>burn Indra</u> the CD for you tomorrow?	Will <u>Indra burn</u> the CD for you tomorrow?
78	8	Will <u>be Angga</u> safe in the home tomorrow?	Will <u>Angga be</u> safe in the home tomorrow?
79	8	Does Mr. Maul is going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
80	9	<u>Do he not</u> a brave man?	<u>Isn't he</u> a brave man?
81	9	<u>Do you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?
82	9	<u>Do they not</u> naughty boys?	<u>Aren't they</u> naughty boys?
83	9	What <u>Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
84	9	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
85	9	<u>Does she not</u> study English last week?	<u>Didn't she</u> study English last week?
86	9	<u>Do you were</u> elegant last night?	<u>Were you</u> elegant last night?
87	9	<u>Does mother not</u> cook fried chicken for my birthday party last week?	<u>Didn't my mother</u> cook fried chicken for my birthday party last week?
88	9	<u>Does Risna not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
89	9	Does <u>Indra will</u> burn the CD for me tomorrow?	<u>Will Indra</u> burn the CD for me tomorrow?
90	9	Doesn't <u>they will</u> be poor people?	<u>Will not they</u> be poor people?
91	9	Do <u>we shall</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
92	9	What <u>Angga will</u> be safe in the home tomorrow?	<u>Will Angga</u> be safe in the home tomorrow?
93	9	What <u>Sauki is</u> going to be successful Banker?	<u>Is sauki</u> going to be successful Banker?
94	9	Do <u>we are not</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?
95	10	<u>Do you not</u> give me anew bag?	<u>Don't you</u> give me anew bag?
96	10	Does <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
97	10	Do <u>they are not</u> naughty boys?	<u>Aren't they</u> naughty boys?
98	10	Does <u>Ficky doesn't</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
99	10	Do <u>they are not</u> proud of you?	<u>Aren't they</u> proud of you?

100	10	Do <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
101	10	Does <u>she wasn't</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
102	10	Was <u>Risna not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
103	10	Will <u>they not</u> be poor people?	Will <u>not they</u> be poor people?
104	10	<u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
105	10	<u>Are we not</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?
106	13	Does <u>Doni and Lana didn't</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
107	13	Will <u>they not</u> be poor people?	Will <u>not they</u> be poor people?
108	13	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
109	13	<u>Not shall</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
110	13	Do <u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
111	14	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
112	14	<u>Doesn't she was</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
113	14	Are <u>they were</u> elegant last night?	<u>Were they</u> elegant last night?
114	14	Does <u>Indra will</u> burn the CD for you tomorrow?	<u>Will Indra</u> burn the CD for you tomorrow?
115	14	<u>Don't they will</u> be poor people?	<u>Will not they</u> be poor people?
116	14	<u>Don't we shall</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
117	14	Does <u>He is</u> going to arrive tomorrow?	<u>Is he</u> going to arrive tomorrow?
118	15	Do <u>you are not</u> a brave man?	<u>Aren't you</u> a brave man?
119	15	<u>Do you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?
120	15	Does <u>Fina is</u> a clever student?	<u>Is Fina</u> a clever student?
121	15	Do <u>they aren't</u> naughty boys?	<u>Aren't they</u> naughty boys?
122	15	<u>Does Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
123	15	Do <u>they aren't</u> proud of you?	<u>Aren't they</u> proud of you?
124	15	Do <u>he was not</u> energetic yesterday?	<u>Wasn't he</u> energetic yesterday?
125	15	Do <u>my mother did not</u> cook fried chicken for my birthday party last week?	Didn't my mother cook fried chicken for my birthday party last week?

126	15	Do <u>Risna was not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
127	15	Does <u>Doni and Lana did not</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
128	15	Will <u>burn Indra</u> the CD for you tomorrow?	Will <u>Indra burn</u> the CD for you tomorrow?
129	15	Do <u>will be Angga</u> safe in the home tomorrow?	<u>Will Angga be</u> safe in the home tomorrow?
130	15	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
131	15	Does <u>I shall not</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
132	15	Do <u>we shall not</u> paint the gate?	<u>Shall not we</u> paint the gate?
133	15	Do <u>Sauki is</u> going to be successful Banker?	<u>Is Sauki</u> going to be successful Banker?
134	17	<u>It is</u> perfect score?	<u>Is it</u> perfect score?
135	17	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
136	17	Does <u>she didn't</u> study English last week?	<u>Didn't she</u> study English last week?
137	17	Does <u>she wasn't</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
138	17	<u>Was Risna not</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
139	17	<u>Will they not</u> be poor people?	<u>Will not they</u> be poor people?
140	17	Do <u>we shall not</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
141	17	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
142	17	<u>Don't Shall I</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
143	17	<u>Don't we shall</u> paint the gate?	<u>Shall not we</u> paint the gate?
144	17	<u>Not we are</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?
145	18	Does <u>it was</u> a big house?	<u>Was it</u> a big house?
146	19	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
147	19	Do <u>we are not</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?
148	20	Does <u>he is not</u> a brave man?	<u>Isn't he</u> a brave man?
149	20	<u>Do you not</u> give me anew bag?	<u>Don't you</u> give me anew bag?
150	20	Does <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
151	20	Doesn't <u>talk Ficky</u> about his holiday?	Doesn't <u>Ficky talk</u> about his holiday?
152	20	Does <u>it is</u> perfect score?	<u>Is it</u> perfect score?

153	20	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
154	20	<u>Don't we shall</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
155	20	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
156	20	<u>Don't I shall</u> be an impolite person?	<u>Shall not i</u> be an impolite person?
157	20	<u>Don't shall</u> paint the gate?	<u>Shall not we</u> paint the gate?
158	21	Do <u>he is not</u> a brave man?	<u>Is not he</u> a brave man?
159	21	Do <u>it was</u> a big house?	<u>Was it</u> a big house?
160	21	We shall not water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
161	22	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
162	22	<u>A letter I sent</u> you a month ago?	<u>Did I send you a letter</u> a month ago?
163	22	Were <u>elegant they</u> last night?	Were <u>they elegant</u> last night?
164	22	Did <u>worked the new manager</u> well enough yesterday?	Did <u>the new manager work</u> well enough yesterday?
165	22	Does it was a big house?	<u>Was it</u> a big house?
116	22	<u>It is</u> perfect score?	<u>Is it</u> perfect score?
167	22	Will <u>be Angga</u> safe in the home tomorrow?	Will <u>Angga be</u> safe in the home tomorrow?
168	22	<u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
169	23	Didn't <u>she was</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
170	23	Does <u>they were</u> elegant last night?	<u>Were they</u> elegant last night?
171	23	Doesn't <u>Risna was</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
172	23	Does <u>it was</u> a big house?	<u>Was it</u> a big house?
173	23	Will <u>burn Indra</u> the CD for you tomorrow?	Will <u>Indra burn</u> the CD for you tomorrow?
174	23	Will <u>be Angga</u> safe in the home tomorrow?	Will <u>Angga be</u> safe in the home tomorrow?
175	23	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
176	24	<u>It is</u> perfect score?	<u>Is it</u> perfect score?
177	24	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
178	24	Did <u>she not</u> study English last week?	Did <u>not she</u> study English last week?
179	24	Was <u>she not</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?

180	24	I letter a sent you a mont ago?	<u>Did I sent you a letter a month ago?</u>
181	24	Do <u>they were</u> elegant last night?	<u>Were they</u> elegant last night?
182	24	Do <u>Risna was</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
183	24	<u>It was</u> a big house?	<u>Was it</u> a big house?
184	24	Did <u>Doni and Lana not</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
185	24	Do <u>they will not</u> be poor people?	<u>Will not they</u> be poor people?
186	24	Do <u>we shall not</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
187	24	Shall <u>i not</u> be an impolite person?	Shall <u>not I</u> be an impolite person?
188	24	<u>Shall we not</u> paint the gate?	<u>Shall not we</u> paint the gate?
189	24	<u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
190	25	Do <u>he is not</u> a brave man?	<u>Isn't he</u> a brave man?
191	25	<u>Do you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?
192	25	Does <u>Fina is</u> a clever student?	<u>Is Fina</u> a clever student?
193	25	Do <u>you aren't</u> naughty boy?	<u>Aren't you</u> naughty boy?
194	25	<u>Does Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
195	25	Do <u>you are</u> proud of you?	<u>Aren't they</u> proud of you?
196	25	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
197	25	Does <u>you did</u> study English last week?	<u>Didn't you</u> study English last week?
198	25	Does <u>she was</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
199	25	Do you were elegant last night?	Were they elegant last night?
200	25	<u>Does my mother not</u> cook fried chicken for my birthday party last week?	<u>Didn't my mother</u> cook fried chicken for my birthday party last week?
201	25	Does <u>Risna not was</u> a chubby girl?	<u>Wasn't Risna</u> ia chubby girl?
202	25	Does <u>Doni and Lana did</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
203	25	<u>Will you not</u> be poor people?	<u>Will not you</u> be poor people?
204	25	Do <u>you shall</u> water the flowers this afternoon?	<u>Shalll not we water the flowers this afternoon?</u>
205	25	Does <u>Mr. Maul is</u> going to	<u>Is Mr. Maul</u> going to arrive

		arrive tomorrow?	tomorrow?
206	25	Do <u>you shall not</u> be an impolite person?	<u>shall not you</u> be an impolite person?
207	25	Do <u>you shall not</u> paint the gate?	<u>Shall not you</u> paint the gate?
208	25	Do <u>you are not</u> going to be lazy doctor?	<u>Aren't you</u> going to be lazy doctor?
209	26	<u>Do he is not</u> a brave man?	<u>Isn't he</u> a brave man?
210	26	<u>Do you not</u> give me anew bag?	<u>Don't you</u> give me anew bag?
211	26	Does <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
212	26	Do <u>they aren't</u> naughty boys?	<u>Aren't they</u> naughty boys?
213	26	<u>Does Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
214	26	Does <u>it is</u> perfect score?	<u>Is it</u> perfect score?
215	26	Do <u>they aren't</u> proud of you?	<u>Aren't they</u> proud of you?
216	26	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
217	26	Does <u>you did</u> study English last week?	<u>Didn't you</u> study English last week?
218	26	Does <u>you wasn't</u> energetic yesterday?	<u>Wasn't you</u> energetic yesterday?
219	26	Do <u>you were</u> elegant last night?	<u>Were you</u> elegant last night?
220	26	Do you <u>my mother didn't</u> cook fried chicken for my birthday party last week?	<u>Didn't my mother</u> cook fried chicken for my birthday party last week?
221	26	Do <u>it was</u> a big house?	<u>Was it</u> a big house?
222	26	Does <u>Doni and Lana didn't</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
223	26	<u>Will you not</u> be poor people?	<u>Will not you</u> be poor people?
224	26	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
225	26	Do you <u>I shall not</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
226	26	Do <u>you shall not</u> paint the gate?	<u>Shall not you</u> paint the gate?
227	26	Do you <u>i am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
228	26	Do <u>you are not</u> going to be lazy doctor?	<u>Aren't you</u> going to be lazy doctor?
229	27	<u>Eats Zulya</u> many fruits everyday?	Does <u>Zulya eat</u> many fruits everyday?
230	27	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
231	27	<u>Sent you I</u> a letter a month ago?	<u>Did I send you</u> a letter a month

			ago?
232	27	<i>Will they not</i> be poor people?	<i>Will not they</i> be poor people?
233	27	Do you <i>we are not</i> going to be lazy doctor?	<i>Aren't you</i> going to be lazy doctor?
234	28	Do <i>he is nothing</i> a brave man?	<i>Isn't he</i> a brave man?
235	28	<i>Do you not</i> giveir me a new bag?	<i>Don't you</i> give me a new bag?
236	28	Did she <i>Fina is</i> a clever students?	<i>Is Fina</i> a clever students?
237	28	Do <i>they are not</i> nauaghty boys?	<i>Aren't they</i> nauaghty boys?
238	28	Did <i>she doesn't</i> talk about his holiday?	<i>Doesn't she</i> talk about his holiday?
239	28	Do <i>they are not</i> proud of you?	<i>Aren't they</i> proud of you?
240	28	Do <i>he was</i> fat two years ago?	<i>Was he</i> fat two years ago?
241	28	<i>Did she not</i> studied English last week?	<i>Didn't she</i> study English last week?
242	28	Did <i>she wasn't</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
243	28	Do <i>they were</i> elegant last night?	<i>Were they</i> elegant last night?
244	28	<i>My mother didn't</i> cook fried chicken for my birthday party last week?	<i>Didn't</i> My mother cook fried chicken for my birthday party last week?
245	28	Do <i>you wasn't</i> a chubby girl?	<i>Wasn't you</i> a chubby girl?
246	28	Do <i>it was</i> abig house?	<i>Was it</i> abig house?
247	28	Do <i>they will not</i> be poor people?	<i>Will not they</i> be poor people?
248	28	Do <i>we shall not</i> water the flowers this afternoon?	<i>Shall not we</i> water the flowers this afternoon?
249	28	Did <i>i shall not</i> be an impolite person?	<i>Shall not i</i> be an impolite person?
250	28	<i>We shall not</i> paint the gate?	<i>Shall not we</i> paint the gate?
251	28	Didn't <i>iam</i> going to give my ring to you next week?	<i>Am i</i> going to give my ring to you next week?
252	28	Didn't <i>we aren't</i> going to be laazy doctor?	<i>Aren't we</i> going to be laazy doctor?
253	30	Does <i>he was</i> fat two years ago?	<i>Was he</i> fat two years ago?
254	30	Didn't <i>she was</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
255	30	<i>A letter i sent</i> you a month ago?	<i>Did i send you</i> a letter a month ago?

256	30	Do <u>not they will</u> be poor people?	<u>Will not they</u> be poor people?
257	30	Were <u>elegant they</u> last night?	Were <u>they elegant</u> last night?
258	30	Does <u>it was</u> a big house?	<u>Was it</u> a big house?
259	30	<u>Will burn Indra</u> the CD for you tomorrow?	<u>Will Indra burn</u> the CD for you tomorrow?
260	30	<u>Will be Angga</u> safe in the home tomorrow?	<u>Will Angga be</u> safe in the home tomorrow?
261	30	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
262	31	Are <u>they were</u> elegant last night?	Were they elegant last night?
263	31	Do <u>will they not</u> be poor people?	<u>Will not they</u> be poor people?
264	31	Do <u>not we shall</u> water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
265	31	Does <u>he is</u> going to arrive tomorrow?	<u>Is he</u> going to arrive tomorrow?
266	32	Does <u>he is</u> a brave man?	<u>Isn't he</u> a brave man?
267	32	Does <u>Fina is</u> a cleveres student?	<u>Is Fina</u> a clever student?
268	32	Do <u>they aren't</u> naughty boys?	Aren't they naughty boys?
269	32	Does <u>he was</u> fat two yeears ago?	<u>Was he</u> fat two years ago?
270	32	Did <u>she was</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
271	32	We shall not water the flowers this afternoon?	<u>Shall not we</u> water the flowers this afternoon?
272	32	<u>I shall</u> impolite person?	<u>Shall not I</u> be an impolite person?
273	32	<u>We shall</u> paint the gate?	<u>Shall not we</u> paint the gate?
274	32	<u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
275	33	<u>Do you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?
276	33	Does <u>Fina is</u> a clever student?	<u>Fina is</u> a clever student?
277	33	<u>Eats Zulya</u> many fruits everyday?	<u>Does Zulya eat</u> many fruits everyday?
278	33	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
279	33	<u>Sent you i</u> a letter a month ago?	<u>Did I sent</u> you a letter a month ago?
280	33	Will they not be poor people?	Will not they be poor people?
281	33	Do <u>we aren't</u> going to be lazy doctor?	<u>Aren't we</u> going to be lazy doctor?

282	34	Do <u>he is not</u> a brave man?	<u>Isn't he</u> a brave man?
283	34	<u>Do you not</u> give me a new bag?	<u>Don't you</u> give me a new bag?
284	34	Does <u>Fina is</u> a clever student?	<u>Is Fina</u> a clever student?
285	34	Do <u>you are not</u> naughty boys?	<u>Aren't you</u> naughty boys?
286	34	<u>Does Ficky not</u> talk about his holiday?	<u>Doesn't Ficky</u> talk about his holiday?
287	34	Do <u>you aren't</u> proud of you?	<u>aren't they</u> proud of you?
288	34	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
289	34	Does <u>you didn't</u> study English last week?	<u>Didn't you</u> study English last week?
290	34	Does <u>she wasn't</u> energetic yesterday?	<u>Wasn't she</u> energetic yesterday?
291	34	<u>Do you I sent</u> a letter a month ago?	<u>Did I sent you</u> a letter amonth ago?
292	34	Do <u>you were</u> elegant last night?	<u>Were you</u> elegant last night?
293	34	Does <u>mother didn't</u> cook fried chicken for my birthday party last week?	<u>Didn't mother</u> cook fried chicken for my birthday party last week?
294	34	Does <u>Risna wasn't</u> a chubby girl?	<u>Wasn't Risna</u> a chubby girl?
295	34	Does <u>Doni and Lana didn't</u> play football yesterday?	<u>Didn't Doni and Lana</u> play football yesterday?
296	34	Will <u>you not</u> be poor people?	Will <u>not you</u> be poor people?
297	34	Does <u>Mr. Maul is</u> going to arrive tomorrow?	<u>Is Mr. Maul</u> going to arrive tomorrow?
298	34	Do <u>I shall not</u> be an impolite person?	<u>Shall not I</u> be an impolite person?
299	34	Do <u>you shall not</u> paint the gate?	<u>Shall not you</u> paint the gate?
300	34	Do <u>I am</u> going to give my ring to you next week?	<u>Am I</u> going to give my ring to you next week?
301	34	Do <u>you are not</u> going to be lazy doctor?	<u>Aren't you</u> going to be lazy doctor?
302	35	Does <u>he was</u> fat two years ago?	<u>was he</u> fat two years ago?
303	35	We are not going to be lazy doctor?	Aren't we going to be lazy doctor?
304	36	Does <u>Fina is</u> a clever students?	<u>Is Fina</u> a clever students?
305	36	Is <u>perfect it</u> score?	<u>Is it perfect</u> score?
306	36	Does <u>he was</u> fat two years ago?	<u>Was he</u> fat two years ago?
307	36	Did <u>she wasn't</u> energetic yesterday?	Wasn't she energetic yesteday?
308	36	<u>Do you I sent</u> a letter a month	<u>Did I send you</u> a letter amonth

		ago?	ago?
309	36	Do <i>they were</i> elegant last night?	<i>Were they</i> elegant last night?
310	36	Does <i>Risna was</i> a chubby girl?	<i>Wasn't Risna</i> a chubby girl?
311	36	Will <i>Mr Maul is</i> going to arrive tomorrow?	<i>Is Mr Maul</i> going to arrive tomorrow?
312	36	<i>I am</i> going to give my ring to you next week?	<i>Am I</i> going to give my ring to you next week?
313	36	Do <i>we aren't</i> going to be lazy doctor?	<i>Aren't we</i> going to be lazy doctor?
314	37	<i>Do you not</i> give me a new bag?	<i>Don't you</i> give me a new bag?
315	37	Do <i>they aren't</i> naughty boys?	<i>Aren't they</i> naughty boys?
316	37	Does <i>Ficky doesn't</i> talk about his hokiday?	<i>Doesn't Ficky</i> talk about his hokiday?
317	37	Does <i>he was</i> fat two years ago?	<i>Was he</i> fat two years ago?
318	37	Was <i>she not</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
319	37	Was <i>Risna not</i> a chubby girl?	<i>Wasn't Risna</i> a chubby girl?
320	37	Will <i>they not</i> be poor people?	Will <i>not they</i> be poor people?
321	37	<i>I am</i> going to give my ring to you next week?	<i>Am I</i> going to give my ring to you next week?
322	37	<i>Are we not</i> going to be lazy doctor?	<i>Aren't we</i> going to be lazy doctor?
323	38	Does <i>He isn't</i> a brave man?	<i>Isn't he</i> a brave man?
324	38	<i>You don't</i> give me a new bag?	<i>Don't you</i> give me a new bag?
325	38	Does <i>it is</i> perfect score?	<i>Is it</i> perfect score?
326	38	<i>Did she not</i> study English last week?	<i>Didn't she</i> study English last week?
327	38	Does <i>Doni and Lana didn't</i> play football yesterday	<i>Didn't Doni and Lana</i> play football yesterday
328	38	<i>Will you isn't</i> be poor people?	<i>Will not you</i> be poor people?
329	38	Does <i>Mr. Maul is</i> going to arrive tomorrow	<i>Is Mr. Maul</i> going to arrive tomorrow
330	38	<i>Not shall i</i> be an impolite person?	<i>Shall not I</i> be an impolite person?
331	39	<i>Does fat he</i> two years ago?	<i>Was he fat</i> two years ago?
332	39	Does <i>she wasn't</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
333	39	Was <i>Risna not</i> a chubby girl?	<i>Wasn't Risna</i> a chubby girl?
334	39	<i>New manager the worked</i> well enough yesterday?	<i>Did the new manager work</i> well enough yesterday?
335	39	Was <i>a it</i> big house?	Was <i>it a</i> big house?

336	39	<i>And Lana Doni didn't</i> play football yesterday?	<i>Didn't Doni and Lana</i> play football yesterday?
337	39	<i>Will burn Indra</i> the CD for you tomorrow?	<i>Will Indra burn</i> the CD for you tomorrow?
338	39	Will <i>be Angga</i> safe in the home tomorrow?	Will <i>Angga be</i> safe in the home tomorrow?
339	39	Does <i>Mr. Maul is</i> going to arrive tomorrow?	<i>Is Mr. Maul</i> going to arrive tomorrow?
340	39	Is <i>going Sauki</i> to be successful Banker?	Is <i>Sauki going</i> to be successful Banker?
341	39	Am <i>going I</i> to give my ring to you next week?	Am <i>I going</i> to give my ring to you next week?
342	40	Do <i>you not</i> give me a new bag?	<i>Don't you</i> give me a new bag?
343	40	Does <i>Fina is</i> a clever student?	<i>Is Fina</i> a clever student?
344	40	Do <i>they aren't</i> naughty boys?	<i>Aren't they</i> naughty boys?
345	40	Does <i>Ficky doesn't</i> talk about his holiay?	<i>Doesn't Ficky</i> talk about his holiay?
356	40	Does <i>he was</i> fat two years ago?	<i>Was he</i> fat two years ago?
347	40	Was <i>she not</i> energetic yesterday?	<i>Wasn't she</i> energetic yesterday?
348	40	Was <i>Risna not</i> a chubby girl?	<i>Wasn't Risna</i> a chubby girl?
349	40	Will <i>they not</i> be poor people?	Will <i>not they</i> be poor people?
350	40	<i>Shall we not</i> water the flowers this afternoon?	<i>Shall not we</i> water the flowers this afternoon?



Appendix 9

Calculation Percentages of The Errors Types

1. Omission Error

$$\begin{aligned} P &= \frac{161}{1043} \times 100\% \\ &= 0.154 \times 100\% \\ &= 15\% \end{aligned}$$

The percentage of omission errors are 15%

2. Addition Error

$$\begin{aligned} P &= \frac{367}{1043} \times 100\% \\ &= 0.351 \times 100\% \\ &= 35\% \end{aligned}$$

The percentage of addition errors are 35%

3. Misformation Error

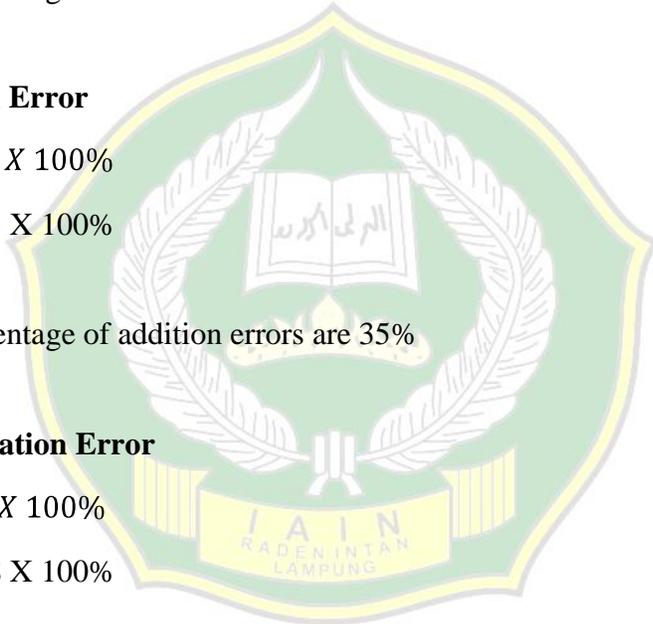
$$\begin{aligned} P &= \frac{165}{1043} \times 100\% \\ &= 0.158 \times 100\% \\ &= 16\% \end{aligned}$$

The percentage of misformation errors are 16%

4. Misordering Error

$$\begin{aligned} P &= \frac{350}{1043} \times 100\% \\ &= 0.335 \times 100\% \\ &= 34\% \end{aligned}$$

The percentage of misordering errors are 34%



Appendix 10**Table 9****The List of Teacher And Staff of MTsN 1 Tanggamus**

NO	NAMA	L / P	JABATAN
1	Tarmadi, S.Pd	L	Kepala Sekolah
2	Fajarita Riesmawati, M.Pd	P	Waka Kurikulum / Guru Bahasa Inggris
3	Fariza Margasari, M.Pd	P	Waka Humas / Guru Bahasa Inggris
4	Asih Kurniasih, M.Pd	P	Waka Kesiswaan/ Guru Matematika
5	Sarifuddin, M.Pd.I	L	Waka Saprass/ Guru Bahasa Arab
6	Dra. Hasnani	P	Guru BK
7	Parida, S.Ag. M.Pd.I	P	Guru SKI
8	Sofian, A.Md	L	Guru Bahasa Inggris
9	Rifdanita, A.Md	P	Guru IPA
10	Nursiam, S.Pd.I	P	Guru FIQH
11	Roswita Rosa, S.Pd	P	Guru Penjaskes
12	Tuti Idawati, S.Ag	P	Guru Aqidah Akhlak
13	Bariah, S.Pd	P	Guru Bahasa Indonesia
14	Hayati Nufus, S.Ag	P	Guru Bahasa Arab
15	Sabirin, S.Pd	L	Guru BK
16	Khairun Nayu, S.Pd	P	Guru Prakarya

17	Gunawan Susanto, M.Pd	L	Guru IPS
18	Maslina, S.Pd	P	Guru IPS
19	Yustina, S.Pd	P	Guru Aqidah Akhlak
20	Kasmiar, S.Ag	P	Guru Bahasa Arab
21	Yusnida, S.Ag	P	Guru Bahasa Arab
22	Rihayun, S.Pd	P	Guru BK
23	Hifnias, S.Ag	L	Guru SKI
24	Ropiah, S.Ag	P	Guru Al-Qur'an Hadits
25	Komala Sari, S.Pd	P	Guru PKN
26	Siti Farida, S.Pd.I	P	Guru SKI
27	Eko Puspitowati, S.Pd	P	Guru Bahasa Indonesia
28	Zahrani, S.Pd	P	Guru IPS
29	Nurhasanah, S.Ag	P	Guru IPA
30	Yunani, S.Ag	P	Guru Aqidah Akhlak
31	Yunani, M.Pd.I	P	Guru Prakarya
32	Nasrudin, S.Ag	L	Guru PKN
33	Mila Sofia, S.Pd	P	Guru Bahasa Inggris
34	M. Saleh. AR, S.Pd	P	Guru Bahasa Inggris
35	Surana	P	Guru Al-Qur'an Hadits
36	Eka Yusilawati, S.Pd.I	P	Guru PKN
37	Darmalena, S.Kom	P	Guru SBK

38	Aswandi, S.Pd	L	Guru Matematika
39	Rodial, S.E	L	Guru SBK
40	Erna, S.Pd	P	Guru Bahasa Lampung
41	Dhianingsih Palupi, S.Pd.I	P	Guru BK
42	Siti Puji Rahayu, S.Si	P	Guru Matematika
43	Novi Nurbaiti, S.Pd	P	Guru Matematika
44	Meri Yuheni, S.Pd	P	Guru Matematika
45	Hariyanto, S.Pd	L	Guru Penjaskes
46	Lia Septiana, S.Pd	P	Guru IPA
47	Heri Saputra, S.Pd	L	Guru Penjaskes
48	Lia Septiana, S.Pd	P	Guru IPA
49	Suci Apriyantina, S.Pd	P	Guru Bahasa Indonesia
50	Yomi Sumbala, S.Pd	P	Guru MTK
51	Meliya Listiyani, S.E.I	P	Guru TINKOM
52	Septiyana, S.Pd.I	P	Guru TINKOM
53	Mia Fianita, S.Pd	P	Guru Bahasa Inggris
54	Indri Oktaria, S.Pd	P	Guru IPA/ Ketua Lab
55	Agung Laksono, S.Pd	P	Guru IPA
56	Masdalena, S.Pd	P	Guru IPA
57	Sanah Liyana, S.Pd	P	Guru SBK
58	Fitriyana, S.Pd.I	P	Guru Bahasa Lampung

59	Imtikhana Nurkhasanah, S.Th.I	P	Kepala TU
60	Sukmaidi, S.Pd.I	L	Staf TU
61	Arif Hartanto	L	Staff TU
62	Maulana	L	Staff TU
63	Maryawati	P	Staff TU
64	Ritawati	P	Staff TU
65	Ahmad Haryanto, S.Pd.I	L	Staff TU
66	Jumaidawati	P	Kepala Perpustakaan
67	Anisawati	P	Staff Perpustakaan
68	Sri Indayati, A.Md	P	Staff Perpustakaan
69	Meza Susanti	P	Staff Lab
70	Handi	L	Security
71	Setiawan	L	Security
72	Rostina	P	Kebersihan
73	Beni Prabu Balia	L	Tukang Kebun



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CONTROL CARD

Name : **DETI NARIA**

Student Number : **1311040020**

Title : An Error Analysis in Transforming Declarative into Interrogative Sentences At The Second Semester Of The Eighth Grade Students Of MtsN 1 Tanggamus In The Academic Year of 2016/2017

No.	Date	Consultation	Signature
1.	10/03/2017	Chapter 1-5-ACC	
2.			
3.			
4.			
5.			
6.			

Bandar Lampung, Maret 2017

Co- Advisor

Agus Hidayat, M. Pd



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No.	Date	Consultation	Signature
1.	10/03/2017	Chapter 1-3	
2.	13/03/2017	Chapter 4-5	
3.	14/03/2017	Chapter 1-5	
4.	15/03/2017	Appendices	
5.	16/03/2017	Appendices	
6.	16/03/2017	ACC for Exam	

Bandar Lampung, Maret 2017

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